

 **Trained**



BOY SCOUTS OF AMERICA®



## **Varsity Coach Leader Specific Training**



BOY SCOUTS OF AMERICA®



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**Available on CD-ROM**

- Schedule of Sessions One through Three
- Local Resources Summary
- The first page of the *The Varsity Scout Guidebook*
- Role-Play One—Varsity Coach and Team Captain Review a Team Meeting Plan
- Role-Play Two—Varsity Coach Takes Part in a Post-Meeting Debriefing with Team Leaders
- Role-Play Three—A Varsity Coach Coaches a Varsity Team Captain Preparing for an Upcoming Team Meeting
- Role-Play Four—Leadership Styles for Working with Young Men
- Role-Play Five—The Team Leaders' Meeting
- Role-Play Six—The Team Leaders' Activity Review
- Pop Quiz
- The Principles of Leave No Trace
- Sweet 16 of BSA Safety
- Assignment One—Winter Climate
- Assignment Two—Arid Climate
- Assignment Three—Rugged Terrain
- Assignment Four—Urban Setting
- Varsity Sports Opportunities
- Role-Play Seven—A Scout Learns
- Role-Play Eight—Varsity Coach's Conference
- Annual Varsity Scout Team Planning Chart (Also available in *Varsity Team Program Resources*)

- Role-Play Nine—Parents
- Team Paperwork Packet
- Closing Ceremony
- Additional Resources (Web Site Links)
  - Guide to Safe Scouting
  - Quality Unit Award
  - Money-Earning Application
  - Local Tour Permit Application
  - National Tour Permit Application
  - Advancement Report
  - Unit Budget Form
  - Personal Health and Medical Record, Class 1 and 2
  - Personal Health and Medical Record, Class 3
  - Eagle Scout Leadership Service Project Workbook
  - NESAs Application





## Instructions for Instructors

Welcome to Varsity Coach Leader Specific Training! Following This Is Scouting training, this is phase two of a new Varsity Coach's introduction to the Boy Scouts of America and to the responsibilities, opportunities, and resources that will ensure a successful Varsity team leadership experience.

The course described in this instructor's guide addresses the needs of adults who have recently accepted the responsibility of delivering the Scouting program to youth by serving as Varsity Coaches and assistant Varsity Coaches. For many, this will be an introduction to the rewards and challenges of Varsity team leadership. Others may have held leadership positions in Cub Scouting, Boy Scouting, Venturing, or on district or council committees, and have come to this training well versed in what Scouting has to offer.

The sessions of Varsity Coach Leader Specific Training are thorough and comprehensive. They are also fun. Participants will be enthused to discover the essentials of their leadership positions and to realize that they can easily become successful Scout leaders. Discussions, group activities, and role-plays will keep the sessions lively and create a fellowship of learning.

### **Varsity Coach Leader Specific Training and the Eight Methods of Scouting**

Varsity Coach Leader Specific Training teaches Varsity Coaches and assistant Varsity Coaches practical ways to instill the eight methods of Scouting into their team programs. Here are the eight methods of Scouting and the sessions of Varsity Coach Leader Specific Training where each is addressed:

1. The Ideals—Sessions One, Two, and Three
2. The Team Method—Session One
3. The Outdoors—Session Two
4. Advancement—Session Two
5. Association With Adults—Sessions One, Two, and Three
6. Personal Growth—Sessions One, Two, and Three
7. Leadership Development—Sessions One and Three
8. The Uniform—Sessions One and Three

## **Varsity Coach Leader Specific Training and the Six Steps of a Team Meeting**

Team leaders must have an understanding of the six steps of a team meeting. This training will allow participants to learn each step through hands-on exercises. The steps of a team meeting will be most thoroughly experienced in the sessions:

1. Preopening—Sessions One, Two, and Three
2. Opening—Session One
3. Team business—Sessions One and Two
4. Skills instruction—Sessions One and Two
5. Closing—Session Two
6. Wrap-up—Sessions One and Three

### **The Goal of This Training**

As an instructor of Varsity Coach Leader Specific Training, you have a remarkable opportunity to provide new Varsity team leaders with the confidence and the skills they need to ensure their immediate success and to provide a foundation for their development as effective Scouters.

The goal of Varsity Coach Leader Specific Training is fourfold. All participants who finish the sessions should:

- Have the confidence that being a Varsity Coach is a manageable challenge.
- Understand that they have abundant available resources.
- Know that the structure of the Boy Scouts of America ensures that they are part of a supportive team working to deliver the promise of Scouting to the youth of America.
- Have a short action plan to apply what they have learned during the three sessions of Varsity Coach Leader Specific Training. (Encouraging participants to commit to an action plan helps to reinforce learning at the time of presentation. There is no formal follow-up by the instructors after the course.)

As an instructor of Varsity Coach Leader Specific Training, you may already know the depth of support available to you. Among the most important resources are these:

### **Trainer's Development Conference**

This six-hour course covers presentation skills important to increasing the effectiveness of instructors involved with any of the BSA's adult leadership training courses. The course reviews the best ways to lead discussions, to introduce Scouting concepts, to use audio-visual aids, and to enliven teaching sessions with songs, skits, and group activities.



## Instructor Kit

Instructors of Varsity Coach Leader Specific Training are provided a kit with materials to be used throughout the course, including the following items.

- Training manual
- Posters to position on the meeting room walls

## CD-ROM disk

This resource contains copies of many of the presentation materials, including images that may be incorporated into presentations as PowerPoint slides or converted into transparencies for overhead projection. The presentations are optional; they are designed to enhance training rather than replace the trainer.

## Literature

- *The Varsity Scout Guidebook*. Nearly everything a Varsity Coach needs to know can be found in the pages of *The Varsity Scout Guidebook*. In many ways, Varsity Coach Leader Specific Training teaches adult leaders how to use this manual. Instructors of Varsity Coach Leader Specific Training should review *The Varsity Scout Guidebook* while preparing to present the course and should rely on it to answer most of their own questions concerning the role of the Varsity Coach. Every course participant should keep *The Varsity Scout Guidebook* available at all times for easy reference.
- *The Boy Scout Handbook*. This manual lays out the Scouting program for youth of Boy Scout age. Addressed to the boys themselves, the pages bring to life both the content and the spirit of Scouting.
- *Scouting* and *Boys' Life* magazines. Current issues are instrumental for team leaders in planning programs and staying up-to-date on developments in Scouting.
- *Varsity Team Program Features, Volumes I, II, and III*. Provide one set of these publications for each table. (At the end of the training, participants can purchase their own volumes.) The volumes will be used during the program planning exercise in Session Three, but they should be available for reference throughout the training.

## Other Instructors

In most instances, Varsity Coach Leader Specific Training sessions are presented by several instructors. Those who are new to instructing will be supported during their preparations and presentations by instructors with more experience.

## Who Is Eligible to Take Varsity Coach Leader Specific Training?

Varsity Coach Leader Specific Training is required for any adult accepting the invitation to serve as a Varsity Coach or assistant Varsity Coach of a Varsity team. Committee members and other adults who expect to play a supportive role in the success of a Varsity team are also invited to attend.

Instructors should assume that participants in this training know very little about Scouting or about how to fulfill the responsibilities of Varsity leadership. You may be pleasantly surprised during a training session to discover that one or more participants do, in fact, have a good deal of knowledge about the Scouting program. During topic discussions, instructors can draw upon the experiences of participants with broader Scouting backgrounds to bring greater depth to portions of the training.

A common denominator for all participants is that they will have completed This Is Scouting training.

## **This Is Scouting**

This prerequisite to Varsity Coach Leader Specific Training is attended by all adults new to leadership positions in Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. The short session introduces participants to the vision, mission, and values of the Boy Scouts of America.

To be recognized as Basic Trained, a Scouter in the Varsity Scout program must complete This Is Scouting, Varsity Coach Leader Specific Training, and Introduction to Outdoor Leader Skills. (Varsity committee members are not required to take Introduction to Outdoor Leader Skills.)

## **Course Schedule**

Varsity Coach Leader Specific Training can be presented in one of two formats:

- Three sessions on separate days, with each session lasting 2 or 2½ hours.
- Three sessions presented sequentially on a single day.

**Note:** Varsity leaders take This Is Scouting training. Upon its conclusion, participants may separate into groups according to their BSA programs. Those who will be serving as team leaders can move directly into Session One of Varsity Coach Leader Specific Training.

## **Varsity Program Management**

Participants will be formed into groups identified as the squads of a Varsity team. The ideal squad size will be six to eight participants, though courses with small attendance can be effectively conducted with smaller groups. Many of the presentations of this training engage the team as a whole. However, there are enough squad/team activities to allow participants to experience firsthand the feel of belonging to a squad and a team, and to allow instructors to model the team method both in theory and by example.

### **Instructors' Note:**

*Training sessions with too few participants to form a squad can explore the team method through discussion and, wherever appropriate, a walk-through of squad activities by the participants who are in attendance.*

## Session Setting

Give careful thought to the setting in which Varsity Coach Leader Specific Training will be offered. Each participant should have a comfortable place to sit, take notes, and organize written materials. That setting most often consists of a table for each squad.

There should be enough open space for the group to take part in several energetic activities. This space may be a portion of a meeting room or a nearby area outside or in an adjoining room.

Posters featuring the Scout Oath, Scout Law, Varsity Scout Pledge, the eight methods of Scouting, and other BSA guidelines can be positioned on the walls of the meeting area and used both to set the tone of the sessions and for references during presentations. These posters are provided in the kits for Varsity Coach Leader Specific Training.

## Session Format

This manual contains clear directions for instructors presenting each session of Varsity Coach Leader Specific Training. Instructors are encouraged to bring their own enthusiasm, personalities, and presentation strengths to the sessions. However, they should not deviate from the basic material of the manual. Instructors should cover the information in the manual fully and effectively, allowing participants to get the answers they need to questions involving these presentations.

The Boy Scouts of America encourages lifelong learning. Instructors and participants should be aware that Varsity Coach Leader Specific Training—an introduction to the job of being a Varsity Coach or an assistant Varsity Coach—is one of many training opportunities available to Scouters. Leadership subjects not covered in the sessions of Varsity Coach Leader Specific Training may be better addressed in subsequent learning opportunities—Introduction to Outdoor Leader Skills, roundtables, Wood Badge, etc.

## Keep This In Mind

Varsity Coach Leader Specific Training focuses on the *essentials* of being a good Varsity Coach. Bring your vision to instructing the sessions, but do not wander from the material laid out in this manual. Participants who grasp the information in the three sessions of Varsity Coach Leader Specific Training will be well on their way to succeeding as team leaders.

Try not to present participants with too much information. Teach them how to succeed in the near future as new team leaders, but don't overburden them with material that is better learned in future training.

In the months and years to come, BSA opportunities for continuous learning will allow participants to discover more about Scouting, leadership, and the many methods that experienced Varsity Coaches have developed to enhance their effectiveness in delivering the Scouting program.

The number of instructors needed to present sessions of Varsity Coach Leader Specific Training will depend upon the number of participants taking the training and the degree of experience of the instructors. In most cases, two or three instructors can

comfortably divide up the presentations and support one another through the sessions. A first-time instructor may be assisted by an experienced instructor who can provide coaching and support. If the situation warrants it, Varsity Coach Leader Specific Training sessions could consist of one or two participants and a single instructor.

## **A Final Word**

Participants should come away from this training confident that they have the skills and resources to succeed as team leaders.

The sessions should allow participants to ask and get answers to their questions about being Varsity Coaches and to put to rest any fears they may have about their responsibilities and their abilities to succeed.

Most importantly, new Varsity Coaches should complete this training with the clear understanding that they are not alone as they take on leadership of a team. They should know that when they get into situations where they need help (and they will), Scouting offers plenty of resources to guide and support them. Varsity Coach Leader Specific Training will have introduced participants to those resources and given them clear direction on how to access them for any aspect of adult leadership.

Include here the listings of local places to hike and camp, opportunities for teams to use district and council facilities (camps, COPE courses, etc.), individuals who can offer guidance on district and council activities (including veteran Scouters, qualified campmasters, merit badge counselors, etc.), and other contact information and inside knowledge that will help inexperienced team leaders take advantage of nearby people and places to enliven and enhance the Scouting experience for their team members and for themselves. This is also an appropriate handout for including dates and locations of future training opportunities including Introduction to Outdoor Leader Skills. If necessary, attach additional pages.

# Local Resources Summary

Instructors should complete this form and make copies available to all participants at the beginning of Session One. The intent is to give new Varsity Coaches and assistant Varsity Coaches an overview of contacts in their areas who can provide valuable assistance in developing programs and carrying out Scouting activities. The summary can also be a source of local knowledge concerning locations for camping, hiking, and other team events, and information about interacting with land management agencies and private property owners.

National Council Web page: *http://www.scouting.org*

*Scouting* magazine (sent to registered adults six times a year—subscribe through your council)

*Boys' Life* magazine (available monthly by subscription through your council)

Our council's name \_\_\_\_\_

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Council Web page (if any) \_\_\_\_\_

Scout Shop address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Hours of operation \_\_\_\_\_

Council newsletter (publication schedule and method of distribution): \_\_\_\_\_

\_\_\_\_\_

Scout camp(s)

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Our district's name \_\_\_\_\_

District executive \_\_\_\_\_

Telephone No. \_\_\_\_\_

District committee chair \_\_\_\_\_

Telephone No. \_\_\_\_\_

District commissioner \_\_\_\_\_

Telephone No. \_\_\_\_\_

Roundtable commissioner \_\_\_\_\_

Telephone No. \_\_\_\_\_

Location of roundtable meetings \_\_\_\_\_

Dates and times of roundtable meetings: \_\_\_\_\_

\_\_\_\_\_

Training chair \_\_\_\_\_

Telephone No. \_\_\_\_\_

*To be filled out by each participant, with the help of Varsity Coach Leader Specific Training instructors:*

My chartered organization \_\_\_\_\_

Telephone No. \_\_\_\_\_

Contact person for the chartered organization \_\_\_\_\_

Telephone No. \_\_\_\_\_

Unit leader \_\_\_\_\_

Telephone No. \_\_\_\_\_

Committee chair \_\_\_\_\_

Telephone No. \_\_\_\_\_

Affiliated Boy Scout troop \_\_\_\_\_

Scoutmaster \_\_\_\_\_

Telephone No. \_\_\_\_\_

*Contacts and opportunities for Team outdoor activities, conservation projects, and other events:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







# Session One

## Preopening Activity

---

### Time Allowed

10 minutes

---

### Teaching Objectives

- Involve arriving participants in an enjoyable activity that immediately begins setting the tone of acceptance and fun.
  - Break down any walls that may exist between participants and instructors.
  - Model the preopening of a team meeting.
  - Begin to establish the team method as a key to a team's success.
  - Offer participants a specific activity they can use with their own teams.
- 

### Materials Needed

- Tennis balls, beanbags, or other items that can be safely tossed (one for every six to eight participants)
- 

### Recommended Facility Layout

- An open area of the meeting room
- 

### Delivery Method

- Instructors explain the activity to the first participants who arrive, then join them in the game. As other participants arrive, the instructors greet them and immediately draw them into the game.
-

## **Presentation Procedure**

Form participants and instructors in a circle. An instructor calls out his or her own first name, then calls out the name of someone else in the circle and tosses the ball to that person. That person, in turn, says his or her own name, calls out the name of another participant, and tosses the ball to that person.

Early in the game, participants may need to help one another with names. When the majority of the participants have arrived and played the game for a few minutes, the names should be flowing more easily. An instructor can introduce a second ball and perhaps a third, increasing the tossing and naming activities two- or three-fold.

If a session will involve a large number of participants, instructors may find it more manageable to form several smaller circles of six to eight participants, the members of each circle playing the game among themselves. Each circle can include at least one instructor.

At some training sessions, participants already know one another. Instructors can offer variations on the basic game by substituting other facts about participants for their names—home towns, team sponsors, favorite hobbies, etc. The idea is to help participants begin getting better acquainted with each other and with the course instructors.

At the end of the preopening activity, instructors should invite everyone to find their seats and make themselves comfortable for the beginning of Session One.

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# Session One

## Welcome and Introductions

---

### Time Allowed

10 minutes

---

### Teaching Objectives

- Develop rapport among participants and between participants and instructors.
  - Guide participants into the beginning of the session with the assurance that they will complete Varsity Coach Leader Specific Training with sufficient knowledge and awareness of resources to be effective team leaders.
  - Allow participants and staff to introduce themselves and lay the groundwork for relaxed and effective interactions during the sessions of the training course.
- 

### Materials Needed

None.

---

### Recommended Facility Layout

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

### Delivery Method

- Instructors greet participants and provide a heartfelt welcome to the training course.
  - Instructors suggest the format and kick off the introductions of participants and instructors.
-

## **Presentation Procedure**

*Varsity Coach Leader  
Specific Training—  
Session One  
PowerPoint slides  
Slide 1*

### ***Welcome***

New Scout leaders will come to Varsity Coach Leader Specific Training with a wide range of expectations, concerns, and levels of enthusiasm. Some new Varsity Coaches can feel overwhelmed by the challenge of fulfilling their responsibilities successfully. Others may feel they know plenty already, even though much of what they know may not be absolutely accurate.

Beginning with the welcome, instructors create an atmosphere of sharing and support that will carry through all sessions of the course. Instructors can model the behavior and leadership attitudes that new Varsity Coaches can apply when they return home to their own Varsity teams, and they can interact with participants to emphasize that instructors are Scout leaders, too, and are there to help. At one time they, too, were new Varsity Coaches. They can relate to the concerns, anticipation, and anxieties of the participants.

Most of all, instructors can make the responsibility of being a Varsity Coach seem possible and can assure participants that they will be provided with the resources and knowledge to become successful team leaders.

### ***Introductions***

Introductions should be kept brief and to the point, especially if a group is large. In a large group, save time by having participants meet only those sitting at their table or in their section of the room. They can get to know the rest of the participants in the hours to come.

Instructors can keep their own introductions short, too. Focus on how you became involved in Scouting, assuring participants that you were once in the same position as they find themselves—new to the responsibilities of being a Varsity Coach and perhaps a bit unsure of exactly what to do next.

Do not overwhelm participants with your own Scouting background or create the impression that there are secret or difficult aspects of becoming a good Scout leader. Whenever possible, convey the ideas that successfully leading a team is well within the abilities of well-intentioned adults and that Varsity Coach Leader Specific Training will help them to succeed immediately.

### ***Scout Handshake***

Demonstrate the Scout handshake and describe its meaning. Ask participants to greet the people around them with the Scout handshake.

#### **Scout Handshake**

Made with the hand nearest the heart and is offered as a token of friendship. Extend your left hand to another Scout and firmly grasp his left hand. The fingers do not interlock.

— *The Boy Scout Handbook*,  
Chapter 1, "The Adventure Begins"





# Session One

## Course Overview

---

### Time Allowed

15 minutes

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### Teaching Objectives

- Provide an overview of Varsity Coach Leader Specific Training.
  - Explain the importance of attending Introduction to Outdoor Leader Skills training and announce the times and places of upcoming courses.
  - Establish the importance of *The Varsity Scout Guidebook* and *The Boy Scout Handbook* as the texts for this training and as the primary sources of information for all Varsity Coaches.
  - Continue to build participants' enthusiasm for becoming Varsity Coaches and to increase their confidence in their abilities to succeed as team leaders.
- 

### Materials Needed

- Copies of the course schedule for this Varsity Coach Leader Specific Training (one per participant)
  - *The Boy Scout Handbook*, No. 33105 (One copy per instructor. Participants in this training should have brought their own copies.)
  - *The Varsity Scout Guidebook*, No. 34827A (One copy per instructor. Participants in this training should have brought their own copies.)
-

## Recommended Facility Layout

- Session meeting area. Participants should have comfortable places to sit at their squad tables. That setting most often consists of tables accommodating six to eight participants forming a squad.
- 

## Delivery Method

- Instructor-led presentation and discussion
- 

## Presentation Procedure

Open this presentation by asking one of the participants to read aloud the first page of *The Varsity Scout Guidebook*:

Welcome!

Welcome to Varsity Scouting, a program of the Boy Scouts of America for young men ages 14 through 17. Packed with opportunities for adventure, leadership, personal growth, and service, the Varsity Scout program holds special appeal for older Scouts. It is also flexible enough to allow chartered organizations to design the program to effectively mesh Scouting's principles and values with the objectives of chartered organizations.

— *The Varsity Scout Guidebook*

Lead participants in a discussion that brings out these key ideas:

- The intent of Varsity Coach Leader Specific Training
- The continuum of training for new Varsity Coaches
- An overview of the three sessions of Varsity Coach Leader Specific Training
- Written resources for Varsity Coaches

### ***The Intent of Varsity Coach Leader Specific Training***

*"Packed with opportunities for adventure, leadership, personal growth, and service, the Varsity Scout program holds special appeal for older Scouts. It is also flexible enough to allow chartered organizations to design the program to effectively mesh Scouting's principles and values with the objectives of chartered organizations."* This is a big, big promise. It is a promise to young men that we will help you keep by teaching you the things you must know, be, and do. Teenagers today are looking for all of these, as well as



opportunities to make friends, to lead, to be of service, to do the right thing, and to learn how to make ethical decisions.

Delivering the promise of Scouting—that’s why we are here.

Thousands of volunteers have been in your position before—setting out on the fresh adventure of leading a Varsity team. And thousands before you have succeeded. Some of them struggled along the way, and to be perfectly truthful, there will be times ahead that will challenge you, as well. But your satisfaction will be tremendous when you see what value there is in bringing the Scouting program to life for the young men in your community.

Over the next several hours, we will explore what it takes to be a Varsity Coach. We’ll talk about what is expected of you and what you can expect from the Boy Scouts of America. We’ll also talk about concerns you may have, and we’ll address your questions and doubts.

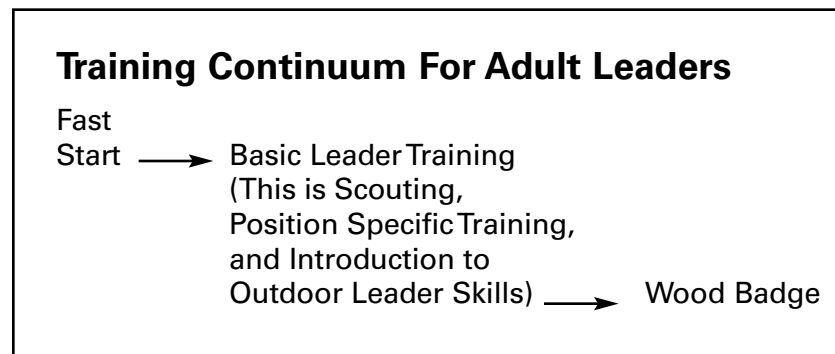
By the time we are done, you will be confident of your ability to succeed as the leader of a Varsity team. The very fact that you are here is evidence that you are willing to make your best effort. You have your own experiences to draw upon and your own sets of skills. Varsity Coach Leader Specific Training will build on your strengths by providing you with the additional skills and strategies to see you through the first months of team leadership. You will also gain the knowledge to utilize BSA resources to ensure that your team continues to deliver the promise of Scouting.

Session One, slide 2



### ***The Continuum of Training for New Varsity Coaches***

Varsity Coach Leader Specific Training is the second of three training opportunities designed to bring new Varsity Coaches quickly up to speed on the skills and concepts that will help them succeed.



Everyone here will have already attended This Is Scouting. Information presented during that session included a look at youth development, an overview of the basic structure and funding of BSA programs, a survey of a few of the resources

available to unit leaders, and a brief review of the importance of ensuring that the Scouting experience is safe.

At some point, Varsity Coaches will have the opportunity to attend Introduction to Outdoor Leader Skills training. During those enjoyable sessions, unit leaders will review all of the outdoor skills that the BSA expects have been mastered by a First Class Scout. For Varsity Coaches new to outdoor adventures, this will be a terrific opportunity to develop sufficient skill to help make outdoor program an essential aspect of their teams' activities. New Scout leaders experienced in various aspects of camping, hiking, and other outdoor skills can use this training to refine their knowledge, to learn how best to adapt their skills to support the young men leading their teams, and to share what they know with others taking part in Introduction to Outdoor Leader Skills training.

After completing This Is Scouting, Varsity Coach Leader Specific Training, and Introduction to Outdoor Leader Skills, Varsity Coaches and assistant Varsity Coaches are considered trained and may wear the "Trained" patch on the uniform sleeve. Of course, training in the BSA never stops. (Varsity committee members are encouraged to enroll in Introduction to Outdoor Leader Skills, but are not required to complete that training to be considered "Trained.") All BSA leaders will discover that there are many supplemental opportunities for learning. For example, each leader is urged to attend a Wood Badge course on leadership within two years of joining the organization.

### **Introduction to Outdoor Leader Skills Training**

- The course is an important and enjoyable part of the basic preparations to be a Varsity Coach.
- It covers the outdoor skills expected of a First Class Scout.
- Adult leaders who already know some of the skills may pass that section of the course by demonstrating their abilities to an instructor.
- Adult leaders who have already completed Introduction to Outdoor Leader Skills will not need to repeat the training.

## **VARSITY COACH LEADER SPECIFIC TRAINING**

Varsity Coach Leader Specific Training lies between This Is Scouting and Introduction to Outdoor Leader Skills. Varsity Coach Leader Specific Training presents the skills and methods Varsity Coaches can use to organize a Varsity team and support its youth leaders in developing and delivering an effective, exciting Scouting program.

### **Instructors' Note:**

*Distribute copies of the schedule for Varsity Coach Leader Specific Training. Adjust the following sample to fit the needs of the current training sessions.*

### **This Is Scouting**

#### **Varsity Coach Leader Specific Training**

Session One, slide 3

#### **Session One—Setting Out: The Role of the Varsity Coach**

Preopening Activity

Welcome and Introductions

Course Overview

The Role of the Varsity Coach

Team Organization

Team Meetings

Working With Young Men

Team Leaders' Meetings

#### **Session Two—Mountaintop Challenges: The Outdoor Program and the Advancement Program**

Preopening Activity

Introduction to Session Two

The Sizzle of the Outdoor Program

Nuts and Bolts of the Outdoor Program

Outdoor Program Squad/Group Activity

Reflection

Advancement

## **Session Three—Pathways to Success: Program Planning and Team Administration**

Preopening Activity

Introduction to Session Three

Program Planning

Membership

Paperwork

Finances

The Uniform

Other Training Opportunities

Summary and Closing

### **Instructors' Notes:**

- *An important quality of BSA leadership development is that participants are not kept in the dark about any aspect of their training. Whenever appropriate, they should receive all the information and resources that will help them succeed. Providing them with copies of the schedule for this training is a perfect example.*
- *The course schedule to be distributed should be correctly formatted either for a training that occupies three evenings or for a session conducted during one day of a weekend. In either case, the first item on the schedule should be the This Is Scouting training that immediately precedes this Varsity Coach Leader Specific Training.*
- *At the discretion of the instructor for this presentation, the course schedule could be mailed to participants before training begins. This will allow them to familiarize themselves with the course well in advance.*

### **Overview of the Three Sessions of Varsity Coach Leader Specific Training**

Take a look at the schedule and you can see that Varsity Coach Leader Specific Training is divided into three sessions, each focusing on several of the eight methods of Scouting:

#### **Session One—Setting Out: The Role of the Varsity Coach in a Boy-Led Team**

- Ideals
- Team Method
- Association With Adults

- Personal Growth
- Leadership Development
- Uniform

### **Session Two—Mountaintop Challenges: The Outdoor Program and the Advancement Program**

- Ideals
- Outdoors
- Advancement
- Association With Adults
- Personal Growth

### **Session Three—Pathways to Success: Program Planning and Team Administration**

- Ideals
- Association With Adults
- Personal Growth
- Leadership Development
- Uniform

### ***Written Resources for Varsity Coaches***

#### **THE VARSITY SCOUT GUIDEBOOK**

Nearly everything you need to know about being a Varsity Coach can be found in *The Varsity Scout Guidebook*. We will reference it many times during Varsity Coach Leader Specific Training. In fact, one way to think about this training is that it teaches you to find the answers you need in *The Varsity Scout Guidebook*.

#### **Varsity TEAM PROGRAM FEATURES**

Varsity Scouting offers a wealth of exciting outdoor and sports-oriented activities that can serve as guides in planning a team's program. Many of these program features are described in *Varsity Team Program Features, Volumes I, II, and III*. Each program feature provides advancement opportunities, team meeting outlines, and outstanding team events.

#### **THE BOY SCOUT HANDBOOK**

*The Boy Scout Handbook* reflects the heart and soul of Boy Scouting and, by extension, the Varsity Scout program. It is the book that Varsity Scouts in your team have already read and enjoyed as a guidebook and a manual of possibilities. Between its covers they have found the lore of Scouting that has evolved from 1910 to the present. As a guide to outdoor skills, to the values of Scouting, and to ways in which the

Scouting program can be delivered, *The Boy Scout Handbook* can be of great value to Varsity Coaches, too.

### **OTHER BSA LITERATURE**

Beyond the handbooks for Varsity Coaches and Scouts, the BSA offers a host of written resources. We will discuss those during this training when their importance arises.

### **Summary**

Being a good Varsity Coach is all about delivering the promise of Scouting to young men. This training will provide the skills you need to lead a team successfully. The resources of the BSA will give you the background information to help you succeed.

We don't expect you to remember every word that is said here. However, you should remember where you can look for the answers you need.

For example, can you remember all the aims and methods of Scouting? Perhaps you cannot list them from memory, but you certainly could if you turn to page 12 in *The Varsity Scout Guidebook*.

Session One, slide 4



These are the aims of Scouting:

- Character development
- Citizenship training
- Mental and physical fitness

The methods of how you can deliver on those aims and on the promise of Scouting are listed on the pages that follow. They are the core of our discussions in this course.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.** (In large groups, it may be most efficient to assign each instructor to answer the questions of one or two squads rather than having one instructor attempt to facilitate the questions of all the participants at once.)

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# Session One

## The Role of the Varsity Coach

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### Time Allowed

20 minutes

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### Teaching Objectives

- Discuss the qualities of a Varsity Coach.
  - Explore what a Varsity Coach must be, know, and do.
- 

### Materials Needed

- Flip chart, chalkboard, or other format for writing and displaying notes
- 

### Recommended Facility Layout

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

### Delivery Method

- Instructor-led discussion built on participants' answers to key questions
- 

### Presentation Procedure

In the course overview, we looked at the contents of the three sessions:

- Session One—Setting Out: The Role of the Varsity Coach
- Session Two—Mountaintop Challenges: The Outdoor Program and the Advancement Program

- Session Three—Pathways to Success: Program Planning and Team Administration

You'll notice that the role of the Varsity Coach comes first. Everything else—the outdoors, advancement through the ranks, planning, and administration—is an outgrowth of Varsity Coaches realizing what their role should be and then fulfilling the expectations of that role.

In fact, all three sessions of this training explore what is expected of a Varsity Coach and how you can do what is expected of you. To begin with, let's look at the larger expectations.

### ***The Qualities of a Varsity Coach***

Ask participants to describe their image of a Varsity Coach. List their comments on a flip chart. You can spur conversation by referencing famous depictions of BSA youth leaders (Norman Rockwell's painting "The Scoutmaster," illustrations from *The Varsity Scout Guidebook*, etc.).

Among the items on the list may be some or all of the following:

- Works well with young men
- Cares about youth
- Teaches teenagers how to do things for themselves
- Understands the Varsity Scouting program
- Sets a positive example
- Is comfortable in the outdoors

Explain that all of these qualities can be divided into three categories:

- What a Varsity Coach must *be*
- What a Varsity Coach must *know*
- What a Varsity Coach must *do*

By recognizing what one must be, know, and do, a person is well on the way to successfully fulfilling the role of a Varsity Coach.

Session One, slide 5



### **WHAT A VARSITY COACH MUST BE**

- Be a good role model living by the Scout Oath and Law. The example you set is your most powerful teaching tool.
- Be a friend to young men while working with them and guiding them through the Scouting program.
- Be a good example by wearing the Varsity Coach uniform properly and proudly.





### **WHAT A VARSITY COACH MUST KNOW**

- Know that the Varsity Scout program comes to life when young men are given the responsibility for managing their team.
- Know that the best way to operate a team is by giving leadership responsibilities to the Varsity Scouts themselves.
- Know that you have the skill to deliver the promise of Scouting to the members of your team.
- Know that there are valuable resources, especially other adult Scout leaders, training opportunities, and the literature of the Boy Scouts of America, to assist you every step of the way.



### **WHAT A VARSITY COACH MUST DO**

- Do help young men develop into confident leaders by directing, coaching, supporting, and empowering them to manage their own team.
- Do enjoy yourself. Having fun and finding satisfaction in Varsity Scouting are contagious. The Scouts on your team will reflect your positive attitudes and infuse meetings and activities with their own good energy and joy.

### ***The Bottom Line***

To fulfill the role of a Varsity Coach, you must be, know, and do certain things, but they are well within your abilities. They are all aspects of caring for others, of drawing on available resources, and of using your own common sense. Of course, there are endless ways for Varsity Coaches to fulfill their roles—ways as numerous as there are Scout leaders and youth interested in Scouting.

As a Varsity Coach, you can keep alive the flame of Scouting and see to it that a team does its best to deliver the promise of Scouting to young men, to their parents, and to the team's chartered organization. Along the way, you'll have many opportunities to help fulfill the mission of the Boy Scouts of America—*To prepare young people to make moral and ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Law*, and know that you can do this through an active, well-rounded Scouting program.

In the presentations that follow this one, we will examine the structure of a youth-led team and specific ways you can successfully deliver the promise of Scouting. Before moving on, let's open the discussion for your questions and comments about the role of the Varsity Coach.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

**Instructors' Note:**

*This is a good opportunity for participants to raise questions and concerns about what is expected of them as Varsity Coaches and how they can fulfill those expectations. Take the time to answer questions that relate directly to the material presented up to this point in Varsity Coach Leader Specific Training. Write questions that require more in-depth discussion on a flip chart and post them on the meeting room walls. Assure participants that the answers to those questions will come later in this training.*

**Announce a five-minute break.**

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# Session One

## Team Organization

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### Time Allowed

15 minutes

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### Teaching Objectives

- Lay out the structure of a Varsity team.
  - Describe the roles of a team's key youth leaders.
  - Explain the supportive functions of the team's adult leaders, including the Varsity Coach and assistant Varsity Coaches and the members of committees and of district and local council staffs.
- 

### Materials Needed

- Flip chart, chalkboard, or other format for writing and displaying notes
  - *The Varsity Scout Guidebook*, No. 34827A
  - *The Boy Scout Handbook*, No. 34554
- 

### Recommended Facility Layout

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

### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

Ask participants to turn in their *Varsity Scout Guidebooks* to the opening page of Chapter 2, "Team Organization." Ask a participant to read aloud the sentences highlighted in the box:

Varsity Scouting is an exciting BSA program for young men who are at least 14 years of age, but have not yet reached their 18th birthday. A Varsity Scout team is not part of a Scout troop but stands alone, meeting and conducting activities apart from any other Scouting unit. The chartered organization that operates a Varsity team may also have a Cub Scout pack, a Boy Scout troop, and a Venturing crew, allowing boys to move through the units as they grow and mature.

While the terminology is different, a Varsity Scout team is organized along similar lines as a Boy Scout troop. Many Varsity Scouts have been members of Scout troops and are familiar with the structure of BSA units. The Varsity Scouting emphasis on team terminology reflects the enthusiasm young people have for sports, outdoor adventure, and other group-oriented activities.

— *The Varsity Scout Guidebook*, Chapter 2,  
"Team Organization"

Explain that frequent reference has been made during this training to the idea of a youth-led team. Among the roles of a Varsity Coach, we discussed the fact that a Varsity Coach should allow young men the freedom and the guidance to assume leadership of their own team. Throughout the rest of this training, we will often make reference to Varsity Scouts managing their own team. Let's take the time now to figure out exactly what that means, beginning with the structure of a Varsity team.

## **Structure of a Varsity Team**

Session One, slide 8

### **Instructors' Note:**

*Ask participants to turn to the chart titled "Varsity Scout Team Organization" in Chapter 2 in The Varsity Scout Guidebook.*

*During the discussion of team structure, recreate the chart using a flip chart or other visual aid. By highlighting the chart for a small team, instructors can more easily lay out the basic organization of a team. With that established, they can then reference the chart for a large team to illustrate how the team framework can expand to accommodate more members.*

The success of the structure of a Varsity team can be traced to a variety of factors:

- It provides a place for every team member to feel a sense of belonging.
- It offers a framework for young men to take on leadership roles that are appropriate for their skills and experience.
- It encourages Varsity Scouts to manage their team with the guidance and support of adults.

The building blocks of Varsity Scouting are its teams, squads, and five fields of emphasis. Each field is represented by a Varsity Scout serving as that field's *program manager*.

### **TEAMS**

The *team* is an entire Varsity unit—youth members and adult leaders. A team may be made up of as few as five young men or as many as 40 or more. The team captain conducts meetings and works with adult leaders (the Varsity Coach and assistant Coaches) to develop and carry out an effective program.

## Team Captain

The senior youth leader of a Varsity team is the captain. Depending on the traditions of the team, the captain may either be appointed by adult leaders or elected by team members. He typically serves a term of six to 12 months. A team captain must have an understanding of Varsity Scouting and should take advantage of training opportunities from his Coach, team committee, district, and local council. In all he does, he seeks out and relies upon the guidance of the team Coach. He serves as an example for other team members by adhering to the ideals of the Scout Oath, Law, motto, and slogan, and the Varsity Pledge. He must maintain a positive attitude and encourage others to fulfill their commitments to the team. He strives to be a team builder and recognizes the strengths and weaknesses of each member of the team.

If a Varsity team has enough members to warrant it, a team co-captain may be appointed by the Coach or elected by team members. He should have the same qualifications as the team captain and be ready to take over for the captain whenever the captain is not able to fulfill all of his responsibilities.

## SQUADS

Larger teams may be divided into *squads*, groups that are much like the patrols of a Scout troop. Squads function most efficiently when they have five to seven members—just the right size to take maximum advantage of a great variety of activities and to have plenty of opportunities for members to serve as leaders. With the guidance of adult leaders, squad members work together to plan and take part in high-adventure and sports activities. While squads may sometimes seek approval to develop and set out on activities of their own, they are much more likely to combine their efforts with other squads and the team as a whole.

## Squad Leaders

In a Varsity team divided into squads, each squad elects one of its members to serve as its leader. Similar to a patrol leader in a Scout troop, a Varsity team squad leader conducts meetings of his squad. He ensures participation of his squad at all team activities and represents his squad at team leadership meetings. Members of a squad elect their leader.

### **FIELDS OF EMPHASIS**

A Varsity Scout team's program is built around five fields of emphasis:

- Advancement
- High adventure/sports
- Personal development
- Service
- Special programs and events

#### **Advancement**

Varsity Scouts utilize the same advancement program as do Boy Scouts, and they may continue to work on the requirements for ranks and merit badges. They may also receive recognition offered through the 50-Miler Award; Mile Swim, BSA; and other BSA recognitions. Awards available only to Varsity Scouts include the Varsity Scout letter and the Denali Award.

#### **High Adventure/Sports**

Varsity teams plan and take part in challenging physical and mental activities—endeavors as wide-ranging as snow camping, whitewater rafting, backpacking, swimming, and roller hockey. In addition to learning and practicing the skills needed to enjoy the activities they choose, many Varsity Scout teams also set their sights on extended experiences at BSA high-adventure bases or at other locations the team selects.

#### **Personal Development**

Varsity Scouting stresses personal development through spiritual growth, leadership, citizenship, physical fitness, and advancement toward the Eagle Scout rank. Varsity Scouts also may take part in opportunities emphasizing conservation, academics, and scholarship, and they are eligible to attend national and world Scout jamborees.

## **Service**

Team members carry out service projects that benefit their chartered organizations, their community, the environment, and needy individuals.

## **Special Programs and Events**

Varsity Scouts can take part in special programs and events on the district, council, regional, and national levels.

## **PROGRAM MANAGERS**

Every Varsity team has five program managers—one Varsity Scout in charge of each of the program fields of emphasis. A program manager works closely with an adult adviser who is also a member of the team committee. With the adviser's help, the program manager plans, organizes, and leads the activities of his field of emphasis. He reports to the team captain regarding his activities, plans, and concerns.

The program manager's greatest challenge is to see that every Varsity Scout is involved in his particular field of emphasis.

### **Instructors' Note:**

*Draw the framework of a team on a flip chart or present it via PowerPoint, overhead projections, or a felt board. Explain that, for the sake of clarity, the example you have chosen is of a small team with a simple structure. As the discussion of team structure continues, add the subsequent team leaders to the chart.*

## **Varsity Team Leaders' Meetings**

Meetings of a Varsity team's youth leaders are the primary decision-making opportunities of a Varsity team. These meetings include the captain, co-captains, program managers, and squad leaders.

Important functions of team leader meetings are planning the team's overall program, making preparations for team meetings and adventures, and ensuring that all team events are efficient, interesting, and well run.

The responsibilities and activities of the team leaders' meetings will be discussed more fully at the end of Session One.

## **Other Team Leadership Positions**

As a team grows in size, the Varsity Coach may expand the organizational chart to include other positions of leadership—quartermaster, scribe, historian, librarian, Order of the Arrow representative, instructor, and chaplain aide. Den



chiefs and Webelos den chiefs also may be appointed to provide leadership opportunities and to strengthen the relationship between a Cub Scout pack and the team.

Adding some or all of these positions can open up leadership opportunities to more Scouts and can spread the tasks of the team among a larger number of its members.

### ***Team Elections***

Elections for squad leaders and team captain are conducted by many teams once every six months. This calendar allows young men time to learn their new roles and to develop as leaders in the team. Other team leadership posts are appointed positions that can be used to offer other Varsity Scouts leadership opportunities that match their current skills and potential.

### ***Adult Leadership Positions on a Varsity Team***

So far in this presentation, we've discussed the team leadership positions held by the Scouts themselves. There's a good reason for this. We always want to keep the idea of a youth-led team in the forefront of our consideration of the position of a Varsity Coach. It is through the team structure and through the youth leaders themselves that we can most effectively deliver the promise of Varsity Scouting.

Of course adults have vital roles to play in the continued growth and success of a Varsity team. However, adults' roles are designed to allow young men to learn and practice effective leadership skills, and to have the satisfaction of knowing that with the guidance, coaching, and support of adults, they did it themselves.

The adults most immediately involved with a team are the Varsity Coach, assistant Varsity Coach, and members of the team committee.

### **Varsity Coach and Assistant Varsity Coaches**

We've already discussed the role of Varsity Coach. Here we will continue to explore the ways in which a Varsity Coach can succeed.

Assistant Varsity Coaches are adult team leaders who assist the Varsity Coach in providing supportive, coaching guidance to Scouts in a team. An assistant Varsity Coach can also step in if the Varsity Coach must be absent from a meeting or team activity.

Assistant Varsity Coaches may be assigned primary responsibility for coaching and supporting Varsity Scouts holding certain team leadership positions—quartermaster, scribe, etc.

The presence of one or more assistant Varsity Coaches at team meetings and Scouting events can enrich these experiences for team members and other adult leaders. Their presence can also fulfill the BSA's safety standard of two-deep adult leadership at all Scouting activities.

### ***Team Committee***

The team committee is a vital part of a team's support group. The committee may be seen as the interactive advisory board of a team. Members are often parents of young men in the team and chartered organization members who are interested in youth programs. The committee is composed of a minimum of three members, one who serves as committee chair. There is no maximum number of committee members, but it is best to have at least five committee members to serve as mentors to the program managers.

The relationship between the Varsity Coach and the team committee should be one of friendship and trust. Difficult issues are sure to confront team leaders now and then. The Varsity Coach should be able to turn to the committee at any time for assistance, support, and encouragement.

Varsity Coaches should never feel that they must go it alone. The team committee is there to shoulder much of the weight of making a team a success, freeing Varsity Coaches to invest their time and energy in areas of leadership where they can be most effective.

For a full listing of the responsibilities of a team committee, see *The Varsity Scout Guidebook*, Chapter 13, "The Chartered Organization."

### ***Where Varsity Scouts Come From and Where They Go***

Many young men joining a Varsity team have had good experiences as members of Boy Scout troops. When they are old enough, the transition into a Varsity team can be a natural step in their progression through the Scouting program.

Older Varsity Scouts can expand their involvement with Scouting by joining a Venturing crew, the BSA's youth development program for young men and women ages 14 to 20 who subscribe to the Venturing Code.

Venturing crews offer young adults a wealth of experiential possibilities—everything from aviation to zoology, including mountain search and rescue and law enforcement. Venturers can investigate careers, provide community service, enjoy outdoor adventures, increase physical fitness, and develop their leadership, social, and ethical decision-making skills.

Many Venturing crews focus their attention on activities that encourage members to learn and practice advanced outdoor skills. Whitewater kayaking, rock climbing, sailing, scuba diving—the list is as long as the imaginations and dedication of the Venturers themselves. A Venturing crew may be formed by and for older members in a Scout troop or Varsity team who are seeking further Scouting opportunities and challenges.

### ***Summary***

The organization of a Varsity team provides a framework in which members can achieve the most possible from the Scouting program. It gives young men opportunities to learn and grow, and it offers a variety of challenges that can match their interests and their stages of development. It also involves adults in support of Varsity Coaches, freeing them to do what they do best—help Scouts become effective team leaders.

Varsity Coaches fully utilizing the team structure will find it to be an effective vehicle for delivering the promise of Scouting. They will also find that the driving forces behind that structure are the concepts of the youth-managed fields of emphasis and the youth-run team.

The next presentation of this session will detail the team meeting—one of the most visible ways that Varsity Scouts can plan and carry out the program of their team.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

## **Announce a five-minute break.**

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# Session One

## Team Meetings

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### Time Allowed

35 minutes

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### Teaching Objectives

- Explore the purposes of team meetings.
  - Discuss the value of using the team meeting plan.
  - Explain the importance of allowing a team meeting to be planned, conducted, and reviewed by the young men themselves.
  - Review the vital role a Varsity Coach plays by providing coaching, support, and leadership to Scouts.
- 

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
- 

### Recommended Facility Layout

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

### Delivery Method

- Instructor-led discussion supported by role-playing
-

## Presentation Procedure

Do young men join Varsity Scouting just to attend team meetings? The answer is probably no. Ask them and they'll say they joined to have fun, set out on adventures, make friends, learn new skills, and explore the outdoors.

Team meetings can be the catalyst that makes all of that possible for Varsity Scouts, but for that to happen, the meetings must be fast-paced, interesting, and varied. They need to lead toward exciting team activities in the outdoors. They need to be the glue that holds a team together.

They can be all of that and more. During this presentation, we'll talk about what a Varsity Coach can do to ensure the success of team meetings.

### ***Why Have Team Meetings?***

Team meetings serve many purposes, including these:

- Motivating team members
- Strengthening the team
- Promoting team spirit
- Encouraging Varsity Scouts to learn and practice Scouting skills
- Allowing team members to exercise leadership

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

Of course, Scouting gives young men the resources they need to make their team meetings successful. Adult leaders can provide the support and guidance that will allow them to make the most of those resources.

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

### **USING THE TEAM MEETING PLAN**

#### **Instructors' Note:**

*Ask participants to open their Varsity Scout Guidebooks to the blank Team Meeting Plan Worksheet in the appendix. They can use this as a reference during the discussion that follows.*



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

The meeting plan involves six distinct steps:

- Warm-up (preopening)
- Opening
- Team business
- Skills instruction
- Closing
- Wrap-up

**Instructors' Note:**

*In discussing the essential elements of a team meeting, the following descriptions will be useful. Participants can also find this information in The Varsity Scout Guidebook chapter on "Team Meetings."*

**1. Preopening**

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

**Instructors' Note:**

*Point out that participants in this Varsity Coach Leader Specific Training have already taken part in a preopening activity—the get-acquainted game at the beginning of Session One. Instructors can use that example to highlight ways to ensure that a preopening is effective, enjoyable, and timely.*

**2. Opening**

The captain calls the meeting to order at the appointed time. A squad responsible for the opening may conduct a flag ceremony and then lead team members in reciting

the Pledge of Allegiance, the Scout Oath, the Scout Law, and the Varsity Scout Pledge.

**Instructors' Note:**

*Take this opportunity to model an opening ceremony. Ask one of the squads to serve as a color guard. As the color guard conducts the ceremony, guide them through the steps and explain to the group as a whole what is happening and how it can most effectively be done by Varsity Scouts. A typical ceremony can follow these guidelines:*

*An instructor in the role of the Varsity team captain directs, "Color guard, raise the colors." The squad leader of the color guard takes charge, calling the members of the team to attention, asking them to make the Scout salute, then instructing the color guard to advance and present the colors. After the flag has been placed in the flagpole holder at the front of the room (the color guard may also present a Varsity Scout team flag), the squad leader leads the group in reciting the Pledge of Allegiance, the Scout Oath, the Scout Law, and the Varsity Scout Pledge, then directs the color guard to retire. Variations on the opening ceremony may include other meaningful activities such as singing a patriotic song or presenting an historic American flag and explaining its history.*

**3. Team Business**

The business segment of a Varsity team meeting can be conducted by the team captain with the assistance of the program managers of the five fields of emphasis. This is the time for the entire team to be brought up-to-date on plans for upcoming activities and for assignments to be made to squads and individuals. The program managers can inform the team of opportunities and developments concerning the following fields:

- Advancement
- High adventure/sports
- Service
- Personal development
- Special programs and events

The team business portion of the meeting may also be the appropriate time for any other reports and relevant discussions of team activities and concerns.

Varsity Scouting is not a spectator sport. A meeting should move along at a quick pace and maintain the interest of the Scouts. If the team captain feels a portion of a meeting



is lagging or that it has served its point, he may encourage everyone to conclude that portion and move on.

#### **4. Team Activity**

The majority of the time during a Varsity team meeting will be devoted to team activities. Depending on the interests and needs of the members, a Varsity team's activity time may include any or all of the following elements:

- Squad meetings
- Advancement work
- Practice time
- Guest specialist/consultant presentations
- Contests or games
- Special activities

Among the team activities can be the planning of the team's involvement in upcoming events, selecting menus for hikes and campouts, assigning team members to specific tasks, and working out any other details for the smooth operation of the team.

Led by the Varsity team captain or a co-captain, contests or games allow all team members to interact with one another in a competition or in a cooperative effort. The activity could be a game that tests the skills Varsity Scouts are learning for an upcoming event—a race to set up tents properly, for example, or to tie a set of knots correctly. Games involving teamwork and ethical decision making may also be appropriate.

#### **5. Closing (Coach's Corner)**

The closing is the Varsity Coach's portion of the meeting. The Scouts should be paying attention. It may help to dim the lights and have everyone seated. Deal with any outstanding business first—reminders for upcoming meetings, outings, etc. Congratulate any Varsity Scouts who have advanced since the last meeting. This is also a good time to praise Varsity Scouts for Good Turns, positive ethical decisions, and jobs well done.

The heart of the closing is the Varsity Coach's Corner—an opportunity for the Coach to share a story based on Scouting's values. The Coach may use a personal experience, something from the team's recent activities, or one of the many Scoutmaster's Minutes found in *Troop Program Resources*. The story should contain a thought for Varsity Scouts to carry home with them. The closing may also include a simple ceremony, a song, or a prayer.

## 6. Wrap-up

At the end of the meeting, the service squad for the week puts away any team equipment and returns the room to its original condition. Meanwhile the team captain should meet briefly with the program managers, squad leaders, and Coach to review the meeting, make plans for the next meeting, and decide which squad will be the upcoming service squad.

### Program Features

Later in Varsity Coach Leader Specific Training, we'll talk about long-range program planning for a team. In three volumes, the BSA publication *Varsity Team Program Features* contains guidelines for Varsity Scout involvement in dozens of exciting activities. Each feature includes the team meeting plans to support that activity through meetings and team events.

Planning the team's program for the coming year in advance is an important part of offering an exciting, meaningful Varsity Scouting experience to young men. That aspect of team leadership will be discussed more fully in Session Three of this training.

Session One, slide 11



### ***The Varsity Coach's Role in Team Meetings***

A team meeting should be planned, organized, and run by the captain, the program managers, the squad leaders, and other Varsity Scouts on the team. In fact, a Varsity Coach takes a prominent role in a team meeting only three times:

- Offering the captain support and guidance as the meeting begins.
- Sharing the Varsity Coach's Corner at the close of the meeting.
- Meeting with team's Varsity Scout leaders to assess the meeting and review plans for the next meeting of the team.

At first glance that may not seem to be much involvement for the primary adult leader of a Varsity team. The fact is, though, that team meetings operating this way are an indication that the Varsity Coach has utilized time and energy where it is most effective—in preparing young men to take on the leadership of their team and of its meetings.

The Varsity Coach can help the captain and other team leaders ensure that team meetings have variety, action, and purpose:

- **Variety.** Don't get in the same old rut. Mix in surprises now and then—a special visitor, a fresh activity, or perhaps a chance for the team to do something new and unusual, for example.
- **Action.** Varsity Scouts spend much of their day sitting in school. Keep them out of their chairs at team meetings by involving them in hands-on activities.
- **Purpose.** Team meetings should be built around a purpose. The high-adventure/sports features of the Varsity program provide a solid foundation of activities. In addition, program managers can work with individual Scouts to make the five fields of emphasis an important aspect of the larger activities of the team.

One of the times when the Varsity Coach's input is most appropriate is during the planning that occurs before a meeting. During Session Three of this training we will explore the long-range planning that a Varsity team uses to develop the monthly and annual program. For now, though, let's look in on a Varsity Coach meeting with a Varsity team captain to review the plans for a team meeting that is about to begin.

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### ***Role-Play One—Varsity Coach and Team Captain Review a Team Meeting Plan***

**Presentation instructions:** One instructor takes the role of the Varsity Coach, another the role of the team captain. Make the role-playing as realistic as possible.

**VARSITY COACH:** "Good turnout tonight, Russell."

**TEAM CAPTAIN:** "Yeah, the guys seem really pumped. I hope it goes OK."

**VARSITY COACH:** "Well, we've got a few minutes—let's take one last look at the team meeting plan to make sure we didn't leave anything out."

**TEAM CAPTAIN:** "Got it right here." *(He pulls out a pen and follows the page as he reads.)* "Well, the preopening—that's just finishing up—seems to be going well. John and his squad are going to take care of the opening—with the flag ceremony."

**VARSITY COACH:** "Looks like they're ready to go."

**TEAM CAPTAIN:** "And Rick—my co-captain—is leading the business portion of the meeting. We'll have reports from the program managers and a discussion of next weekend's kayaking trip. Then we'd planned to review backcountry first aid for dealing with broken bones, but I didn't expect this

many guys to show up—I don't think we have enough first-aid kits to go around. What should we do?"

**VARSITY COACH:** "Well, we have a few options. What if we combine a couple of squads and have them share the kits? You could also have them figure out how to use materials they find here in the meeting room to make emergency splints and bandages."

**TEAM CAPTAIN:** "That'll work. After all, you never know for sure what you'll have on hand in the backcountry. You need to be able to improvise."

**VARSITY COACH:** "How much time have you scheduled for the first-aid work?"

**TEAM CAPTAIN:** "I told Rick he had 20 minutes total. He's cool with that."

**VARSITY COACH:** "Great. What else have we got?"

**TEAM CAPTAIN:** "OK—10 minutes for program manager reports, and then 10 minutes for the squads to plan their menus for the kayak trip next weekend."

**VARSITY COACH:** "Do you think that's enough time?"

**TEAM CAPTAIN:** "Yeah, I forgot—we always seem to run over when we talk about food. Let's see—if I move that discussion to 15 minutes, we'll still be okay. We're doing a tent race for our game. That should only take about 20 minutes."

**VARSITY COACH:** "Sounds like you've got it all under control."

**TEAM CAPTAIN:** "I think so. I've got you down to close with the Coach's Corner."

**VARSITY COACH:** "Got it."

**TEAM CAPTAIN:** "And Jack has volunteered his squad to be the service patrol to clean up tonight and be on hand early at next week's meeting."

**VARSITY COACH:** "Good work, Russell. But, you've got a pretty big group here—if a couple of them get bored, you may have a lot of conversations going on at the same time."

**TEAM CAPTAIN:** "I thought about that, but I think if I try to move things along, we'll be OK. And if we start on time . . ."

**VARSITY COACH:** (*Looks at watch.*) "Which is right about now. Looks like you're on. You're going to do great."

**TEAM CAPTAIN:** "Well, if I mess up, I know who to call!"  
(*Smiles.*)

**VARSITY COACH:** "I'll be here, don't worry. Looks like the team is ready; let's get started. We'll talk about how it went after the meeting."

### **DISCUSSION OF ROLE-PLAY ONE**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the importance of giving young men the tools they need and the supportive guidance to plan and conduct their own Varsity team meetings. Among questions that may be helpful in this discussion are these:

- What role is the Varsity Coach playing?
- What is the team captain's role?
- How is the Varsity Coach relating to the captain?
- What expectations does the Varsity Coach have of the youth leaders of the team?
- In what ways will the meeting be a success?

Of course, no meeting will be perfect. Even with careful adherence to the team meeting plan, there will be portions of some meetings that are not very successful.

The important thing to keep in mind, though, is that Varsity Scouts who are given the responsibility, resources, and support to plan and run their own team meetings are learning extremely important lessons in leadership. Their growing confidence and advancing leadership abilities are a direct result of the efforts of their Varsity Coach to provide support and guidance and then, for the most part, staying behind the scenes.

### ***Assessing a Team Meeting***

The review process that occurs immediately after a team meeting offers a Varsity Coach a valuable opportunity to interact with the team's youth leaders to assess their performance and to refine plans for the next team gathering. Let's see how this happens in one team.

Session One, slide 13

### ***Role-Play Two—Varsity Coach Takes Part in a Post-Meeting Debriefing with Team Leaders***

**Presentation instructions:** Instructors take on the roles of the Varsity Coach, team captain, a squad leader, and program managers. If there are not enough instructors to play all the roles, they may double up on the team positions they represent. Make the role-playing as realistic as possible.

**TEAM CAPTAIN:** "Great job, guys. That went pretty well. Let's talk about the meeting while it's still fresh in our minds."

**HIGH-ADVENTURE PROGRAM MANAGER:** “The tent-pitching race rocked.”

**ADVANCEMENT PROGRAM MANAGER:** “Yeah, that was fun.”

**VARSITY COACH:** “You’re right. But, we didn’t have enough time in our squad meetings to finish working out menus for the kayak trip.”

**SQUAD LEADER:** “We went as fast as we could.”

**VARSITY COACH:** “I’m sure you did—it’s hard to get everyone to agree. What do you think we can do next time to make it easier?”

**SQUAD LEADER:** “We can ask everyone to bring their suggestions before they come.”

**TEAM CAPTAIN:** “Great—we’ll talk more about that later. Let’s move on. Here’s the team meeting plan for the next meeting—with your assignments. Everybody set?”

**SQUAD LEADER:** “I’ve got the preopening. We’ll set up a course outside for everybody to toss rescue lines for accuracy and distance. We’ll need that skill for our kayak trip.”

**TEAM CAPTAIN:** *(to Varsity Coach)* “Is that it?”

**VARSITY COACH:** “Almost—it seems like we had a few Varsity Scouts who haven’t been here for a couple of weeks.”

**HIGH-ADVENTURE PROGRAM MANAGER:** “I know my friend John’s had the flu—he’s missed a lot of school, too.”

**TEAM CAPTAIN:** “Will you squad leaders call the guys in your squads who have been missing and see what’s up with them?”

**SQUAD LEADER:** “Sure, I’ll call them tonight and let you know tomorrow what they say.”

**TEAM CAPTAIN:** “Okay then—that just about does it. Does everyone know what they need to do before the next meeting?” *(He pauses—sees nods.)* “Great.” *(Looks to the Varsity Coach.)* “I’ll call you later in the week to bring you up-to-date on our follow-up.”

**VARSITY COACH:** “That will be fine—I’ll be in town all week. And if you need any help, I’ll be around. And to all of you, good meeting, guys. You should be proud of yourselves.”

**TEAM CAPTAIN:** “Wait until next week. We’ll be flawless.”

## DISCUSSION OF ROLE-PLAY TWO

The Varsity Coach supports the captain as the young man leads the program managers, squad leaders, and other Varsity Scout team leaders in a review of the just-completed team meeting.

- They discuss what went well during the meeting, what could have been better, and how they can improve in the future.
- They also go over the team meeting plan for the next meeting to ensure that preparations have been made or will be made, and that at least one person is taking responsibility for the success of each portion of the upcoming meeting.
- They note which Varsity Scouts were missing from the meeting and make a plan for contacting each one to discover why the absence occurred.
- As the debriefing concludes, the captain tells the Varsity Coach that he will call later in the week to bring the Varsity Coach up-to-date on preparations for the upcoming team meeting.

The Varsity Coach's role in this role-play is, again, supportive. The young men themselves conduct the debriefing. The Varsity Coach can offer coaching, guidance, and encouragement but does not overstate his authority.

What was the role of the Varsity Coach in this scene? What was the role of the Scouts?

Ask participants to consider and comment on this question: *How do you know if a team meeting was successful?* Allow participants time to respond. Whenever possible, use their responses to lead toward the following ideas.

By visiting informally with the team's youth leaders after a team meeting, a Varsity Coach can help the captain guide the others in considering these points:

- Did we accomplish a purpose?
- Was the meeting fast-paced and fun?
- Did we do something new and different?
- What worked well that we can do again?
- Where do we stand in regard to next week's meeting?

The answers to these questions will help the team's youth leaders as they refine the plans for future meetings and review the assignments to be sure that each portion of the next meeting will be fully prepared and presented.

At the conclusion of the assessment, the Varsity Coach offered positive reinforcement to the team's youth leaders

and let them know that their efforts were valuable and their skill as leaders was growing.

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### ***Role-Play Three—A Varsity Coach Coaches a Varsity Team Captain Preparing for an Upcoming Team Meeting***

Varsity teams often elect new leaders every six months. Getting new leaders started on the right foot is an important responsibility of the Varsity Coach. One of the best ways to go about that is to meet with a newly elected captain at his home—meet his parents, and give him some one-on-one directions on how to run a team meeting. That way, you can stay in the background during the actual team meeting and let the young man take center stage. Let's take a look at a Varsity Coach meeting with a new captain.

**Presentation instructions:** One instructor takes the role of the Varsity Coach, another the role of the team captain. Make the role-playing as realistic as possible.

*(The Varsity Coach and team captain have gotten together at the team captain's home—family members are in view. The session occurs some days before the first team meeting that the captain will lead. The Varsity Coach is discussing with the team captain the ways in which he can conduct the various parts of the meeting. The Varsity Coach will be in the background during the team meeting but will always be ready to help the captain succeed. It is clear that the Varsity Coach has great confidence in the captain and is quite willing to remain on the sidelines while the captain leads.)*

**VARSITY COACH:** *(To parents offstage)* "It was great meeting you—you've got a terrific son here." *(To the new captain)* "OK, let's get started."

**TEAM CAPTAIN:** "Well, I'm ready—I think. . . ."

**VARSITY COACH:** "You'll do just fine—not to worry."

**TEAM CAPTAIN:** "I just hope I do as good as Ted did when he was team captain. He was awesome."

**VARSITY COACH:** "Well, he had some help in the beginning, too. Running a good meeting is hard work."

**TEAM CAPTAIN:** "I'll say. Standing up there in front of the guys, making them listen. How do you do that, anyway?"

**VARSITY COACH:** "Here's the deal. You need to have your meeting set before you start. Always follow your meeting plan—and always make sure you fill in all the details. Then, at the meeting, make sure you start on time."



**TEAM CAPTAIN:** “How do I do that?”

**VARSITY COACH:** “Here’s what you do. Raise your hand in the Scout sign to signal the start of the meeting and tell the guys to join together with their squads.”

**TEAM CAPTAIN:** “OK. . . .”

**VARSITY COACH:** “Then you call on a Varsity Scout to come up and lead the Pledge of Allegiance. From there, you follow the meeting plan we filled out at the last team leaders’ planning meeting. If you’re prepared, you won’t be running around at the last minute—that’s when the guys get bored.”

**TEAM CAPTAIN:** “And I look bad . . . .”

**VARSITY COACH:** “You won’t look bad if you get your ducks in a row ahead of time. Here, let’s go over what you do next.”

### **DISCUSSION OF ROLE-PLAY THREE**

What is the role of the Varsity Coach in this scene? The role of the new team captain?

Varsity Coaches want their team meetings to be successful, but they also want young men to succeed as leaders. What steps can Varsity Coaches take to be sure that they are helping Varsity Scouts lead rather than taking too much of the lead themselves?

### ***Presentation Summary***

The framework offered by the team meeting plan is a tool that helps shape a successful team. It is most effective when adults remember that the BSA program is for youth. The best meetings are planned by its youth members, led by them, and assessed by them.

In the next presentation, we’ll touch on some specific ways that Varsity Coaches can work with young men, adjusting leadership styles to match various needs of individual Varsity Scouts and of the team as a whole.

The key to successful team meetings, though, and to delivering the Scouting program to young men, is to do all you can to empower Varsity Scouts to be the leaders of their team. Give them the direction and coaching they need to succeed, offer them opportunities to lead, then step back and allow them to learn leadership through hands-on experience. Supportive guidance and positive reinforcement on your part will do the rest.

Centuries ago the Chinese philosopher Sun-Tsu got it right when he said:

“A leader is best when people barely know he exists; not so good when people obey and acclaim him; worse when they despise him. But a good leader who talks little when his work is done, his aim fulfilled, they will say, ‘We did it ourselves.’”

—*Sun-Tsu*

By using the team meeting plan and by focusing energy on helping Varsity Scouts prepare themselves to organize and lead their team, a Varsity Coach can experience the greatest satisfaction of all—giving young people the confidence, the abilities, and the successes to proclaim that “we did it ourselves.”

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

**Announce a five-minute break.**

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# Session One

## Working With Young Men

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### Time Allowed

25 minutes

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### Teaching Objectives

- Show how to establish an environment that is safe both physically and emotionally in which Varsity Scouts can learn, grow, and enjoy Scouting to the fullest.
  - Explain that listening well is the first step in using appropriate leadership styles.
  - Show how positive reinforcement is among the most valuable contributions adults can bring to the lives of young people.
  - Employ various supportive leadership styles, matching them to the needs of each Varsity Scout and to the team as a whole. Among the most effective styles are *directing*, *coaching*, *supporting*, and *delegating*.
- 

### Materials Needed

- Flip chart or other means of taking notes
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### Recommended Facility Layout

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

- Instructor-led discussion illustrated with role-playing
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## Presentation Procedure

You have been introduced to the basics of safe Scouting. Within a Varsity team, that means that meetings, activities, and all other Scouting events strive to be physically and emotionally safe for everyone taking part. During our discussions of the outdoor program in Session Two, we will discuss at length what you can do as Varsity Coaches in striving to establish and maintain that safe environment.

By your own example and by insisting on high standards from others, you can steer Varsity Scouts away from vulgar jokes, disrespectful comments, bullying and inappropriate teasing, and any other forms of inappropriate behavior that can diminish the Scouting experience or cast a negative light on the BSA. Every young man should feel welcomed into the team, and every young man should have a feeling of security and opportunity once he has joined.

You as Varsity Coach set the tone of a team by the ways in which you support and inspire Varsity Scouts and trust them with positions of leadership. You also have ultimate authority to deal with behavior that will not be tolerated in the team. It is essential that you establish and maintain an environment that strives to be safe for Scouts both physically and psychologically.

Within that safe environment, there are tremendous opportunities for Varsity Scouts to grow and to thrive on the Scouting experience. There are a variety of ways that Varsity Coaches can make that experience as rewarding as possible for Varsity Scouts and for themselves. Let's talk for a few minutes about working with young men.

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**Open up the discussion of working with young men by asking participants this question: *When it comes to working with members of your team, what are your greatest concerns?***

Write the responses on a flip chart and post the pages. Among the answers you may receive are that leaders may lose control, that Varsity Scouts won't have fun, that older team members may tease younger Varsity Scouts, etc. In a large group, this discussion may be conducted by squads.

## Instructors' Note:

*If answers to this question are not forthcoming, instructors can generate discussion by sharing some of their own experiences. Another way to give meaning to this discussion is to write the questions on flip chart pages, then cross out each question as the group discusses a satisfactory answer.*

One of your most important challenges as Varsity Coach is to train young men to run their team by providing direction, coaching, and support. They will make mistakes now and then and will rely upon you to guide them. But only through real hands-on experience as leaders can young men learn to lead.

Much of our discussion to this point in Varsity Coach Leader Specific Training has focused on the framework and mechanics of a Varsity team—how a team is organized, how meetings are planned and run, where Varsity Coaches can find written resources and other adults to help make a team a success.

Throughout those discussions, we have made many references to the fact that a team should be led, and its program managed, by the Varsity Scouts themselves. We have emphasized that trusting young men to take responsibility for the success of their team offers the richest experiences for team members and, in the long run, for adult leaders, too.

Now let's talk about some of the specific skills that you can use to work with young men, skills that will strive to ensure a safe environment for Scouting and that can empower Varsity Scouts to have the greatest success in planning and leading the programs of their teams.

### ***A Key to Team Leadership***

Here's a basic fact of being a Varsity Coach: *Leadership is often a matter of providing what is missing.*

Let's say that again. *Leadership is often a matter of providing what is missing.*

Imagine a Varsity team lost in the woods. What do they need from a leader? Solicit responses from the participants and use their answers to guide the discussion, touching upon these ideas:

- Perhaps the Varsity Scouts need to be directed to go a certain way. If there is a storm coming or night is falling and their safety is at stake, a Varsity Coach's best course of action may be to step to the front of the line and get everyone quickly to shelter.

- Perhaps the Scouts need to be coached in using their maps and their compasses to figure out where they are and to chart their own course back to a known location.
- Perhaps the Scouts simply need to be supported in determining their own solution to the problem and then carrying it out.
- With some groups, a Varsity Coach may find it best to delegate to the team captain the responsibility for managing the situation, then staying in the background ready to offer positive reinforcement and, if asked, further guidance.

In each of these situations, something was missing from the team. It might have been a lack of skill on the part of the Varsity Scouts or an inability to understand how to apply the skills they did possess. It may have been a lack of clear direction from the team captain, squad leaders, and program managers to address the situation, or perhaps simply the need for encouragement to motivate them to draw upon the strengths they already possess.

Whatever the case, you as Varsity Coaches can be most effective by adjusting your leadership styles to match the needs of the team. Rather than taking the lead yourself in situations where the young men are capable of finding their own way, you can coach and support them in providing their own leadership. And when they do need more hands-on direction from you to teach them a skill, to set a boundary, or to move them to a new level of their development, you can do that, too.

In other words, you are providing your Varsity Scouts with what is missing.

But how do you discover what the missing elements are? The easiest way is also the most essential—by being a good listener.

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### ***Listening***

One of your most powerful tools as a Varsity Coach is also one of the simplest—be a good listener. Why? What is it about listening that is so important to leadership?

Many of your most effective moments as a leader will occur when you are simply paying close attention to the words and actions of your Varsity Scouts.

- One value of listening is that it lets young men know that you care. You are valuing their thoughts. You are giving weight to their ideas. You are opening lines of communication that can lead to fresh ways of doing things. For many youth of Varsity Scouting age, having an adult pay

attention to them through careful listening is a tremendously important experience.

- A second value of listening is that it will give you information about the current status of each member of your team. It can help you understand the stage of development of the team itself.

As an adult leader, listen to the Scouts on your team. Make yourself available to them during Coach's conferences, on hikes and campouts, and on other occasions when they want to talk. Often they will simply be eager to share the excitement of a moment or the pride of having learned a new skill or completed a requirement. At other times they may have concerns about something happening in the team or in their lives. Train yourself to pay attention to what they are saying and to listen without passing judgment. When you are willing to hear what they want to share, you can address issues in ways that are coherent, meaningful, and effective.

— *The Varsity Scout Guidebook*, Chapter 10,  
"Understanding Young Men"

### ***Positive Reinforcement***

It is impossible to underestimate the effects of positive reinforcement. Seek out opportunities to "catch Varsity Scouts doing something good" and then praise them for it. Help them realize when they have done worthwhile deeds, and acknowledge their acts of kindness, good will, and sincere effort.

The role of positive reinforcement is itself reinforced through the BSA's advancement program, recognizing Scouts who have achieved specific goals along the trail to Eagle, and by awards specific to Varsity Scouting. Just as important, though, is the sincere support that adults can offer young people throughout their experience within and beyond Scouting.

Another way to look at positive reinforcement is to consider its place in the larger context of Scouting. A Scout is friendly. A Scout is kind. A Scout is trustworthy. In the way we treat others, be they young men in a team, fellow adult leaders, or individuals with no connection to the BSA, our pledge to conduct our lives according to the Scout Law provides us with the guidance to offer the best possible support to those around us.



## ***Matching Leadership Styles to the Needs of Varsity Scouts, Squads, and Teams***

By listening well and by paying attention to other clues provided by team members, a Varsity Coach can get a sense of the style of leadership to offer in a given situation.

One way to think about approaches to leadership is this progression of styles:

- Directing
- Coaching
- Supporting
- Delegating

Each fills a particular need. Each can supply what is missing in a given situation or to an individual or team at a certain point in their development.

### **DIRECTING**

For a youth new to Varsity Scouting, for a Varsity Scout taking on a new leadership position, or for a team undertaking a fresh challenge, what is often missing is a sense of structure and an understanding of what Varsity Scouts are supposed to do. A Varsity Coach can fill that need through *directing*—that is, giving clear guidelines. Telling Varsity Scouts, “Have the members of your squad use buckets of water to put out the campfire, and then we can remove any traces that it was here,” is one example of directing.

### **COACHING**

As Varsity Scouts are becoming more comfortable with their new roles and activities, a Varsity Coach can begin step to the sidelines and allow young men to assume more responsibilities. Through *coaching*, the Varsity Coach continues to provide guidance and praise, but also gives Varsity Scouts more room to initiate action, exercise their own judgment, and learn from their own mistakes.

Here’s one way coaching works. A Varsity Coach shows a team member how to do a skill, then the Varsity Scout demonstrates his growing mastery of the skill by demonstrating it to the Varsity Coach. The Varsity Coach can provide feedback that encourages learning, ensures that the Varsity Scout understands the skill, and helps him understand why some things are done a certain way. In simple terms, coaching can often be a form of “show and do.”

### **SUPPORTING**

Over time, the youth leaders of a Varsity team should become efficient, confident, and independent. A Varsity



Coach's leadership recognizes this evolution by shifting from coaching to *supporting*—providing Varsity Scouts with the resources and opportunities they need to succeed, then stepping out of the way to let them thrive. Whenever necessary, the Varsity Coach provides supportive guidance, suggests alternative ways of doing things, and offers positive reinforcement, but also makes it clear that the young men themselves are in charge and that the responsibility for much of what happens in the team is up to them.

### **DELEGATING**

As individuals and as a team, Varsity Scouts can reach a stage of high productivity. Youth leaders plan and carry out worthwhile team meetings that lead to exciting outdoor adventures and other team events, and have the sense that “we did it ourselves.” A Varsity Coach who has helped a team reach this stage can again switch leadership styles, this time to *delegating*. The Varsity Coach is shifting most of the responsibility for the success of the team to the Varsity Scouts who are its members.

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### ***Role-Play Four—Leadership Styles for Working With Young Men***

The role-play gives brief illustrations of an experienced Varsity Coach encouraging a new Varsity Coach to using the following four styles of leadership:

- Directing
- Coaching
- Supporting
- Delegating

**Presentation instructions:** One instructor takes the role of the experienced Varsity Coach, another the role of the new Varsity Coach, and a third the role of the Varsity Scout. Make the role-playing as realistic as possible.

**EXPERIENCED VARSITY COACH:** “A good Varsity Coach takes on a lot of different roles. Sometimes you’re the director, sometimes you’re the coach. Other times you’re just there for support.”

**NEW VARSITY COACH:** “Like a safety net . . .”

**EXPERIENCED VARSITY COACH:** “And there are times when you just delegate, but not very often. New team captains are elected every six months—so there’s always someone who needs a little more of your time.”

**NEW VARSITY COACH:** “So, I should figure out the style that works for me and stick with it.”

**EXPERIENCED VARSITY COACH:** “Not even close. You choose the style that’s right for the young man you’re talking to. You direct when he is new to Varsity Scouting and literally doesn’t know what to do next. But your goal has to be to move that team member to a coaching and supportive role as soon as possible. You can’t continue to tell the young men what to do all the time—or they won’t learn a thing.

“Let me put it another way—let’s say we’re talking about driving a car. If you’re directing someone, you say, ‘Put the key in the ignition and start the engine. Now put it in gear and go slowly forward, then turn to the right and . . .’

“If you’re coaching, though, you show him how to drive the car, then move to the passenger seat and let him try it while you watch and provide just enough guidance.

“If you’re supporting, you let him know that you have full faith in his ability to drive by himself. You also let him know you’ll be there if he needs help.

“Finally, if you’re delegating, you tell him where to go and wave as he drives away.”

**NEW VARSITY COACH:** “OK. But how do I know when to do what?”

**EXPERIENCED VARSITY COACH:** “Let’s look at some examples. We’ll take directing first. Remember, this is a one-way communication—a kind of John Wayne style of leadership—where you’re telling the young man exactly what to do.”

**NEW VARSITY COACH:** “Billy, you and Justin need to go to the dining hall at exactly 4 o’clock to pick up our food for dinner.”

**VARSAITY SCOUT:** “Will do.”

**NEW VARSITY COACH:** “Well, that was easy.”

**EXPERIENCED VARSITY COACH:** “Well, it’s so easy that Varsity Coaches sometimes continue to direct their guys when they should be using coaching or supporting. You don’t want to lead young men this way on a regular basis.”

**NEW VARSITY COACH:** “Now coaching—that’s like teaching, right?”

**EXPERIENCED VARSITY COACH:** “You’re right. You typically demonstrate a skill to someone and tell him why you’re doing it that way. Let him ask questions—and give him a chance to try the skill himself.”

**NEW VARSITY COACH:** *(Demonstrating a square knot to a Varsity Scout)* “. . . Then you pass the right end over and under the rope in your left hand and pull it snug.”

**VARSITY SCOUT:** "OK."

**NEW VARSITY COACH:** "Then you pass the rope in your left hand over and under the one in your right hand, and pull it snug again. You see how I did it?"

**VARSITY SCOUT:** "I think so."

**NEW VARSITY COACH:** "OK, now you try it."

**VARSITY SCOUT:** "Am I doing it right?"

**NEW VARSITY COACH:** "Oh, yeah, that's great! Now try it again."

**EXPERIENCED VARSITY COACH:** "When you're sure a young man knows how to do something, even though he's never actually done it himself, you supply the confidence. That's the difference between coaching and supporting."

**NEW VARSITY COACH:** "Okay, Justin—why don't you pick out a site and set up your tent?"

**VARSITY SCOUT:** "But, I've never done it by myself before."

**NEW VARSITY COACH:** "Based on how well you did during our last campout, I really think you can do it on your own. If you get into a bind, I'll be over here with the new guys. Just let me know if you need me."

**EXPERIENCED VARSITY COACH:** "When he sets up the tent correctly, don't forget to give him a compliment and recognize what's he's done. That encourages him to try new things the next time."

**NEW VARSITY COACH:** "What if he doesn't do it right?"

**EXPERIENCED VARSITY COACH:** "Give him time to work out a solution on his own. If he's having real difficulty, you can go back into the coaching mode and give him some specific instruction. Keep encouraging him, though, all along the way."

**NEW VARSITY COACH:** "Got it. Only one left—delegating. That should be pretty simple."

**EXPERIENCED VARSITY COACH:** "Well, yes and no. The key to delegating is knowing when the young men are ready. They have to have enough experience that they aren't likely to fail."

**NEW VARSITY COACH:** "So I just give them a task . . ."

**EXPERIENCED VARSITY COACH:** "And get out of their way. Let's see you do it."

**NEW VARSITY COACH:** *(To Varsity Scout)* “A couple of the fellows seem to be having a hard time. I’d really appreciate it if you could give Ted and Carlos a hand learning how to tie a half-hitch knot.”

**VARSIITY SCOUT:** “No problem. Hey, guys . . .”

**EXPERIENCED VARSITY COACH:** “That’s good. Even at the delegating level, though, don’t forget the praise and encouragement. Everyone needs a little of that.”

**NEW VARSITY COACH:** “You know, I think you’ve taught me more than just how to communicate better with Varsity Scouts. You may have helped me be a better manager at work, too.”

**EXPERIENCED VARSITY COACH:** “That’s right. Directing, coaching, supporting, and delegating skills will help you build leaders anywhere you are—at Varsity team meetings, at work, or at home with your kids. You’re going to be a great Varsity Coach.”

**NEW VARSITY COACH:** “Hey, thanks. Say, you weren’t using some of those same approaches to leadership just now, as you helped me learn about them, were you? Because whatever you were doing worked pretty well.”

#### **DISCUSSION OF ROLE-PLAY FOUR**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the idea of matching leadership styles to the needs and developmental stages of young men.

A Varsity Coach will be continually challenged to provide the appropriate leadership style for the situation. By listening carefully and observing the actions and attitudes of Varsity Scouts, a Varsity Coach will have the greatest possibility of using a leadership style that is appropriate for the situation and effective in advancing the development of individuals of the Varsity team.

Note that a Varsity Coach’s leadership styles will not always follow a steady progression from directing to coaching to supporting to delegating. New youth will always be joining the Varsity team. Scouts should regularly be assuming new leadership positions. Unexpected challenges both within and outside of Varsity Scouting can have significant effects on team members. Varsity Coaches should not be surprised to find themselves moving forward and backward through the progression of leadership styles.



### ***What Scouting Can Provide a Young Man***

As we discuss leadership skills and Varsity Coach responsibilities and all the rest, it is important to remind ourselves now and then that our efforts to do the best we can as leaders have great rewards. In bringing this presentation to a close, let's turn to *The Varsity Scout Guidebook*, Chapter 10, "Understanding Young Men," and the passage in the sidebar of the opening page. (Ask a participant to read this passage aloud.)

What Varsity Scouting can help instill in young men:

- The sense of belonging to a group
- Achievement and recognition
- Self-esteem
- Self-confidence
- Self-discipline
- Self-reliance
- Healthy interaction with others

— *The Varsity Scout Guidebook*, Chapter 10,  
"Understanding Young Men"

There are many approaches that Varsity Coaches can use to help Varsity Scouting provide the most for young men. Listening well is the beginning. Providing an appropriate style of leadership is valuable, as well. But underlying it all is the willingness to seek out good in young people and to support them with positive reinforcement.

**Open the discussion to questions and comments relating specifically to the material covered in this presentation.**

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# Session One

## Team Leaders' Meetings

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### Time Allowed

20 minutes

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### Teaching Objectives

- Understand the purpose for and importance of the team leaders' meetings.
  - Demonstrate the interrelationship of the five fields of emphasis.
  - Explore ways in which a Varsity Coach can support and guide team leaders as they plan the team's program and activities.
  - See how the team leaders and the Varsity Coach can work together when events or meetings do not go well.
  - Review the key points of Session One.
- 

### Materials Needed

- Flip chart, chalkboard, or other format for writing and displaying notes
- 

### Recommended Facility Layout

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

### Delivery Method

- Instructor-led discussion illustrated by role-playing
-

## Presentation Procedure

This is the last presentation of this first session of Varsity Coach Leader Specific Training. In pulling together the various threads that have been presented so far, it seems appropriate to make the team leaders' meeting the subject of this discussion, for it is the vehicle through which a Varsity Coach can ensure that a team is, in fact, run by its youth members.

Considering what you know already about how a team is structured and how it offers opportunities for young men to determine what will happen and then lead those activities, several points should be clear:

- Planning is critical to the success of a team and its program. We have already seen several examples of planning, including the Varsity Coach meeting with the team captain days before a meeting and a subsequent discussion with the captain as a team meeting is beginning.
- The commitment of the young men to the team and the program is also critical. One way to ensure that commitment is to give them the responsibility for doing the planning.
- Meetings of the team leaders are opportunities for longer-range planning. The team's youth leaders can determine the activities of a team for the weeks and months to come, and they can determine who will make them happen and how.

Session One, slide 21



### ***Team Leaders' Meetings***

Team leaders' meetings allows the team captain, co-captains, squad leaders, and program managers to plan the team's program and to assess the progress of the team's current activities. It is also an opportunity for squad leaders to present the ideas and concerns of squad members to the team's leadership. The team captain conducts these meetings with the guidance and support of the Varsity Coach. Those attending team leaders' meetings recognize that their decisions are subject to final approval by the Varsity Coach and the team committee. Let's look in as an experienced Varsity Coach and a newer Varsity Coach discuss an ongoing team leaders' meeting.

Session One, slide 22

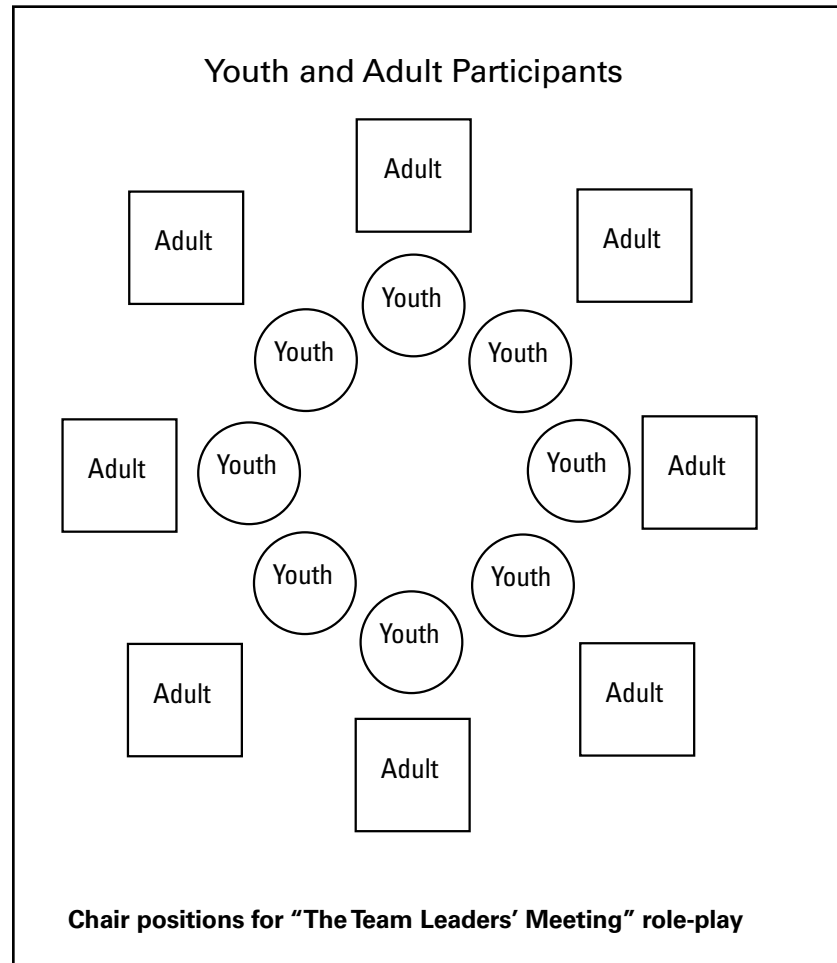
### ***Role-Play Five – The Team Leaders' Meeting***

*This presentation demonstrates the key points of a monthly team leaders' meeting and highlights the responsibilities and interactions of the team's adults and young men.*

*Set the scene by placing chairs around a table, one chair for each of the team's youth leaders (captain, co-captains, squad leaders, program managers, and other key leaders). Behind*



each of those chairs place a chair for the adult who serves as adviser to the youth who holds a particular leadership position. The program adviser for advancement, for example, will sit behind the Varsity Scout serving as the advancement program manager. The team Coach will sit behind the captain. If there are assistant Coaches, they can position themselves behind the co-captains and squad leaders; otherwise the Coach will assume the role of mentoring those leaders.



The roles of adult team leaders can be played by course instructors and other volunteers. Varsity Scouts can be invited to attend this portion of Varsity Coach Leader Specific Training in order to portray themselves as the team's youth leaders. Otherwise, those positions can be filled by adults. To clarify matters, it may be useful to have a name tag for each person, noting the role he represents.

The goal of the role-play is to portray a realistic Varsity team leaders' meeting, emphasizing an essential foundation of Varsity Scouting—that the young men are in charge and that adults are present only to mentor, advise, and coach.

**EXPERIENCED VARSITY COACH:** “Better I should show you than tell you. This meeting’s already in progress—it looks like they’ve reviewed their plans for the upcoming meeting and are getting ready to work on planning the next month.”

**TEAM CAPTAIN:** “. . . that’s great, everybody. Sounds like we’re ready to go for next week. I appreciate the way you all came prepared. (*Looks at agenda.*) OK, the next order of business is planning next month’s team meetings. As you know from our annual program planning clinic, we’re ready to start a new three-month activity. This one is ultralight backpacking, and it looks terrific. Andrew, you want to hand out copies of the program everybody helped put together at the clinic?”

**CO-CAPTAIN:** “Sure thing. The meetings and activities are a mix of learning skills and getting our gear ready for some terrific overnight trips. Then we top it off with a high-adventure wilderness trek in the national forest. For this coming month, week one is outdoor safety, week two is mapping your trail, and week three is a first-aid refresher. For week four we have a guest speaker—a ranger from the national forest to help us make sure we understand all about Leave No Trace.”

**SQUAD LEADER ONE:** “I’ve got a question. I talked to my guys about the themes, and instead of doing first aid again, they really want to do something on long-distance backpacking. There’s a guy at the outfitting store downtown who just hiked the Appalachian Trail and has a slide show about it. Maybe we could get him to come to our weekly meeting.”

**CAPTAIN:** “What do the rest of you guys think?”

**OTHER TEAM LEADERS:** “It sounds neat. We could probably learn a lot from him.”

**CAPTAIN:** “I guess most of the guys have been through wilderness first aid.”

**SQUAD LEADER ONE:** “We’ve got several team members certified as Wilderness First Responders, so we’re covered as far as the backpacking trek goes. Some of the others are working on the First Aid merit badge right now, too.”

**CAPTAIN:** “OK then, are we in agreement to make the change? Justin, since it was your idea, do you want to contact the long-distance hiker and invite him to our meeting?”

**SQUAD LEADER ONE:** “You bet.”

**CAPTAIN:** “Get back to me right away on that. If he can’t make it, we can fall back on the original plan to do a first-aid review.”

**SQUAD LEADER ONE:** “I’ll get on it.”

**CAPTAIN:** “Great. Thanks. Now, let’s go around to the program managers and see how their fields of emphasis are going to mesh with ultralight backpacking. John, why don’t you start with advancement.”

**ADVANCEMENT PROGRAM MANAGER:** “Well, almost everybody is First Class or above, but a couple of the new members can finish most of their First Class requirements as we get ready for the trek. There’s the Backpacking merit badge, too, and the 50-Miler Award. I’ll check the advancement records and get together with everybody who needs to know about the possibilities.”

**CAPTAIN:** “That’s just what we want to hear. Who’s got the sports/high-adventure field?”

**SPORTS/HIGH-ADVENTURE PROGRAM MANAGER:** “This is a terrific opportunity for my field. We can get every team member involved in working out menus and group gear, mastering some new outdoor skills, and trimming down their packs as much as possible. I’ll get together with my adviser and make sure we’ve got the paperwork in order—trip plans and all of that.”

**CAPTAIN:** “Good. Let’s do some thinking as a group about what skills to go over at each of the weekly meetings. We don’t want to bore anybody by being too simple, but we do want to cover all the bases. OK, how about service?”

**SERVICE PROGRAM MANAGER:** “The obvious possibility is to work on a conservation project during our trek. I’m not sure how to go about that, though.”

**CAPTAIN:** “You know, I’m kind of stuck, too. Seems like we’re always going to do something good for the land, but we never really get much done. Anybody got any ideas?”

*(The Service Program Advisor quietly consults with the Service Program Manager.)*

**SERVICE PROGRAM MANAGER:** “OK, here’s an idea. We’ve already contacted the ranger from the national forest to come to a meeting and talk about Leave No Trace. If you agree, I can get in touch with him tomorrow and tell him we’d like to do some conservation work, but we need help planning it so we do something that really needs to be done. We’ve got a month before the trek, so the national forest people will have plenty of time give us guidance. What do you think?”

**CAPTAIN:** “Yes, that sounds very good to me. How about the rest of you? I see you nodding your heads, so I’ll assume we’re in agreement here. Go ahead and call the ranger, then get back to me and let me know what he says. Let’s see, next is personal development.”

**PERSONAL DEVELOPMENT PROGRAM MANAGER:** “On the trek we’ll be in the backcountry all of a Sunday. I can meet with the team chaplain next week to start putting together a worship service for team members. Also, if we get this Appalachian Trail hiker from the sporting goods store, maybe he can talk about careers in the outdoors, too.”

**CAPTAIN:** “I think we’re all set there. Thanks. That just leaves special programs.”

**SPECIAL PROGRAMS PROGRAM MANAGER:** “Well, we’ve got the trek. Isn’t that enough?”

*(The Team Coach quietly consults with the Captain.)*

**CAPTAIN:** “The trek is a terrific event, but is there something more we can do? Some other way to get the most out of the program coming up?”

**SPECIAL PROGRAMS PROGRAM MANAGER:** “Well, last month we had that coed canoe trip, and everybody had a good time. Maybe the evening the Appalachian Trail hiker does his presentation we could make it a coed event. I’ll bet some of the girls who canoed with us could get pretty interested in backpacking, too.”

**CAPTAIN:** “That works for me. It will take some work, you know. We’ll probably want some refreshments. Maybe we could have some backpacking gear here for people to see. Are you willing to take responsibility for getting that together? You can ask some of the other team members to help you.”

**SPECIAL PROGRAMS PROGRAM MANAGER:** “Sure. I think we may really have something here.”

**CAPTAIN:** “All right then, let’s write down what we’ve got for each of the month’s meetings and we’ll see where we stand. We also need to talk about finances for the trek, and I’ve invited the Coach to offer us a Coach’s Corner for a closing, so let’s stay focused and see if we can be done in about 20 minutes.”

#### **DISCUSSION OF ROLE-PLAY FIVE—THE TEAM LEADERS’ MEETING**

Lead participants in a discussion of team leaders’ meetings, using their questions and observations to reinforce the

importance of giving young men the tools they need and the supportive guidance to plan and conduct their own meetings. Among questions that may be helpful in this discussion are these:

- What role is the Varsity Coach playing?
- What is the role of the captain?
- How should the Varsity Coach relate to the team captain?
- What are the roles of the program managers?
- What are the roles of the program advisers?
- What expectations can the Varsity Coach have of the team's youth leaders?
- How can you tell if a team leaders' meeting is effective?

Conclude by emphasizing again the importance of ensuring that the young men themselves run the meetings and develop the program of their team. The adults serve as mentors, advisers, and guides, but to the greatest extent possible stay in the background.

Session One, slide 23

### ***Role-Play Six—The Team Leaders' Activity Review***

Of course, not every Varsity Scouting event, no matter how well planned, will be a success. What should a Varsity Coach do then? The next role-play explores just such a situation.

**Presentation procedure:** The setting is a team leaders' meeting after a service project that didn't go well. The team leaders are discouraged. What should a Varsity Coach do when the best-laid plans fall through?

The Varsity Coach listens to the young men and stays in a supportive, coaching role. He does not assign blame, but rather helps the captain lead other council members to examine the situation, figure out what went wrong, and seek out solutions. Varsity Scouts have much to learn from experiences that don't go as expected. Dealing with adversity is an important aspect of BSA leadership training.

**NEW VARSITY COACH:** "Does it always go so smoothly? If the team's youth leaders are doing the planning, will they always succeed?"

**EXPERIENCED VARSITY COACH:** "Trust me. Things do *not* always go perfectly. Your team does not always win. The good news is, every not-so-perfect meeting or event is a great chance for young men to learn. And dealing with adversity is a skill we all can use. When things go wrong—that's when they really need your support. Let's look in on a team leaders' meeting following a team service project that was full of problems."

**SQUAD LEADER:** "Man, I just don't believe it. It was a disaster!"

**CAPTAIN:** “I don’t think it was quite a disaster.”

**SQUAD LEADER:** “Oh come on, it was our big service project and no one showed up but the four of us and two other Varsity Scouts. It was horrible. I don’t know what went wrong.”

**NEW VARSITY COACH:** *(To the team captain)* “I know it’s disappointing. We can’t change what happened, but we can figure out what it was that went wrong—or at least figure out a way to make it go a little more right the next time.”

**CAPTAIN:** *(To the Coach)* “What do you mean?”

**NEW VARSITY COACH:** *(To the team captain)* “Well, I know you’ve been telling the guys about the project in the meetings—but did anyone call and remind them?”

**CAPTAIN:** *(To the Coach)* “Well, no. We just thought the guys would—you know—show up. Let me see what we can do about that.” *(To the other team leaders)* “Fellows, I think we dropped the ball when we didn’t follow up on reminding the team where and when we wanted everybody to show up. Any ideas on what we can do next time to make sure we get it right?”

**SQUAD LEADER:** “Maybe next time, we can have the squads organize a phone reminder committee.”

**CAPTAIN:** “And I’ve got to tell you guys—I goofed up, too. I never asked you squad leaders how it was going or asked if you had followed up with all members of your squads. I should have been more involved. I took it for granted that everything would be OK.”

**SQUAD LEADER:** “And we took it for granted that everyone would show up.”

**NEW VARSITY COACH:** *(To the team leaders)* “You can’t let stuff like this get you down. Things aren’t always going to be perfect, no matter how well you plan. It sounds as though you’re finding some good solutions, though, and that’s the important thing.”

**CAPTAIN:** “Do you think we can reschedule the service project?”

**SQUAD LEADER:** “I’d like to have another crack at it. Our squad can make the reminder calls.”

#### **DISCUSSION OF ROLE-PLAY SIX—THE TEAM LEADERS’ ACTIVITY REVIEW**

Lead participants in a discussion of what they have just seen, using their questions and observations to reinforce the challenges that can face team leaders and the ways in which Varsity Coaches can help the team leaders overcome adversity,

learn from disappointment, and become better leaders. Among questions that may be helpful in this discussion are these:

- What role is the Varsity Coach playing?
- What is the role of the experienced squad leader?
- How is the Varsity Coach relating to the experienced squad leader?
- What expectations does the Varsity Coach have of the youth leaders of the team? In what ways could the meeting be a success?

Of course, no meeting will be perfect. Even with careful adherence to the team meeting plan, there will be portions of some meetings that are not very successful.

The important thing to keep in mind, though, is that Varsity Scouts who are given the responsibility, resources, and support to plan and run their own team meetings are learning extremely important lessons in leadership. Their growing confidence and advancing leadership abilities are a direct result of the efforts of their Varsity Coach to provide support and guidance and then, for the most part, stay behind the scenes.

Session One, slide 24



### ***Summary of Varsity Coach Leader Specific Training Session One***

The discussion we've just had about the team leaders' meetings and the Varsity Coach's role in supporting and guiding the youth leaders of a team sums up much of what we have covered during Session One of Varsity Coach Leader Specific Training.

Among the most important points we've covered are these:

- The role of a Varsity Coach brings with it high expectations and requires a willingness on the part of a Varsity Coach to be, know, and do certain things.
- The team is organized with team members deeply involved in planning the program and making it a reality.
- Team meetings are the glue that holds a team together. They should be fun, fast-paced, productive, and meaningful.
- Through careful listening, Varsity Coaches can determine the development level of individual Scouts and of each squad and the team as a whole. Depending on the needs of the Scouts, Varsity Coaches can use the most appropriate style of leadership—directing, coaching, supporting, or delegating.
- Team leaders' meetings are the engine that powers the youth-led team. They provide Varsity Scouts with a structure in which to learn and practice leadership skills as they plan the team's program and figure out how to bring it to life.

### Instructors' Note:

*As you close Session One, leave participants with one last reminder. Everything covered in Varsity Coach Leader Specific Training is explained in detail in The Varsity Scout Guidebook. Even more important to remember is that every Scout leader has the support of a wide range of volunteer and professional Scouters. All of them will be there when participants need them. All of them are eager to help every Varsity Coach succeed.*

Session One, slide 25

### **Summary Assignment**

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

**Announce a break before the beginning of Session Two. For training scheduled over several evenings, confirm the time and location for the commencement of Session Two.**

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## Session Two

# Preopening Activity

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### Time Allowed

15 minutes

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### Teaching Objectives

- Model an effective, enjoyable preopening activity that Scout leaders can use with their own teams.
  - Encourage participants to work together to succeed as a team.
  - Lay the foundation for the upcoming discussion of the four steps to advancement.
- 

### Materials Needed

- A 3-foot length of soft rope or nylon cord, suitable for tying knots, for each participant and each instructor
  - *The Varsity Scout Guidebook*, No. 34827A (One copy per instructor. Participants in this training should have brought their own copies.)
  - *The Boy Scout Handbook*, No. 34554 (Participants should have their own copies. The preopening activity requires at least one copy of the handbook for every group of six to eight participants.)
- 

### Recommended Facility Layout

- An open area of the Varsity Coach Leader Specific Training meeting room or an outdoor setting near the meeting room
-

## Delivery Method

- Participant-driven activity and team competition guided by instructors
- 

## Presentation Procedure

Varsity Coach Leader  
Specific Training—  
Session Two  
PowerPoint slides  
Slide 1

As participants arrive for the opening of Session Two, provide each person with a 3-foot length of knot-tying rope and present the challenge that everyone learn how to tie a selected knot. Point out that instructions for tying the knot can be found in *The Boy Scout Handbook*. Encourage participants to help one another.

### Instructor's Note:

*The knot to be tied should be one of the six knots required for the ranks of Tenderfoot through First Class. All of these knots are illustrated and described in The Boy Scout Handbook.*

- Square knot
- Double half-hitch
- Bowline
- Clove hitch
- Sheet bend
- Timber hitch

*Base the choice of knot on what you know of the participants' skill levels. Ideally, the knot will prove to be somewhat of a challenge for most participants and will offer opportunities for them to help fellow team members figure out how to tie the knot. For a group of new Varsity Coaches with few Scouting skills, the square knot may be just right. Scouters who are a bit more savvy in the ways of the woods may be better served with the bowline or sheet bend.*

Session Two, slide 2

When all the participants feel confident in their ability to tie the knot, organize a knot-tying relay. Each squad of six to eight participants (united by sitting together at the same table, divided into squads by an instructor, or grouped by some other means) sends its members across the room one at a time to tie the knot to the satisfaction of instructors serving as judges. A participant successfully tying the knot runs back to tag the next member of the squad who, in turn, crosses the room to tie the knot.

As all the members of each squad correctly tie the knot and return to the starting point, that squad is declared a winner. The relay ends when every squad has succeeded and all have been declared winners.

At the conclusion of the competition, debrief the activity. In the discussion with participants, bring out the following concepts:

- The event that participants have just experienced is a model of preopenings they can use with their own Varsity team meetings. Many Scouting skills can be used as the focus of a preopening activity. Some are most appropriate as challenges for individuals (for example, applying a first aid bandage, loading gear into a backpack, or lighting a fire by friction), while others are better done by teams of participants (pitching a tent, putting up a dining fly, etc.).
- Competitions conducted in BSA settings should be designed so that participants are challenging themselves against a standard where every squad can win and all participants can feel as though they have achieved.
- An important goal of competitions in Varsity Scout settings is to ensure that everyone has fun. Ideally, everyone can also learn something new.
- Participants were engaged during this activity in one of the most basic concepts of Scouting—the four-step process of advancement. These will be discussed more fully later in this session. For now, it is enough to direct participants to the appropriate wall poster featuring the four steps of Scout advancement.

#### The Four Steps of Scout Advancement

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

Some course instructors may feel that the knot-tying relay will be too simplistic an activity for certain groups of participants. In those cases, instructors can devise an activity better suited to the interests and skill levels of those taking part in the training. Possible skills include coiling a climbing rope, taking compass bearings, tying a seat harness, or setting up a mountaineering tent.

Regardless of what skill is chosen, instructors should pattern this portion of the training to achieve the teaching objectives of the preopening activity for Session Two:

- Model an effective, enjoyable preopening activity that Scout leaders can use with their own teams.
  - Encourage participants to work together to succeed as a team.
  - Lay the foundation for the upcoming discussion of the four steps to advancement.
-



# Session Two

## Introduction to Session Two

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### Time Allowed

5 minutes

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### Teaching Objectives

This introduction serves to guide participants into Session Two by reminding them what has been covered up to this point and previewing for them what will be presented in this second session of Varsity Coach Leader Specific Training.

- Remind participants that Varsity Coach Leader Specific Training is built around the eight methods of Scouting.
  - Briefly review the topics of Session One.
  - Briefly overview the contents of Session Two.
- 

### Materials Needed

- Poster featuring the methods of Scouting
  - Posters featuring the schedules of Session One and Session Two
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

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

## Delivery Method

- Instructor-led discussion
- 

## Presentation Procedure

### Instructors' Note:

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

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

Session Two, slide 3



Remind participants that the three sessions of Varsity Coach Leader Specific Training they are currently engaged in are an exploration of the eight methods of Scouting.

### **The Methods of Scouting**

### **Covered In:**

|                            |               |
|----------------------------|---------------|
| 1. The Ideals              | All Sessions  |
| 2. The Squad Method        | Session One   |
| 3. The Outdoors            | Session Two   |
| 4. Advancement             | Session Two   |
| 5. Association With Adults | All Sessions  |
| 6. Personal Growth         | All Sessions  |
| 7. Leadership Development  | All Sessions  |
| 8. The Uniform             | Session Three |

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

A brief review of the topics covered up to this point may be helpful, especially in training formatted to occur over a number of evenings rather than compressed into a single day. During the course overview of Session One, participants

received a course schedule. Instructors can refer participants to that handout to reinforce this review. It may also be effective to have the schedule of Session One written on a flip chart or displayed on the walls of the meeting room.

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

## **Session One**

### **Setting Out: The Role of the Varsity Coach**

Preopening Activity  
Welcome and Introductions  
Course Overview  
The Role of the Varsity Coach  
Team Organization  
Team Meetings  
Working With Young Men  
Team Leaders' Meetings

### ***Preview of Session Two***

The preview of Session Two should also be brief. Session Two touches on all of the eight methods of Scouting but devotes the most attention to two of those methods—the outdoors and advancement.

## **Session Two**

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

1. Preopening Activity
2. Introduction to Session Two
3. The Sizzle of the Outdoor Program
4. Nuts and Bolts of the Outdoor Program
5. Outdoor Program Squad/Group Activity
6. Reflection
7. Advancement







## Session Two

# The Sizzle of the Outdoor Program

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### Time Allowed

15 minutes

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### Teaching Objectives

- Discuss the excitement and importance of the outdoor program, noting that the outdoors is the arena in which much of Scouting unfolds.
  - Highlight the fact that outdoor experiences are why many young men—many adults, too—join the BSA.
  - Give new Varsity Coaches the confidence that they have the resources and abilities to enjoy successful outdoor experiences with their teams.
  - Encourage Varsity Coaches and their teams to get beyond “tailgate camping” and explore a wider range of outdoor program opportunities.
- 

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
  - *The Boy Scout Handbook*, No. 34554
- 

### Recommended Facility Layout

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

## Delivery Method

- Instructor-led discussion
- 

## Presentation Procedure

A passage in *The Varsity Scout Guidebook* sets out the essential importance of the outdoor experience for the Varsity Scout program. Ask a participant to read the following paragraphs that book:

Varsity Scouts seek challenges. Every high-adventure activity invites them to stretch toward the successful completion of an exhilarating outdoor experience that lies well beyond the scope of the routine. High adventure is more than just a scenic visit to the outdoors. It is more than simply a physical test. It is an experience in living and cooperating with others, overcoming difficulties, and learning to live in harmony with nature.

Along the way, Varsity Scouts gain confidence, humility, and self-reliance. They become self-reliant by acquiring a wealth of knowledge and skills. High adventure helps them develop critical thinking, judgment, and decision-making skills.

An outdoor experience stimulates good citizenship through teamwork and opportunities for leadership. It emphasizes spirituality by bringing young people closer to nature. It connects individuals to the land, helping them develop a bond of respect for, and stewardship of, wild places and wild things.

— *The Varsity Scout Guidebook*

### ***The Importance of the Outdoor Program***

For the next few minutes, invite participants to consider the power of the outdoor program in delivering the message of Varsity Scouting to young men. The discussion may unfold along these lines:

When you think about a Varsity team, what image comes into your mind? It could be young people doing community service or Varsity Scouts in uniform in a parade or at a patriotic event. At or near the top of the list, though, it's very likely that you'll imagine hiking and camping. Ask the members of your team why they joined. Most, if not all, will mention camping.

Ask Varsity Scout leaders why they became involved with Scouting. Many will say it is because their sons are involved



in a team, or that they believe in the values Scouting offers. For many, there is also the lure of the outdoors—the chance to hike and camp, paddle a canoe, climb a mountain, spend time in the backcountry.

Ask a dozen people on the street what Varsity Scouting is all about, and the majority are bound to talk about adventures in the outdoors.

- From its earliest days, the program of the Boy Scouts of America has been deeply entwined with outdoor experiences.
- The allure of the outdoors is great to the active imaginations of young men. It means excitement, fun, adventure, camping, sleeping outside, and being prepared to face challenging environments and situations with their friends.
- The outdoors is the stage upon which so much of Varsity Scouting finds room to roam and space to succeed. The outdoors is the arena in which much of Varsity Scouting unfolds. For Varsity Coaches, the outdoors is key to delivering the promise of Varsity Scouting.
- The outdoor program is a classroom without walls where Varsity Scouts can:
  - Use the skills they are mastering.
  - Solve problems as a team.
  - Look out for one another.
  - Learn self-discipline.
  - Respect others and the environment.
  - Encounter situations that require them to become leaders.
  - Enjoy the beauty in nature.
  - Learn the value of leaving no trace.

Varsity Coaches have the ability to involve Varsity Scouts in outdoor programs that will help build their character, encourage citizenship, and develop their physical, mental, and emotional fitness. Camping is one of the primary tools used by Varsity Scouting to achieve these goals.

### ***Team Opportunities for Outdoor Adventures***

At a minimum, Varsity Scouts should spend at least 10 days and nights outdoors each year. Among the opportunities for making that happen are:

- Team and squad hikes
- Short-term camping
- Conservation and service projects
- Resident camping
- Camporees and jamborees

- Council high-adventure programs
- National and council high-adventure bases

**Instructors' Note:**

*A tremendously helpful resource for participants will be a locally generated listing of opportunities that new Varsity Coaches can use immediately as their teams are planning their outdoor programs. Prepared with the help of experienced Scout leaders and the district and council staffs, this handout can include listings of outdoor destinations of interest to Varsity Coaches, each with information concerning any limitations on activities or group size, how to get permission to use these trails and campgrounds, and any other information that will assist teams in making the most of their activities.*

*The handout can also include a district and council calendar of upcoming camporees, resident camps, and other opportunities for Varsity Scouts.*

***The Challenge of Delivering the Outdoor Program***

- As adults, we make the opportunity possible. We create boundaries and a format within which Varsity Scouts have the freedom to carry out their experiences the way they wish. The Varsity team led and managed by its membership helps make this happen.
- New Varsity Coaches need some confidence that they will have the resources and abilities to have successful outdoor experiences with their teams. Discuss starting small with outdoor activities that are within the skill levels and comfort zones of Varsity Scouts and Varsity Coaches, then building on that foundation of shared experiences to take on more challenging adventures. A team can start with tailgate camping and learn many outdoor skills together, but it should not get stuck with only that kind of camping, though, or with any other single outdoor activity. There are many opportunities available to teams, and Varsity Scouts should have the opportunities to try as many as possible.
- It is important for new Varsity Coaches (and experienced ones, as well) to realize that the experience of an outdoor adventure is different from the perspective of a young man than of a seasoned adult. An outdoor experience that may have seemed a failure to a Varsity Coach (team members got cold and wet, the tents blew down, critical ingredients for the evening meal were forgotten, etc.) can be perceived by Varsity Scouts as fine memories (they survived, they solved problems as a team, they learned the importance of

more thorough planning, they strengthened friendships, etc.). The important thing is for adult team leaders and Varsity Scouts to get into the outdoors, do their best with the skills they have, develop new skills, assess their performance, learn from their mistakes, and get back out there for another adventure as soon as they can.

- A novice Varsity Scout leader and a newly formed Varsity team can learn together. Adults and youth can use the resources available to them (to be discussed in the next presentation) to discover the best ways to begin having outdoor adventures. As they gain experience and confidence together, they can expand the range of what they want to learn and what outdoor challenges they want to consider.
- For Varsity Coaches, an important part of leadership is recognizing where to expend energy and where the young men can resolve issues. There are times when Varsity Coaches should be closely involved—putting together the framework of the team, for example, helping the team captain and other youth leaders plan worthwhile activities, and ensuring that those activities comply with the safety policies of the BSA.

On the other hand, there are many issues that require no input from the Varsity Coach and many others that can be handled by the team’s youth leaders with a little coaching by adults.

Session Two, slide 5

### **Pop Quiz**

#### **Instructors’ Note:**

*This session ends with a “pop quiz”—true or false questions exploring issues of the outdoor program. Because the intent is not to test participants, but rather to reinforce learning points, the answer to every question is true.*

*Distribute copies of the quiz to participants. They are to work together as squads to complete the quiz. When they are finished, read each question aloud and ask one of the squads for its answer.*

1. The team, led by its captain, squad leaders, and program managers, is a valuable tool for planning and conducting the outdoor program.  
True \_\_\_\_ False \_\_\_\_
2. If a team has an active, exciting outdoor program, advancement is a natural result.  
True \_\_\_\_ False \_\_\_\_

3. The primary reference guide for Varsity Coaches seeking information about outdoor program skills and safety is *The Varsity Scout Guidebook*.  
True \_\_\_\_ False \_\_\_\_
4. Through Varsity Scouting's outdoor program, young people can learn how to camp and hike without leaving a trace and how to take care of the land.  
True \_\_\_\_ False \_\_\_\_
5. A Varsity Coach and members of a team can learn outdoor skills together, building on their experience to enjoy adventures of greater duration and difficulty.  
True \_\_\_\_ False \_\_\_\_
6. The main reason many young men join Varsity Scouting is for the opportunity to take part in the outdoor program.  
True \_\_\_\_ False \_\_\_\_
7. At a minimum, Varsity Scouts should be spending 10 days and nights outdoors each year.  
True \_\_\_\_ False \_\_\_\_
8. An essential resource for Varsity Coaches learning how to deliver Varsity Scouting's outdoor program is *The Varsity Scout Guidebook*.  
True \_\_\_\_ False \_\_\_\_
9. The outdoor program includes a range of activities from a squad's afternoon hike to a team's trek at a BSA national high-adventure area.  
True \_\_\_\_ False \_\_\_\_
10. Varsity Scouting's outdoor program is many things, but very high on the list is the fact that it should be fun.  
True \_\_\_\_ False \_\_\_\_

### **Summary**

The outdoor program brings sizzle to Varsity Scouting. It offers young men excitement, adventure, and opportunity. In addition, it is a vehicle for instilling the values of Varsity Scouting, for encouraging advancement, and for building on the methods of Scouting.

The presentation that follows will explore the two sides of a Varsity Coach's responsibilities for the outdoor program—*skills* and *safety*. We'll be sure you have the tools and the resources to make the outdoor experience a strong, vital part of your team's program. You will be ready to help Varsity Scouts get the most out of the outdoors. You will also find that these tools and resources will help you fully enjoy the role of being a Varsity Coach.



## Session Two

# Nuts and Bolts of the Outdoor Program

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### Time Allowed

40 minutes

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### Teaching Objectives

- Convey the understanding that *skills* and *safety* are the two main elements of adult leadership in delivering the promise of Scouting through the outdoor program.
  - Reinforce the principle that the team, led by its captain, squad leaders, and program managers, is the right framework for developing an exciting and meaningful program of outdoor activities.
  - Review the Sweet 16 of BSA Safety—the BSA's primary guidelines for conducting outdoor activities.
  - Encourage Varsity Coaches to implement the principles of Leave No Trace in planning and conducting every Varsity experience in the outdoors.
  - Help Varsity Coaches understand that conservation and service projects are important components of Varsity Scouting's outdoor program.
- 

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
  - *The Boy Scout Handbook*, No. 34554
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### Recommended Facility Layout

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

- Instructor-led discussion
- 

## Presentation Procedure

Open the discussion by asking participants to share their thoughts about their teams' outdoor program, guiding the discussion with two questions:

- When it comes to the outdoor program of your teams, what are you most enthused about?
- When it comes to the outdoor program of your teams, what are you most concerned about?

Write their answers on a flip chart and post the pages for future reference. Among the responses may be:

- Enthused about:
  - Having fun
  - Learning new skills
  - Spending time together as a team
  - Developing a focus for meetings of the team
- Concerned about:
  - Knowing what to do
  - Keeping everyone safe
  - Having a bad experience with the team
  - Finding additional adults to accompany the team
  - Arranging transportation for everyone

The answers to these concerns, and the way to be sure that enthusiasm results in a good program, is by recognizing that adult leadership in the outdoor program has two elements:

- *Skills*
- *Safety*

Session Two, slide 6

### ***Skills and Safety—The Two Elements of Adult Leadership in the Outdoor Program***

#### **Instructors' Note:**

*Lead participants in a discussion of skills and safety, supporting the ideas with reference to the resources available to Varsity Coaches. Encourage participants to share their own ideas and to bring up any questions or concerns they may have. Use the following version of such a discussion as a guide in conducting your presentation of this material.*



One of the biggest concerns of new Varsity Coaches is that they may think they don't know enough to handle the demands of a team's outdoor activities. If you don't have much experience cooking meals in the open, pitching tents, dealing with bad weather, and coping with all the other challenges of the outdoors, what can you do?

In recent presentations we've talked about the resources available to you as you provide leadership to a team. The BSA resources available to you regarding the outdoor program are every bit as rich as they are for other aspects of the Varsity Coach experience.

Our intent in this discussion is not to teach you any specific outdoor skills, but rather to help you discover where you can find the answers to any and all of your questions concerning the outdoor program. By the time we are done, you should feel confident that you can help your team begin enjoying an outdoor program that really works, that is fun and challenging for the young men, and that brings a lot of satisfaction to you, as well.

Session Two, slide 7



### **SKILLS**

The key resources available to you to develop your skills for delivering the BSA's outdoor program are these:

- BSA training opportunities (including Introduction to Outdoor Leader Skills)
- BSA outdoor-related literature
- Other adults
- The Varsity team, led by its captain, squad leaders, and program managers

### **BSA TRAINING OPPORTUNITIES**

The Boy Scouts of America encourages lifelong learning for its members and leaders. The fact that you are here today is evidence that you are willing to seek out new ideas and to engage new approaches to leadership.

Some of the training opportunities offered by the BSA can have immediate rewards for the outdoor programs of your teams. Other training will become valuable to you when your team moves into specific activities such as climbing, rappelling, and aquatics.

The first of the training opportunities you are likely to encounter is one we've mentioned before—Introduction to Outdoor Leader Skills.

## Instructors' Note:

*The course overview presentation near the beginning of Session One of Varsity Coach Leader Specific Training included the following information about the Introduction to Outdoor Leader Skills. At this point in Session Two, it may be wise to review what participants can expect from Introduction to Outdoor Leader Skills and to remind them of the dates and locations of upcoming opportunities for them to take the training.*

### **Introduction to Outdoor Leader Skills**

- Provides an important and enjoyable part of the basic preparations to be a Varsity Coach.
- Covers the outdoor skills expected of a First Class Scout.
- Adult leaders who already have knowledge of some of the skills may pass that section of the course by demonstrating their abilities to an instructor.
- Adult leaders who have already completed Introduction to Outdoor Leader Skills will not need to repeat the training. (Members of a Varsity team's committee are not required to attend Introduction to Outdoor Leader Skills, though their participation is urged, especially if they will be involved in the team's outdoor activities.)

### **SUPPORTIVE ADULTS**

Scouters who are committed to the Varsity Scouting program represent a tremendous storehouse of knowledge about where, when, and how Varsity Coaches can conduct successful outdoor activities. Varsity Coaches also will find a variety of other adults with the skills, knowledge, and willingness to help ensure a quality outdoor program.

- During BSA training opportunities, participants will meet many Scouters who have much knowledge to share about running an outdoor program.
- District roundtable meetings and other gatherings of team leaders bring new and experienced Varsity Coaches together from a number of teams to share ideas, successes, and problem-solving skills to the outdoor program.
- The parents of the Varsity Scouts on your team can be valuable sources of information and support for the outdoor program. Those without much outdoor adventure experience may be very interested in learning along with

the Varsity Coach and the Varsity Scouts as a team develops its program and then fulfills its plans for outdoor activities. Even those who have no interest in taking part in the activities may be very supportive in helping Varsity Scouts organize gear and menus, and in helping provide transportation to and from the sites of team adventures.

### **THE YOUTH-LED TEAM**

The Varsity team, led by its captain, squad leaders, and program managers, is perhaps the greatest resource available to a Varsity Coach. By giving responsibility and guidance to the young men for planning and then carrying out their own program, adult leaders are helping Varsity Scouts become good leaders and allowing them to design adventures that are within their current levels of skill and confidence.

Adult leaders can learn outdoor skills along with their Varsity Scouts. As a team and its squads build up experience, youth leaders can expand the range and challenge of the team's outdoor activities. As they plan the team's program for the upcoming months, they can find plenty of resource materials to help them stay out of the rut of always going to the same place and doing the same things. With the encouragement of their Varsity Coach, team members can move continually outward and take on experiences that are increasingly challenging. (Session Three's presentation on program planning will take a closer look at Varsity Scout resource materials for planning and conducting a wide range of outdoor activities.)

We are gradually approaching a full discussion of short- and long-term planning of the program of a Varsity team, but we aren't quite there yet. However, we can look now at a sample outdoor program plan, one of several dozen complete plans available to you and the Varsity Scouts on your team. This plan, with camping as its highlight, can be found in *The Varsity Scout Guidebook*, Chapter 6, "The Outdoor Program."

### **Instructors' Note:**

*Ask participants to open their Varsity Scout Guidebooks to page A-4 of the appendix, "Varsity Scout Team Activity Planning Worksheet."*

*Briefly review the plan, emphasizing that the content of the weekly team meetings offer abundant opportunities for Varsity Scouts to learn the skills they will need and make the plans that are required for a successful feature event at the end of the month—in this case, a campout.*

Session Two,  
slides 8, and 9



## BSA OUTDOOR-RELATED LITERATURE

Much of the literature of Scouting deals with outdoor adventures—how to plan them, what to take, how to carry them out. (*The Varsity Scout Guidebook*, *The Boy Scout Handbook*, *Fieldbook*, *Passport to High Adventure*, *Tours and Expeditions*, merit badge pamphlets for camping, hiking, and other outdoor skills, etc.)

In addition to BSA publications, browse for an hour in a good bookstore and you may find a wealth of literature describing local outdoor locations that could be very inviting to a Varsity team. You may find many local guidebooks to the trails, bike routes, canoe areas, wildlife refuges, parks, forests, and other areas of interest.

As you may already have discovered, the manual that most directly addresses issues involving Varsity Coaches and the outdoor program is *The Varsity Scout Guidebook*. Chapter 5, “High-Adventure/Sports Field of Emphasis,” provides a good introduction. It also has some very useful checklists and guidelines to help steer you in the right direction:

- Guidelines for Climbing and Rappelling
- The Sweet 16 of BSA Safety
- The BSA Safe Swim Defense
- Safety Afloat
- Coach’s Campsite Quick Checklist
- Varsity Scout Basic Essentials
- Clothing Checklists
- Personal Overnight Camping Gear for High-Adventure Camping
- Group High-Adventure Camping Gear
- Guidelines for Safely Using Camp Stoves and Lanterns

### Instructors’ Note:

*The checklists and other details of the outdoor program will be covered during Introduction to Outdoor Leader Training. It is enough during Varsity Coach Leader Specific Training to be sure that participants understand that they can turn to The Varsity Scout Guidebook as an essential resource to implementing the outdoor programs of their teams.*

*An additional essential skill for Varsity Coaches is the knowledge to follow the principles of Leave No Trace. Use the following discussion guidelines to encourage participants to do incorporate Leave No Trace in all of their outdoor activities.*



## **Leave No Trace**

The principles of Leave No Trace are standards developed and used throughout America by a wide range of land-management agencies and outdoor-oriented organizations. They are designed to provide standard guidelines for respecting the environment and to serve as a common language for agencies and organizations seeking to accomplish that goal.

The principles of Leave No Trace should be at the heart of every Varsity Scouting experience in the outdoors. Leave No Trace provides Varsity teams with information they need to protect the outdoor areas they are privileged to enjoy. These principles also help team members live the values of Scouting, starting with five of the twelve Scout laws:

- A Scout is trustworthy.
- A Scout is helpful.
- A Scout is kind.
- A Scout is thrifty.
- A Scout is clean.

### **The Principles of Leave No Trace**

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impact.
6. Respect wildlife.
7. Be considerate to other visitors.

For descriptions of each principle of Leave No Trace, see *The Varsity Scout Guidebook*, Chapter 5, "High-Adventure/Sports Field of Emphasis."

## Instructors' Note:

*For further information about the BSA's awareness of its responsibility to protect the environment, Varsity Coaches will find the following documents in The Varsity Scout Guidebook, Chapter 5, "High-Adventure/Sports Field of Emphasis":*

### ***Wilderness Use Policy of the Boy Scouts of America***

*Detailed guidelines for conducting Varsity Scout activities in any privately or publicly owned backcountry land and designated wilderness areas.*

### ***BSA Property Smart***

*Guidelines for BSA units planning to use public and private property for hiking, camping, and other Scouting activities.*

## ***Conservation Projects and the Outdoor Program***

Varsity Scouts who enjoy hiking, camping, canoeing, and other outdoor activities can be of great service by taking part in service projects that help protect and restore the environment. From trail repair and streambed enhancement to meadow restoration, tree planting, and erosion control, there are dozens of opportunities for Scouts to roll up their sleeves and do something good for the land.

An essential element in the success of conservation work is to plan it in cooperation with personnel in charge of the area. No park ranger will be happy to have Varsity Scouts show up unannounced on a Saturday morning to "do some conservation." However, nearly every land manager will be delighted to engage in the long-term planning of conservation work that benefits the environment and is appropriate for Varsity teams.

(For further discussion of ways to set up and complete worthwhile conservation projects, see the BSA's *Conservation Handbook*.)

— *The Varsity Scout Guidebook*, Chapter 6,  
"Service Field of Emphasis"

*The Conservation Handbook*, No. 33570, is designed to help Scouts undertake meaningful conservation projects. It lists many of the agencies and organizations that can provide guidance to Varsity Scouts and their leaders, and outlines strategies for developing ongoing stewardship relationships between Varsity teams and the managers of the areas where they take part in outdoor adventures.

### ***Camping and Conservation Awards***

The BSA recognizes the outdoor program achievements of Varsity Scouts and their teams with a variety of camping and conservation awards. You'll find descriptions of these in *The Varsity Scout Guidebook*, Chapter 11, "Awards and Recognitions."

In addition to those awards described in *The Varsity Scout Guidebook*, the outdoor program figures into a number of the requirements for the ranks of Scouting and for merit badges.

Session Two, slide 11

### ***Safety***

Regardless of what else happens during the activities of a Varsity team, adult leaders must strive to ensure the safety of team members. That is a basic responsibility of Varsity Coaches that must be upheld at all times.

As with other aspects of team leadership, the Boy Scouts of America provides clear resources and training to assist you in fulfilling this responsibility. Some of these (two-deep leadership; drivers' safety; the BSA's policy on drugs, alcohol, and tobacco) have been touched on in *New Leader Essentials*. Every new leader should also attend the Youth Protection Training offered by the district and council.

#### **Instructors' Note:**

*If your council's high-adventure team offers special training for Varsity Coaches, refer participants to a listing of relevant training courses available to them.*

The basic guidelines the BSA uses in seeking to create an appropriate environment for Varsity Scouts and adults taking part in outdoor activities are spelled out in the Sweet 16 of BSA Safety.



## Sweet 16 of BSA Safety

1. Qualified supervision
2. Physical fitness
3. Buddy system
4. Safe area or course
5. Equipment selection and maintenance
6. Personal safety equipment
7. Safety procedures and policies
8. Skill level limits
9. Weather check
10. Planning
11. Communications
12. Permits and notices
13. First-aid resources
14. Applicable laws
15. CPR resource
16. Discipline

For descriptions of each of the 16 points, see *The Varsity Scout Guidebook*, Chapter 5, “High-Adventure/Sports Field of Emphasis.”

### Instructors’ Note:

*At this point in the presentation, it is enough to mention each of the 16 points and offer a sentence or two of explanation about each one. The group exercise later in this presentation will provide instructors and participants opportunities to discuss the Sweet 16 of BSA Safety in more detail.*



### **Additional Guidelines for Specific Activities**

Aquatic activities and those involving climbing and rappelling bring with them certain inherent dangers. The BSA has developed clear guidelines that must be followed by team leaders every time they consider involving Varsity Scouts in these activities. The following guidelines are included in *The Varsity Scout Guidebook*, Chapter 5, “High-Adventure/Sports Field of Emphasis”:

- Safe Swim Defense
- Safety Afloat
- Climb On Safely—A Guide to Unit Climbing and Rappelling



In addition to its value as a guide to the skills of outdoor programs, *The Varsity Scout Guidebook* is the primary resource for Varsity Coaches to use in seeking to ensure the safety of Varsity Scouts during outdoor experiences. Among the most useful materials to be found in its pages are the following:

- Principles of Leave No Trace
- Tour permits
- Varsity Coach's Campsite Quick Checklist
- Scout outdoor essentials
- Personal overnight gear
- Team and squad equipment
- Guidelines for safely using camp stoves

### ***Safety and Difficult Situations***

A Coach striving to create a safe environment for Varsity Scout activities can share that responsibility with the Varsity Scouts themselves. A team led by the young men themselves is an ideal framework for encouraging all participants to incorporate safety considerations into the planning of an event, and then to do whatever they can to ensure the safety of everyone while the event is under way.

That being said, there may be occasions when a Varsity Coach must step in to stop some activity or insist on certain boundaries or standards of behavior. Once the behavior perceived as unsafe has been stopped, the Varsity Coach can take the most appropriate course of action to see that the concern does not arise again. That will require careful listening to understand the true nature of the problem and the use of an appropriate leadership style to fit the situation. Ideally that can be done by working through the young men leading the team to help provide direction to their peers.

Serious or recurring negative activity may require the involvement of the Varsity Coach and other adult leaders in a firm, fair manner. Instances of cheating, lying, inappropriate language, vandalism, or fighting sometimes can be explored through reflection and counseling. Both in weighing the behavior in question and in determining an appropriate response, adult leaders can use the Scout Law for guidance.

A young man whose actions pose a perceived danger to himself or others during Scout activities should be taken home. Contact his parents or guardians to explain what has happened and to discuss ways that the family and the team can work together to better integrate the young man into the Varsity Scout program. Serious safety issues arising from a Varsity Scout's behavior should be handled by the Varsity

Coach and the team committee, and should involve the young man's parents or guardians.

For further information about these and other means of dealing with difficult situations, see *The Varsity Scout Guidebook*, Chapter 10, "Understanding Young Men."

**Open the discussion for questions concerning the outdoor program.**

**Instructors' Note:**

*Remind participants of the contents of the Local Resources Summary they received at the beginning of Session One. This list should include council camps, public camping areas such as parks and forests that permit camping, and any other properties available throughout the year where teams can camp. If your Order of the Arrow lodge prints a where-to-go camping book, make a copy available to each participant.*

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## Session Two

# Outdoor Program Squad/Group Activity

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### Time Allowed

20 minutes

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### Teaching Objectives

- Lead participants through the experience of a squad planning for an outdoor activity.
  - Bring to light the various safety considerations that must be kept in mind during the planning of outdoor Scouting activities.
  - Invite participants to discuss the Sweet 16 of BSA Safety as they apply to specific planning situations.
  - Encourage participants to become accustomed to using BSA literature as resources for planning adventures and ensuring their safety.
- 

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A (at least one for each squad)
  - *The Boy Scout Handbook*, No. 34554 (at least one for each squad)
- 

### Recommended Facility Layout

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

## Delivery Method

- Each team is challenged to draw on available resources to plan an outdoor experience in a prescribed environment and to describe the application of several of the Sweet 16 of BSA Safety.
- 

## Presentation Procedure

Session Two, slide 14



This is an activity for groups of six to eight participants, ideally groups that have identified themselves as squads since the beginning of Varsity Coach Leader Specific Training. In sessions with small numbers of participants, instructors may form them into four groups that, for the purposes of this exercise, will act as squads regardless of their size.

In the pages that follow are four different assignments. Give one to each group. If there are more than four groups, several can receive the same assignment or instructors can draw up additional assignments that follow the format of the originals. In training courses with a small number of participants, the team can divide into subgroups of two or three participants, with each subgroup accepting one of the assignments. In any case, it is important that assignments be distributed in such a way that all the points of the Sweet 16 of BSA Safety will be considered and presented by at least one of the squads or subgroups.

Encourage teams to look to *The Varsity Scout Guidebook* and *The Boy Scout Handbook* as references for checklists and information on appropriate personal and group gear, menus, etc. They will also need to note the paperwork required and the safety issues they must consider, with special attention to all of the Sweet 16 of BSA Safety.

After the groups have had time to develop their plans for an outdoor experience, ask them to present their results to the larger group. Session instructors can use these presentations to highlight important points of planning and conducting a team's outdoor program, and for discussing issues of safety.

### **ASSIGNMENT ONE—WINTER CLIMATE**

The setting for this outdoor adventure is a large area of private property not far from the hometown of the Varsity Scouts on your team. There are several forested sections of the property and a large lake. The team is interested in having a winter campout that will allow them to practice building igloos. The event will occur on a weekend in February, two months from now. The weather that time of year is generally below freezing. There will probably be several feet

of snow on the ground, though the wind will have blown the snow off the ice on the lake.

1. What opportunities are there in this scenario for a successful Scouting event?
2. As you consider this event, what are your issues of concern?
3. What ethical choices are likely to come up during this activity?
4. What leadership roles can Varsity Scouts assume in planning and carrying out this weekend event?
5. How can the youth leadership of the team best be utilized?
6. What opportunities for advancement can be woven into this event?
7. Using the resources of *The Varsity Scout Guidebook*, write down the names of the checklists you as Varsity Coach will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.
8. What portions of the planning and leadership of this event can be delegated to the team's assistant Varsity Coaches? What support should be requested from the team committee?
9. Staying warm and dry during this campout will be an interesting challenge for the team. What ideas do you have for solving this problem? Where can you go to get more information about these issues and other considerations for camping in a frozen environment?
10. Discuss the importance of the following four points of the Sweet 16 of BSA Safety, especially as they apply to your preparations for this specific activity:
  - Qualified supervision
  - Physical fitness
  - Buddy system
  - Safe area or course
11. Consider how the team can conform to the principles of Leave No Trace.
12. Consider how you would go about discovering the possibilities of an appropriate conservation project for the team to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Varsity

Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

### **ASSIGNMENT TWO—ARID CLIMATE**

The setting is a national park several hours' drive from the Varsity Scouts' homes. The park is in an arid region of the southwestern United States. The scenery is spectacular and the hiking trails are inviting, and much of the park is a designated wilderness. In September, the month the team members can make the trip, most of the springs and streams have dried up and water is scarce.

1. What opportunities are there in this scenario for a successful Scouting event?
2. As you consider this event, what are your issues of concern?
3. What ethical choices are likely to come up during this activity?
4. What leadership roles can Varsity Scouts assume in planning and carrying out this weekend event?
5. How can the youth leadership of the team best be utilized?
6. What opportunities for advancement can be woven into this event?
7. In what ways can the values of Scouting be promoted through this activity?
8. Using the resources of *The Varsity Scout Guidebook*, write down the names of the checklists you as Varsity Coach will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.
9. What portions of the planning and leadership of this event can be delegated to the team's assistant Varsity Coaches? What support should be requested from the team committee?
10. Providing a sufficient supply of water and protecting everyone from exposure to the sun will be interesting challenges for the team. What solutions do you have? Where can you go to get more information about these issues and other considerations for camping in an arid environment?
11. Discuss the importance of the following four points of the Sweet 16 of BSA Safety, especially as they apply to your preparations for this specific activity:

- Equipment selection and maintenance
  - Personal safety equipment
  - Safety procedures and policies
  - Skill-level limits
12. Consider how the team can conform to the principles of Leave No Trace.
  13. Consider how you would go about discovering the possibilities of an appropriate conservation project for the team to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Varsity Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

### **ASSIGNMENT THREE—RUGGED TERRAIN**

The setting is a state park an hour's drive from the Varsity Scouts' homes that is famous for its dramatic cliffs. Climbing and rappelling are popular public activities in this area. Team members have been talking about those sports since the previous summer when they did some introductory climbing and rappelling during their weeklong stay at a council Scout camp. During their annual program planning session, they decided to devote a month of meetings to learning about climbing and rappelling. The highlight of the month will be a weekend campout at the state park. The outing will occur on a weekend in June two months from now.

1. What opportunities are there in this scenario for a successful Scouting event?
2. As you consider this event, what are your issues of concern?
3. What ethical choices are likely to come up during this activity?
4. What leadership roles can Varsity Scouts assume in planning and carrying out this weekend event?
5. How can the youth leadership of the team best be utilized?
6. What opportunities for advancement can be woven into this event?
7. Using the resources of *The Varsity Scout Guidebook*, write down the names of the checklists you as Varsity Coach will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.

8. What portions of the planning and leadership of this event can be delegated to the team's assistant Varsity Coaches? What support should be requested from the team committee?
9. The BSA has rigorous standards for any Scout unit engaging in climbing and rappelling activities. Find those standards in *The Varsity Scout Guidebook* and determine what planning must be done for your team to enjoy climbing and rappelling during their weekend at the state park.
10. Discuss the importance of the following four points of the Sweet 16 of BSA Safety, especially as they apply to your preparations for this specific activity.
  - Weather check
  - Planning
  - Communication
  - Permits and notices
11. Consider how the team can conform to the principles of Leave No Trace.
12. Consider how you would go about discovering the possibilities of an appropriate conservation project for the team to do and the right way for it to be conducted. (It should be good for the land, meaningful for the Varsity Scouts, and planned well in advance with the assistance of appropriate personnel of the state park.)

#### **ASSIGNMENT FOUR—URBAN SETTING**

The setting is a privately owned park at the edge of a metropolitan area. The owners of the park are supporters of Varsity Scouting and have offered to let the team use the facilities without charge. The property has a camping area, and there is a lake with a swimming beach but no lifeguards. Canoes are available for use. A trail around the lake leads to a city park with a thriving natural history program for young people. The campout the Varsity Scouts are planning is for mid-July, two months from now. The weather that time of year can be hot and humid, and there may be mosquitoes.

1. What opportunities are there in this scenario for a successful Scouting event?
2. As you consider this event, what are your issues of concern?
3. What ethical choices are likely to come up during this activity?
4. What leadership roles can Varsity Scouts assume in planning and carrying out this weekend event?
5. How can the youth leadership of the team best be utilized?



6. What opportunities for advancement can be woven into this event?
7. Using the resources of *The Varsity Scout Guidebook*, write down the names of the checklists you as Varsity Coach will need to consider for this event to be a success, and note the importance of each one. (For example, rather than listing every item of gear that will be needed, simply write down the name of the appropriate gear checklist and then a sentence or two of explanation.) Include in your notes any other gear or supplies that are not covered by the standard checklists.
8. What portions of the planning and leadership of this event can be delegated to the team's assistant Varsity Coaches? What support should be requested from the team committee?
9. Taking advantage of the opportunities for swimming and canoeing poses a challenge for team leaders. What guidance for these activities can you find in *The Varsity Scout Guidebook*? What ideas do you have for solving this problem? Where can you go to get more information about this issue and other considerations for team activities in an urban setting?
10. Discuss the importance of the following four points of the Sweet 16 of BSA Safety, especially as they apply to your preparations for this specific activity.
  - First-aid resources
  - Applicable laws
  - CPR resource
  - Discipline
11. In the activities you plan, consider how the team can conform to the principles of Leave No Trace.
12. Give thought to an appropriate conservation project that could be incorporated in the team's activities. (An important aspect of this consideration is that team leaders consult local land managers well ahead of time to develop a project that is both appropriate for the environment and meaningful for the Varsity Scouts.)

### ***Presentation Summary***

A Varsity team led by its members can use the resources of the BSA to plan and carry out exciting activities in the out-of-doors.

The Sweet 16 of BSA Safety are clear guidelines for planning and conducting outdoor activities in ways that are satisfying, that are meaningful, and that strive to create a safe environment for everyone involved.

### ***The Varsity Sports Program***

Athletics are a tremendous interest of many Varsity team members. As a part of the Varsity Scout program, activities built on sports can offer young men many valuable experiences, including the following:

- The satisfaction of learning the skills of a sport and then performing well as an individual and in cooperation with others.
- The chance to lead, both during practices and in competitions.
- Opportunities to test themselves against one another and as members of a team.
- Occasions to get acquainted with Varsity Scouts from other teams taking part in sports workshops and tournaments.
- A framework for exploring and applying the principles of the Scout Oath and Law, and the ideals of Varsity Scouting.
- The sheer fun of play. Young people today have so many demands on their time and attention that the opportunity simply to take part in a sport simply for fun of it can be relaxing, refreshing, and a fine antidote to many stresses and concerns of a teenager's life.

### **VARSITY SPORTS OPPORTUNITIES**

The following Varsity sports team features include those most commonly chosen by Varsity Scouts. Available in three volumes from the BSA Supply Division, *Varsity Team Features* manuals explain the basics of each sport and provide pointers on successfully incorporating the sport into a team's activities.

|                      |                     |
|----------------------|---------------------|
| Backpacking          | Rock climbing       |
| Basketball           | and rappelling      |
| Bowling              | Roller hockey       |
| Canoeing             | Shooting sports     |
| Caving               | Snow camping        |
| Cross-country skiing | Soccer              |
| Cycling              | Softball            |
| Discovering America  | Survival            |
| Fishing              | Swimming            |
| Freestyle biking     | Tennis              |
| Frontiersman         | Triathlon           |
| Mechanics            | Volleyball          |
| Operation On-Target  | Waterskiing         |
| Orienteering         | Whitewater canoeing |

A sport becomes part of a team's program when it is selected during the team's annual program planning clinic as an activity for the coming year. Team leaders considering a sport should consider the requirements of a sport, including:

- Appropriate locations to practice and to play
- Equipment needed by individuals and the team to take part in the sport
- Safety equipment that may be required (helmets, padding, etc.)
- Expertise for teaching skills and coaching participants (Consider including adult volunteers who are not normally a part of a team's ongoing program.)

Participants in the program planning clinic should also take into account how a particular sport can be used to fulfill the needs of the team's five fields of emphasis. For example, consider these possibilities:

- **Advancement field of emphasis.** By exploring the requirements for BSA merit badges, ranks, and special awards, the advancement program manager can determine those that might be completed by team members involved in a particular sport.
- **High-adventure/sports field of emphasis.** The manager of this field can take the lead in determining what will be needed to involve all team members in a sport, and to see that a program with a sports theme is carried out coherently during three months of activities.
- **Personal development field of emphasis.** Leadership and physical fitness obviously fall into this field of emphasis. The manager can also help team members find ways that a sports activity can help them develop citizenship and spiritual growth.
- **Service field of emphasis.** Projects meant to serve a team's community, chartered organization, and those in need may not have an obvious sports focus. The manager of this field of emphasis may want to develop projects that are separate from the team's athletic endeavors. It also may be possible to involve children in sports events instructed by Varsity Scouts.

- **Special programs and events field of emphasis.**

The team's events and activities manager will want to follow up on information about athletic competitions with other Varsity teams, either one-on-one or as part of a district or council schedule of games and tournaments.

Once the team's leaders have selected a sport as one of its three-month activities, Scouts and adult leaders can throw their energies into the effort of making the activity a success.

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## Session Two Reflection

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### Time Allowed

15 minutes

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### Teaching Objectives

- Model an effective reflection experience.
  - Emphasize that in a variety of formal and informal ways, Varsity Coaches can use reflection to bring out the deeper meanings of Scouting experiences.
  - Discuss ways that reflection can help reinforce the values of Scouting.
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### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
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### Recommended Facility Layout

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

- Instructor-led discussion
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## Presentation Procedure

### Instructors' Note:

*The discussion on reflection can be presented, in part, by involving participants in a reflection of their experience so far with Varsity Coach Leader Specific Training. For greatest effect, do not explain the format of the presentation; simply ease into a relaxed visit about their experience, shaping the discussion to highlight some of the key aspects of leading reflection in any Scout setting.*

### **Experiencing Reflection**

Open an informal discussion with participants, inviting them to share some of their reactions to their experience with Varsity Coach Leader Specific Training. Encourage the sharing of ideas by asking questions that cannot be answered with a simple yes or no. Guide participants toward thinking through what they have experienced in this training, the effect of that experience, and the lessons they can draw from it.

Allow the conversation to flow for a few minutes, guiding the discussion as if it were a reflection. Use some or all of the following pointers for making the most of an opportunity for reflection:

1. Avoid the temptation to dominate the conversation. Non-directive questions can inspire others to share their understandings, concerns, and vision.
  - What did you think about this activity?
  - What did you like best?
  - What did you like least?
  - What did you learn?
  - How would you do this activity differently next time?
2. Be positive. Reflection can be enlightening and often fun.
3. Remind everyone that the environment of Scouting is a "put-down free zone" —we want to build up others, not put them down.
4. Encourage the group to determine the value of the experience they just had, focusing first on positive aspects.
5. Generalize the experience. A frequent goal of reflection is to help participants make the connection between the activity they have just completed and regular team experiences.
  - How could we use the ideas we learned today in our team?

- How can we use what we just learned about decision making when we're on our next campout?
6. Steer participants toward setting goals based on what they have learned about their recent experience. Begin with the positive but leave the door open for discussion of changes that will improve activities in the future.

### ***Exploring Reflection***

Reveal to participants the fact that they have been involved in a form of reflection. Based on what they have just experienced, ask them to describe their understanding of *reflection* and how it can be used to enrich the Varsity Scouting experience for young men.

Session Two, slide 15

“Reflection is a form of careful listening and sharing that allows Scouts and leaders to assess an experience and get from it the greatest value it has to offer.”

— *The Varsity Scout Guidebook*, Chapter 10,  
“Understanding Young Men”

Ask participants to describe what they saw you doing in guiding the recent discussion and how the guidance you provided turned an ordinary visit into a meaningful reflection.

Review your perception of the ways in which you guided the group discussion. Mention the six pointers for leading reflections that you were prepared to use during the reflection. (The pointers are noted above in the guidelines for leading the “Exploring Reflection” activity.)

### ***Opportunities for Reflection***

Reflection can happen at any time during a Scouting experience and can take any number of shapes.

#### **FORMAL**

Perhaps the most formal form of reflection is a Varsity Coach's conference in which a Coach guides a young man in exploring the meaning of his completion of requirements for a higher rank. A board of review can also serve as a reflection. So can a Varsity Coach's Corner at the close of a team meeting.

An organized reflection can be important at the end of an activity or it may take place in the middle of an event, especially if Varsity Scouts are struggling to solve a problem or need to stop and work through a disagreement.

## **INFORMAL**

Reflection can be very spontaneous. Varsity Scouts and adult leaders visiting around a campfire, under a tree during a sudden rainstorm, or on the sidelines during a team intersquad game may find tremendous value in sharing thoughts on the recent events and finding the fuller meaning of their experiences.

### ***Reflection and the Values of Scouting***

Regardless the form it takes, reflection is also a means by which Varsity Coaches can instill the values of Scouting. Young men may not always realize when they have behaved honorably, been trustworthy, or acted in service to others. Encourage them to think through their experiences so that they can recognize how the Scouting ideals are serving as guidelines for the decisions they are making.

### ***Summary***

The ease Varsity Coaches feel in leading reflections will increase as they gain experience. Varsity Scouts becoming accustomed to taking part in reflection will also become better at participating, and can lead similar discussions in the future.

For an in-depth discussion of reflection, see *The Varsity Scout Guidebook*, Chapter 10, "Understanding Young Men."

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## Session Two Advancement

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### Time Allowed

35 minutes

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### Teaching Objectives

Through this presentation, instructors should convey the following points:

- Scouting offers young people tremendous opportunities to learn a wide range of skills.
  - One of the most effective ways for young men to learn skills is through the four steps to advancement.
  - Advancement is one of the eight methods of Scouting used by Varsity leaders to help young men fulfill the aims of the Boy Scouts of America. Properly used, a team's advancement program can tie together and energize the other seven methods of Scouting.
  - There are many resources available to a Varsity Coach to provide ways for young men to learn skills and to advance through Scouting.
  - Advancement should be kept in perspective. It is not an end in itself, but rather is the outgrowth of the other seven methods of Scouting. A Varsity team can have great Scouting without great advancement, but a team with an active outdoor program will have a naturally strong advancement program.
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### Materials Needed

- *The Boy Scout Handbook*, No. 34554 (One copy per instructor. Participants in this training should have brought their own copies.)
- *The Varsity Scout Guidebook*, No. 34827A (One copy per instructor. Participants in this training should have brought their own copies.)

- *Troop Program Resources*, No. 33588 (One copy to show participants.)
  - Advancement poster (Hang this in the meeting room before the beginning of Session Two.)
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## **Recommended Facility Layout**

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

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

### ***Learning and Teaching in Scouting***

Open the discussion using the preopening activity of Session Two as a springboard. Participants taking part in that activity learned a new skill and may have helped other participants master that skill. They all enjoyed a relay that gave them the chance to use the new skill and to be recognized for their accomplishment.

In considering their own experience during the preopening activity, what is the participants' understanding of how Varsity Scouts learn?

What are some of the most effective ways that Scouting skills can be taught?

### ***Learning and the BSA Advancement Program***

In Scouting, we often use the terms *learning* and *advancement* interchangeably. Whenever a Varsity Scout learns a new skill, he is advancing his confidence, his abilities, and his ability to do more.

- The BSA advancement program provides a framework for guiding the learning of Varsity Scouts and for recognizing their accomplishments.
- Advancement also offers opportunities for Varsity Scouts to explore many areas of learning and to master skills that lead to success in a team's outdoor program.
- The learning experiences for Varsity Scouts moving through the requirements for the ranks of Tenderfoot,

Second Class, and First Class teach the core skills and values of the BSA.

- Learning opportunities for Varsity Scouts earning the ranks of Star, Life, and Eagle focus on personal growth and exploration, with a strong reinforcement of BSA values, leadership, and responsibility.

**Instructors' Note:**

*Many Varsity Scouts have had experience in Boy Scout troops and have already earned the rank of First Class or above. When young men with little or no Scouting background become members of a Varsity team, the Coach should support and encourage them in their effort to complete the First Class requirements within a year of joining. That will help them fully enjoy the Varsity program and feel they are of equal standing with others on the team.*

An effective means of promoting learning in the BSA can be found in the four steps to advancement. For the next few minutes we'll explore each of these steps.

Session Two, slide 16



### **The Four Steps to Scout Advancement**

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

#### ***Step One: A Scout Learns***

In short, then, those who are teaching Varsity Scouts a skill do the following:

- Demonstrate the skill.
- Work with Varsity Scouts on learning the skill.

- Reinforce the use of the skill at team meetings and during monthly outings. This reinforcement can occur by incorporating the skill into squad competitions, team projects, and other hands-on events. (The BSA publication *Troop Program Resources* is a rich collection of games and activities that can be adapted to promote learning.)
- Test Varsity Scouts when they feel that they are ready.

Session Two, slide 17

### ***Role-Play Seven—A Scout Learns***

**Presentation Procedure:** *This role-play is a conversation between an experienced Varsity Coach and someone new to the position. An instructor can assume each role.*

**EXPERIENCED VARSITY COACH:** “Let’s talk a little bit about learning and about advancement. Varsity Scouts can learn by doing—and at their own pace. Signing off on advancement requirements isn’t a competition. The real goal is to master the skill.”

**NEW VARSITY COACH:** “That makes sense.”

**EXPERIENCED VARSITY COACH:** “Take tying a knot, for example. A designated instructor—a squad leader, for example—will give them a demonstration so they can see how it’s done correctly.”

**NEW VARSITY COACH:** “But I thought we taught them to learn by doing.”

**EXPERIENCED VARSITY COACH:** “Absolutely. That’s why the next step is asking them to do it themselves. Remember the pre-activity of this session when the participants here were tying knots? It really helped to see someone do it correctly.”

**NEW VARSITY COACH:** “Those who knew the knot could offer help to those who were learning it.”

**EXPERIENCED VARSITY COACH:** “That’s right. Not everyone gets it the first time—or the second. The important thing is that they keep trying. And once they do get it, the next step reinforces their knowledge by using the skill in the field and by teaching it to others.”

**NEW VARSITY COACH:** “So, would everyone in a group like that sign off on this part of the knot-tying requirement?”

**EXPERIENCED VARSITY COACH:** “No, only those who have really mastered the skill.”

**NEW VARSITY COACH:** “So, you show young men the skill, test them, review their work, and then recognize the ones who have mastered it. That’s a lot like what we talked about earlier—directing, supporting, and coaching.”

**EXPERIENCED VARSITY COACH:** “That’s right. But instead of a leadership skill, it’s a manual skill.”

**NEW VARSITY COACH:** “Seems like a good way to learn.”

**EXPERIENCED VARSITY COACH:** “It’s an ideal method of learning and teaching—and one that’s been working for the young men since Scouting began.”

### **WHO CAN TEACH SCOUTING SKILLS?**

Ask participants for their thoughts on who can teach skills to Varsity Scouts. Guide the discussion to this conclusion:

A Varsity Coach doesn’t have to be the one who teaches all these skills. As we have seen, Varsity Scouts can teach one another. There are also adults connected with a Varsity team who can serve in the capacity of instructors—committee members, merit badge counselors, trainers, and some parents. Councils can provide listings of local experts for merit badges and other training.

### ***Step Two: A Scout Is Tested***

A Scout wanting to complete a requirement to advance in rank must demonstrate to a Scout leader that he has fully mastered a skill at the level expected.

A Scout who wants to complete a rank requirement must demonstrate that he has fully mastered a skill at the level expected by the requirement. Varsity Scouts may be tested by adult team leaders or by the team captain, co-captain, or another youth leader, provided that the youth leader has already earned the rank the Varsity Scout is aiming for.

When a Varsity Scout successfully demonstrates that he has completed a requirement, his leader acknowledges that fact and records the achievement with the team’s advancement program manager. The manager keeps track of every Scout’s advancement progress in a *Troop/Team Record Book*. Each Varsity Scout’s requirement completions may also be recorded on a team wall chart for all to see—an incentive for members to achieve higher ranks.

As Varsity Coach, you provide quality control by monitoring the testing that occurs and ensuring that young men have met the requirements.

### ***Step Three: A Scout Is Reviewed***

After the Scout has completed all of the requirements for a rank and has been tested, his progress is reviewed in two stages: the Varsity Coach’s conference and the board of review. Drawing together methods of Scouting including personal growth, association with adults, and instilling the

values of the BSA, these are critical elements of a Scout's learning process.

Session Two, slide 18

### ***Role-Play Eight—Varsity Coach's Conference***

#### **Instructors' Note:**

*Invite participants to consider one phase of the third of the four steps to advancement—A Scout is tested—by watching a Varsity Coach conducting a Varsity Coach's conference. The parts in this role-play can be taken by two instructors.*

**EXPERIENCED VARSITY COACH:** "By now you can tell that, even though it's a team run by Varsity Scouts, you play a huge role in helping team's leaders achieve their goals and set new ones."

**NEW VARSITY COACH:** "That's true. But we haven't talked about working individually with the other members of the team."

**EXPERIENCED VARSITY COACH:** "You'll have plenty of opportunity for that. Any time a Varsity Scout completes all of the requirements for any rank, you'll hold a Varsity Coach's conference—a one-on-one meeting to increase his involvement in the troop, and prepare him for the board of review. It's also a great chance to get to know him a little better."

"Imagine you are a Varsity Scout who has just completed the requirements for First Class. You've sat down with me, your Varsity Coach, for an advancement conference. Let me begin by asking you how it feels to have finished these challenging requirements."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "Great. I've been working really hard on it."

**EXPERIENCED VARSITY COACH:** "And it shows. You're really getting to be a leader. I'm interested in hearing some of your opinions and getting to know you a little bit better. Then we can work together to set some goals for you—and see how you could get more involved in the troop. We'll also make sure you're prepared for the board of review."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "That'd be great."

**EXPERIENCED VARSITY COACH:** *(Addressing the participants)* "It's important to be positive and keep the Coach's conference relaxed. Your job is to reinforce Scouting's ideals—the Scout

Oath, the Scout Law, and the Varsity Scout Pledge—and talk about how the Varsity Scout is applying them in his life. And it's very important to ask for *and listen to* his opinions, needs, and ideas. You can do that by creating a dialogue."

**EXPERIENCED VARSITY COACH:** *(To the "Varsity Scout")* "What do you think is the best thing you've learned during your time in Scouting?"

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "Oh man, it's got to be getting up in front of a group without passing out. I used to be really scared to do that. I'm a lot better writer than I am a speaker."

**EXPERIENCED VARSITY COACH:** "A lot of people feel that way."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "It's really kind of cool, though—it's helped me do better in school—I mean, I don't go nuts every time I have to give an oral report."

**EXPERIENCED VARSITY COACH:** "That's great news."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "I'll say."

**EXPERIENCED VARSITY COACH:** "You said you're a good writer."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "I don't know if I'm good or not—but that's my favorite subject in school. My dad works for the newspaper, so I guess I've been around it a lot."

**EXPERIENCED VARSITY COACH:** "Well, you know, writing is pretty much the scribe's role at the meetings. He doesn't only write things down—but has to write the report well enough that everyone remembers what the discussion was—and more important, what everyone agreed to do. That would be a great way for you to get more involved in the team."

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "I've thought about that. I think that would be fun. I also really want to go to summer camp this year—to keep going on my rank requirements. The guys who went last year said it was a blast."

**EXPERIENCED VARSITY COACH:** "That's great. What else have you been thinking about?"

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* "Well, I really think it would be neat to one day work on the camp staff. Now that I'm not so afraid of standing up in front of a group."

**EXPERIENCED VARSITY COACH:** “Well, we can talk about our next steps to achieve all of those goals.”

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “Cool!”

**EXPERIENCED VARSITY COACH:** “You’ve got some great ideas—maybe you can help me out with the team meetings. If you were running the meeting, is there anything you’d change?”

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “Not really. I can’t think of anything right now.”

**EXPERIENCED VARSITY COACH:** “Well, let me know if you have an idea later.”

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “I would like to do more hikes. And maybe a little more with maps. I guess they go together.”

**EXPERIENCED VARSITY COACH:** “That’s a good idea.” *(Addressing the participants)*

“The Varsity Coach’s conference is also a great time to talk to a Varsity Scout about school, his hobbies, and any concerns he has. It’s not an interrogation, just a conversation that helps you help him define some goals.”

**NEW VARSITY COACH:** “That will probably help me match him up with the right tasks—it’s like managing employees, right? Put them in charge of what they’re good at and what they like.”

**EXPERIENCED VARSITY COACH:** “Absolutely.”

**NEW VARSITY COACH:** “What happens next?”

**EXPERIENCED VARSITY COACH:** “Well make sure you congratulate him on completing his rank requirements, then talk to him a little about the board of review. Something like this . . .  
“Congratulations on finishing your First Class requirements. Now, you know the next step is going before the board of review.”

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “Are they going to give me a test?”

**EXPERIENCED VARSITY COACH:** “Nothing like that. You’ll sit down with three committee members who will ask you about what you’ve been doing.”



**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “In the troop?”

**EXPERIENCED VARSITY COACH:** “In the troop, at home, at school. It’s nothing to be afraid of. They’ll ask you a lot of questions like I did today—just to get to know you better. And see what you’ve accomplished.”

**NEW VARSITY COACH:** *(Acting as a Varsity Scout)* “Like talking in front of a group?”

**EXPERIENCED VARSITY COACH:** “Exactly like that. You’ve done a lot you can be proud of. You’ll do great.”

### **DISCUSSION OF THE VARSITY COACH’S CONFERENCE ROLE-PLAY**

At the conclusion of the role-play, lead participants in a discussion of what they have just seen. Draw out the following points concerning what the Varsity Coach is seeking to achieve:

- Establish trust.
- Listen carefully to understand the Varsity Scout’s concerns, successes, and sense of self.
- Provide positive reinforcement.
- Emphasize Varsity Scouting’s ideals by talking about the Scout Oath, Scout Law, and Varsity Scout Pledge, and the ways that the Varsity Scout can continue to apply them.
- Share ideas related to the team, to school, and to the personal interests and concerns of the Varsity Scout.
- Ask the Varsity Scout to set goals and outline the steps for achieving them. For example, the Varsity Coach may encourage the young man to serve as a junior leader, achieve a higher rank, or attend summer camp.
- Congratulate the Varsity Scout on his achievements.
- Explain what the Varsity Scout can expect at the board of review, reminding him that the review will not be another test.

The bottom line is that, by getting to know Varsity Scouts well, Varsity Coaches can better show that they care about each young man as a person.



## THE BOARD OF REVIEW

After a Scout has completed all the requirements for any rank from Tenderfoot through Life, or the requirements for the Denali Award, and has had a Varsity Coach's conference for that rank or award, he meets with the team's advancement program manager. Under the direction of the adult program adviser and other team committee members, the advancement program manager conducts a board of review. (The membership of the board of review for an Eagle Scout candidate is determined by local council policy.)

*The purpose of a board of review is not to retest a Scout, but rather to ensure that he has completed all the rank requirements, to determine the quality of his experience with the team, and to encourage him to advance toward the next rank. Each board of review should also include a discussion of ways in which the Varsity Scout sees himself living up to the Scout Oath and Law in his everyday life.*

The advancement program manager should engage the Varsity Scout in a meaningful discussion about important matters, including the young man's goals, personal growth, and Varsity Scout spirit. The following guidelines will help provide an atmosphere of trust and support:

- Make every effort to put the Varsity Scout at ease.
- Enliven the discussion by asking open-ended questions about the young man's recent Scouting adventures.
- Offer encouragement and praise.

At the end of a board of review, the advancement program manager will tell the Varsity Scout that he is qualified for his new rank, or he will clearly outline what more the Scout must do to successfully complete the requirements. The manager can close the session by congratulating the Varsity Scout on the advancement he has made and encouraging him to continue his good efforts.



## ***Step Four: A Scout Is Recognized***

### **Instructors' Note:**

*Invite participants to consider this aspect of recognizing a Varsity Scout's achievement, illustrating the discussion with photographs, slides, or posters showing a court of honor.*

Immediate recognition of achievement is a powerful incentive for Varsity Scouts to continue learning and advancing. When a young man has finished the requirements for a rank or for the Denali Award, you as Varsity Coach can present

him with his badge during a simple ceremony at the close of the team meeting. Leaving the meeting with his new badge in hand, a Varsity Scout's enthusiasm and self-esteem will be greatly enhanced.

More formal recognition also has its role in Varsity Scouting. A court of honor allows family, friends, team members, and others involved with the Varsity team to share in the joy and satisfaction of every Varsity Scout's achievements.

Lead participants in a discussion of the role of recognition in the BSA's advancement program. During the discussion, bring out the following points:

- A Varsity Scout should receive his new badge of rank as soon as possible after his achievement has been certified by a board of review. A simple ceremony at the conclusion of a team meeting or during a campout is ideal, with the Varsity Coach making the presentation of the badge.
- In addition, a team should hold a court of honor every three months to recognize all Varsity Scouts who have moved up to any higher rank or who have earned merit badges since the last court of honor. (The exception is the attainment of the Eagle rank. A special Eagle court of honor will be held after an Eagle board of review has certified that a Varsity Scout has completed all the requirements for that rank.)

Ceremonies have an important place in Scouting. A variety of effective ceremonies are outlined in the BSA publication *Troop Program Resources*.

### ***Resources for the BSA Advancement Program***

The requirements for the ranks of Tenderfoot through Eagle can be found in the appendix of *The Varsity Scout Guidebook*. Requirements for the Varsity Scout letter and the Denali Award appear in that guidebook in Chapter 11, "Awards and Recognitions." The publication *Boy Scout Requirements* includes the requirements for merit badges and other BSA awards.

### ***Timing of Advancement***

Varsity Scouts are encouraged to be self-motivating in their desire to learn and their opportunities to advance. A Varsity Scout learns at his own speed, not at the speed of others in the team. Young men should not be pressured to advance on someone else's timetable.

To allow them the greatest opportunities to pursue their interests, Varsity Scouts are welcome to work on any requirements in any order in the Tenderfoot, Second Class, and First Class advancement awards. There is no mandatory

waiting time associated with earning the Tenderfoot, Second Class, or First Class awards.

However, it's fine to encourage new Varsity Scouts to attain the First Class rank within one year of joining. Many Varsity Scouts have advanced in rank as members of Boy Scout troops. A young man new to Scouting can feel more at home as a member of the team if he receives the support and opportunities he needs to earn his First Class pin without delay. The team can help by having a well-rounded annual program that touches on all of the outdoor skills Varsity Scouts must master to attain the First Class rank.

### **Summary**

#### **Instructors' Note:**

*Close the presentation on advancement by inviting participants to use The Varsity Scout Guidebook to consider the strengths of the BSA's advancement program, and then to engage in a group activity highlighting the manner in which advancement promotes the other seven methods of Scouting.*

### **ADVANCEMENT AND THE VARSITY SCOUT GUIDEBOOK**

As with other aspects of being a successful Varsity Coach, nearly all the information you need can be found in the pages of *The Varsity Scout Guidebook*. Chapter 4, "Advancement Field of Emphasis," discusses in detail all the material we have covered in this presentation. Chapter 11, "Awards and Recognitions," highlights some of the ways that Varsity Scouting recognizes the achievements of team members.

#### **Instructors' Note:**

*Ask participants to turn to the listing of the strengths of the Varsity Scout advancement program listed on the first page of Chapter 4, "Advancement Field of Emphasis," in The Varsity Scout Guidebook. Invite someone to read the list aloud.*



## **Strengths of the Varsity Scout Advancement Program**

- It's fun.
- It offers adventure.
- It allows Scouts to measure their progress.
- It provides recognition.
- It promotes the development of physical fitness, character, and citizenship.

— *The Varsity Scout Guidebook*, Chapter 4,  
"Advancement Field of Emphasis"

Advancement is also one of the eight methods of Scouting. Properly used, a team's advancement program can tie together and energize the other seven methods of the BSA.

## **The Methods of Scouting**

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

### **ADVANCEMENT AND THE METHODS OF SCOUTING— GROUP EXERCISE**

Assign each group of participants one or several of the methods of Scouting. Ask them to take several minutes to come up with a short list of the ways in which the learning of skills can play a role in the methods of Scouting. Give them time to compile their lists, then lead a discussion with the larger group about each of the methods and its relationship to learning. Introduce the discussion of each method by inviting participants to share what they have listed concerning that method. Expand upon their comments, touching on the following observations for each of the methods.

### **The Ideals**

- The learning experiences for Varsity Scouts moving through Tenderfoot to First Class teach the core skills and values of BSA. Learning opportunities for Varsity Scouts earning Star, Life, and Eagle ranks and the Denali Award focus on personal growth and exploration, with a strong reinforcement of BSA values, leadership, and responsibility.
- The ideals promote the development of the three aims of Scouting (mental and physical fitness, character development, and citizenship training).

### **Varsity Team Support**

- Varsity Team members can often work together toward the goal of learning a new skill that will help them make the most of an outdoor activity or other Varsity Scouting event.
- Team members also have many opportunities to teach skills to one another and to take pride in the progress of all of the team's members.

### **The Outdoors**

- You can have great Varsity Scouting without great advancement, though a good outdoor program naturally leads to advancement.

### **Advancement**

- Advancement in Varsity Scouting offers a framework for guiding the learning of young men and for recognizing their accomplishments.
- Advancement offers opportunities for Varsity Scouts to explore many areas of learning and to master skills that lead to success in a team's outdoor program.

### **Association With Adults**

- Advancement encourages young men to experience healthy associations with adults who are serving as instructors.
- Varsity Scouts associate with adults through the review process of advancement, specifically with Varsity Coach conferences.
- Recognition, the fourth of the four steps to advancement, provides Varsity Scouts with the support and acknowledgement of parents, adult Varsity Scout leaders, and other adults from their communities.

### **Personal Growth**

- Learning brings with it confidence, greater awareness, and a fuller understanding of the world around us.
- The areas of learning encouraged by the Varsity Scout program are especially meaningful for the personal growth of young men.

### **Leadership Development**

- When Varsity Scouts are teaching one another, they are acting as leaders. Varsity Scouting offers young men the chance to share their knowledge with others and, in both formal and informal settings, to hone their skills as instructors.
- Many of the learning opportunities for Varsity Scouts involve the meaning of being good leaders and the means to practice their leadership skills.
- A Varsity Scout learning new skills with his team is learning to work together with others. He is gaining confidence, strength, and wisdom and acquiring invaluable leadership skills along the way.

### **The Uniform**

- In all of their activities, including those involving learning, teaching, and leading, young men wearing the Varsity Scout uniform share a visible bond with one another.
- Patches displayed on the uniform serve to reinforce the recognition of their achievements in Scouting.

### **FINALLY, KEEP ADVANCEMENT IN PERSPECTIVE**

Advancement is not an end in itself. It is only one of the eight methods. Put energy and direction into helping Varsity Scouts develop a youth-led team with a strong program, and advancement will follow naturally.

### **Instructors' Note:**

*As you close Session Two, leave participants with one last reminder. Everything covered in Varsity Coach Leader Specific Training is explained in detail in The Varsity Scout Guidebook. Even more important to remember is that every Varsity Scout leader has the support of a wide range of volunteer and professional Scouters. All of them will be there when participants need them. All of them are eager to help every Varsity leader succeed.*

***Summary Assignment***

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

**Announce a break before the beginning of Session Three. For training scheduled over several evenings, confirm the time and location for the commencement of Session Three.**

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## Session Three

# Preopening Activity

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### Time Allowed

10 minutes

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### Teaching Objectives

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

### Materials Needed

None

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### Recommended Facility Layout

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

### Delivery Method

- Instructor-led activity and brief discussion.
- 

### Presentation Procedure

*Varsity Coach Leader Specific Training—*  
Session Three  
PowerPoint Slides  
Slides 1 and 2

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

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

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

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# Session Three

## Introduction to Session Three

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### Time Allowed

5 minutes

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### Teaching Objectives

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

### Materials Needed

- Poster featuring the methods of Scouting
  - Posters featuring the schedules of Session One, Session Two, and Session Three
  - Flip chart or other means of writing discussion notes
- 

### Recommended Facility Layout

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

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### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

### Instructors' Note:

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

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

Remind participants that the three sessions of Varsity Coach Leader Specific Training they are currently engaged in are an exploration of the eight methods of Scouting.

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

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

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

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

## **Session One**

### **Setting Out: The Role of the Varsity Coach**

1. Preopening Activity
2. Welcome and Introductions
3. Course Overview
4. The Role of the Varsity Coach
5. Team Organization
6. Team Meetings
7. Working With Young Men
8. Team Leaders' Meetings

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

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

## **Session Two**

### **Mountaintop Challenges: The Outdoor/Sports Program and the Advancement Program**

1. Preopening Activity
2. Introduction to Session Two
3. The Sizzle of the Outdoor Program
4. Nuts and Bolts of the Outdoor Program
5. Outdoor Program Squad/Group Activity
6. Reflection
7. Advancement



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

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

#### **Session Three**

#### **Pathways to Success: Program Planning and Team Administration**

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



## Session Three

# Program Planning

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### Time Allowed

50 minutes

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### Teaching Objectives

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

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
- *The Boy Scout Handbook*, No. 34554
- *Varsity Team Program Features, Volumes I, II, and III*, Nos. 34837, 34838, and 34839 (one copy for each squad)

- *Troop Program Resources*, No. 33588 (one copy for each squad)
  - *Annual Varsity Scout Team Planning Chart* (one photocopy for each squad. Originals can be found in the appendix of *The Varsity Scout Guidebook*.)
  - *Varsity Scout Team Meeting Plan Worksheet* (The worksheet can be found in the appendix of *The Varsity Scout Guidebook*.)
  - Quality Unit Award Form (Requirements for the award are listed in *The Varsity Scout Guidebook* at the end of Chapter 17, "District and Council Support.")
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## **Recommended Facility Layout**

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

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## **Delivery Method**

- Instructor-led discussion
  - A team/squad activity that models a team program planning clinic
- 

## **Presentation Procedure**

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

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

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



- *Annual long-range planning.* Once a year the team captain, program managers, squad leaders, and the team's other youth leaders meet with the Varsity Coach, assistant Varsity Coaches, program advisors and other key adults involved with the team. This program planning clinic is an opportunity for the young men leading their team to determine the next 12 months of team programs and major activities.
- *Monthly short-term planning.* The same team leaders meet every month to fine-tune the annual plan and assign to team members the tasks that will result in success.

Session Three, slide 4



### **Annual Team Program Planning**

A yearlong team program plan developed during a program planning clinic creates stability for the team, increases Varsity Scouts' participation, and allows a Varsity Coach to give the young men much of the leadership of meetings and activities. It is difficult to underestimate the importance of the role that planning plays in developing a coherent and inviting team program. (Some teams do their program planning once a year, some every six months. The choice may be based on whether they elect their team captain and squad leaders once a year or twice a year. In either case, the planning process is the same.)

- Lead participants in discussing the five steps involved in annual team program planning. Participants can reference *The Varsity Scout Guidebook* and *Varsity Team Program Features, Volumes I, II, and III* as the discussion unfolds.
- The guidelines that follow are designed to enliven this presentation by involving participants as leaders of an imaginary team that is developing its annual program.
- At the beginning of this exercise, provide each team with a copy of the Annual Varsity Scout Team Planning Chart.

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

1. Do your homework.
2. Get the input of Varsity team members.
3. Hold a program planning clinic.
4. Consult with the team committee.
5. Announce the plan.

(A full discussion of each of these points can be found in *The Varsity Scout Guidebook*, Chapter 8, "Team Program Planning.")

## DO YOUR HOMEWORK

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

### Squad Assignment

Ask participants to offer dates of events that could have an impact on team activities. Instruct each team to note list these dates alongside their Annual Varsity Scout Team Planning Chart.

### Instructors' Note:

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

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

- Ask for suggestions of priorities the squads see for their team in the coming year. Write the suggestions on a flip chart. The list may look something like this:
  - Attend summer camp.
  - Have an outdoor adventure at least once a month.
  - Do a monthly Good Turn for the community.
  - Earn the National Camping Award and a Quality award.
  - Conduct a fund-raising activity to secure money for new tents and other camping gear.
- Draw up a general outline of the annual program. Make it as flexible as possible while still fulfilling the accomplishments envisioned for the team. For example, a team's

annual plan should, at a minimum, include 10 days and nights of camping, the standard a team must meet to earn a Quality award.

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

**Instructors’ Note:**

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

**GET SQUAD INPUT**

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

1. The team captain shares an outline of the annual program plan, complete with options, with the program managers, squad leaders, and the team’s other youth leaders.

2. Each squad leader presents the general plan and options to his squad for discussion. Where there are specific choices, squad members can make their wishes known. If they have additional ideas they feel will improve the plan, they can also communicate that information to their squad leader.
3. After the squad leaders have gotten the input of squad members, the team captain, squad leaders, program managers, and other key team leaders are ready to meet.

**Instructors' Note:**

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

**HOLD A TEAM PROGRAM PLANNING CLINIC**

The team program planning clinic is at the heart of determining a team's activities for the coming six months or year. Those in attendance should be the team captain and assistant captains, program managers, squad leaders, the Varsity Coach and assistant Coaches, program advisers, and other key adults involved with the team

**Instructors' Note:**

*The exploration of the Varsity team program planning clinic can be conducted in the form of a conference with participants in the roles of squad leaders or program managers, and instructors serving as the team captain, Varsity Coach, and assistant Varsity Coach. The goal is to provide participants with some of the experience of program planning while still staying within reasonable time limitations for this presentation. For the sake of brevity, step B can be mentioned but not carried out, and the dates needed for step I can be prepared ahead of time by instructors.*

## Team Program Planning Clinic Agenda

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

### Instructors' Note:

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

Session Three, slide 5

### **The Human Knot**

Select a flat area free of obstructions.

### **The Problem and the Objectives**

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

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

### **Tasks of the Instructor**

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

### **Safety Precautions to Consider**

Participants must move deliberately to minimize possibility of injury.

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

**C. Develop team goals.**

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

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

(Participants can refer to the items they noted earlier on the Annual Varsity Scout Team Planning Chart.)

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

With supportive coaching from the Varsity Coach, the team captain presents the list of potential quarterly program features and then opens the floor to discuss each of those features. Consider the following questions:

- Will the program feature help the team meet its goals?
- What opportunities for advancement does the feature present?
- Where would the feature best fit into the annual calendar?
- How can this feature be presented to make it exciting for everyone in a team, both new Varsity Scouts and those with extensive Scouting experience?
- In what ways will this activity incorporate the values of Scouting? (Is there a conservation project? A Good Turn? Are there opportunities in this plan for personal growth and development?)

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

The team captain can organize and direct the voting process.

**G. Write each selected program feature in its place on the Annual Varsity Scout Team Planning Chart.**

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



**H. Discuss and schedule the following, writing them in the proper slots of the Annual Varsity Scout Team Planning Chart:**

- Boards of review (monthly or bimonthly)
- Courts of honor (quarterly)
- Recruitment nights (one in the fall, one in the spring; ongoing recruiting should occur year-round)
- Any other team activities that can be scheduled this far in advance (open)
- Conservation and service projects (annual, biannual, and connected with other outdoor team activities)
- Team junior leader training by the team's Varsity Coach and assistant Varsity Coaches (annually or biannually, after each team election)

**I. The team captain can lead the group in a review of the Annual Varsity Scout Team Planning Chart.**

Once the group has approved the final edition of the plan, it will be ready to present to the team committee for its input and approval. The team captain and the Varsity Coach can bring the team program planning clinic to a conclusion.

**Squad Assignment**

Ask each squad to outline a team program for the coming year.

**Instructors' Note:**

*This activity allows participants to go through the process of planning the program of an imaginary team. They will use the resources normally available to Varsity Coaches (Annual Varsity Scout Team Planning Chart; Varsity Team Program Features, Volumes I, II, and III, etc.).*

*Squads should follow the planning procedure outlined in this session. For the sake of the exercise, they can assume that they did their homework (step one of program planning) earlier in this presentation when they listed the dates of important events alongside their Annual Varsity Scout Team Planning Charts.*

*After the squads have planned their programs and filled out their planning charts, ask them to consider elements of their programs that support the five Varsity Scout fields of emphasis—advancement, high adventure/sports, personal development, service, and special programs and events. Squads can write in their conclusions in the appropriate spaces of their planning charts. In addition, have them consider what ethical decision-making opportunities may arise as a result of the programs they have planned.*

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

### **CONSULT WITH THE TEAM COMMITTEE**

The team captain and Varsity Coach present the proposed team program to the team committee and ask for their support. If the committee believes the plan should be revised, the team captain will consult again with the team's youth leaders before changes are made.

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

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

### **ANNOUNCE THE TEAM'S ANNUAL PLAN**

Distribute photocopies of the final plan to team members, the parents or guardian of each Varsity Scout, members of the team committee, and representatives of the chartered organization. Be sure to include the chartered organization representative and other relevant individuals in the chartered organization (the organization's leader, secretary, building custodian, etc.).

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

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

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



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

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

### ***Monthly Team Program Planning – The Team Leaders’ Meeting***

Implementing a long-range team program requires regular attention to the plan so that everyone stays on board and everything is covered along the way. The way to do this is with a monthly meeting of the team’s youth leaders and appropriate adult leaders to review and fine-tune the annual plan and to assign to squads and individuals the tasks that will lead to success.

The following steps will help a Varsity Coach ensure the best possible team program:

1. Look over the team’s annual program plan and review information about the upcoming activities in *Varsity Team Program Features*.
2. Attend a district roundtable meeting to discuss program ideas with adult leaders of other teams.
3. With the team captain, draw up the agenda for the monthly team leaders’ meeting.
4. Assist the team captain in conducting the monthly meeting.
5. Using the agenda, the team captain can guide discussions to fill out the plans for each of the month’s four weekly team meetings as well as for any other team events that will occur in the upcoming month.
6. The Varsity Coach may share information and ideas gleaned from the roundtable; from *Varsity Team Program Features, Volumes I, II, and III*; and from other resources.
7. The team’s youth leaders can use Varsity Scout Team Meeting Plan Worksheets to plan in detail each team meeting. The team captain will assign responsibility for various parts of the meetings to different squads and team members. He can also ask the team’s youth leaders for input on appropriate games, training activities, and other aspects of the meetings.
8. Work out the details of any campout, service project, or other team activity scheduled during the coming month.

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

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

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

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

After each meeting or special activity of the team, the team captain should hold a brief meeting with the team's program managers and squad leaders to review the activity just completed, go over the plan for the next event on the team's calendar, and modify any parts of the team plan that require adjustment.

Invite participants to think back to the first role-play of Session One—a Varsity Coach and a team captain reviewing a team meeting plan in the minutes before the meeting is to begin. We've come full circle—moving from that discussion through the structure and leadership of the youth-led team, through effective ways of working with young men, and through the planning of a team's program until we have arrived back at the beginning of a meeting. Throughout it all, the young men have had significant roles in providing leadership and planning the activities of their team. That's exactly how it should be.

### ***Summary***

Remind participants that Varsity Coaches who put energy into ensuring that the annual team program planning process occurs and that the team's youth leaders do regular short-term planning will find that their jobs will be much easier than if this kind of planning does not happen. They will also discover that their responsibilities are simplified when they rely upon members of the Varsity team committee for assistance and guidance.

Finally, point out that everything discussed in this presentation can be found in BSA literature, specifically *The Varsity Scout Guidebook*; *Varsity Team Program Features, Volumes I, II, and III*; and *Troop Program Resources*.



## Session Three

# Membership

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### Time Allowed

20 minutes

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### Teaching Objectives

- Discuss the ways in which recruiting new members is good for young men and good for Scout teams.
  - Encourage Varsity Coaches to make a regular effort to bring new young men into the team.
  - Stress the importance of retaining a team's current membership.
  - Explore various ways of recruiting new members.
  - Discuss membership recruitment as an important means of ensuring diversity within the Scouting program.
- 

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
  - *Webelos-to-Scout Transition* brochure, No. 18-086
  - *A Guide to Working With Boy Scouts With Disabilities*, No. 33056A (one copy per squad)
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### Recommended Facility Layout

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

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### Delivery Method

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

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

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

Varsity Scouting is a program of the Boy Scouts of America for young men ages 14 through 17.

### ***Why Recruit Young Men to Become Scouts?***

There are two important reasons to bring new young men into a team:

- For the good of the young men.
- For the good of the team.

#### **FOR THE GOOD OF YOUNG MEN**

Young men join Varsity Scouting for the fun, for outdoor adventures and sports participation, to learn skills, and to make friends. Parents encourage their sons to join for the same reasons, but they also look forward to the personal development Varsity Scouting offers young men—leadership opportunities, ethical decision-making, self-confidence, self-respect, and self-discipline.

Of course, the possibilities offered by Varsity Scouting can have no impact unless a young man joins a Varsity Scout team. Varsity Coaches and assistant Varsity Coaches must accept the challenge of continually bringing new members into their teams.

#### **FOR THE GOOD OF THE TEAM**

When young men join your team, there are a variety of benefits:

- They bring fresh enthusiasm and energy.
- They provide increased teaching and leadership opportunities for current members.
- They enable a team to maximize team opportunities with multiple squads and leadership positions.
- They bring with them parents, guardians, and other adults who can join in supporting Varsity Scouting events and may serve in adult leadership positions—for example, program advisers, committee members, or merit badge counselors.

- Recruitment is an important means of encouraging diversity (racial, cultural, socioeconomic, youth with special needs) in a team.

**Instructors' Note:**

*This is a good time to point out that Varsity Scouting is open to all youth. As they shape team programs to accommodate young men with various challenges, Varsity Coaches will find support and guidance at roundtable meetings, from experienced Scout leaders, and from BSA professionals. Among the pieces of helpful literature available to team leaders is Scoutmaster's Guide to Working With Scouts With Disabilities, No. 33056A.*

Session Three, slide 8



***Retaining Current Members***

Equal in importance to recruiting new members for a team is retaining those young men who are already Varsity Scouts. Young men join because of the promise of Varsity Scouting. Varsity Scouts will stay with a team that delivers on that promise.

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

***Varsity Team and Boy Scout Troop Relations***

Nearly every Varsity team is paired with a Boy Scout troop under the umbrella of the same chartered organization. Maintaining strong ties with that troop is an important way for Varsity Coaches to make the Varsity program available and attractive to Boy Scouts nearing the age of 14. Among the ways to make that happen are to work with adult troop leaders to:

- Conduct orientations for Boy Scouts and their parents to let them know the ways in which their troop activities are preparing them for the adventures and opportunities to be found on a Varsity team.
- Conduct informative Varsity Scout conferences for Boy Scouts a month or two before they join the Varsity team. Conferences can help young men set goals for themselves in Varsity Scouting and should involve each young man's parents or guardian.

### ***Recruiting Young Men Not Currently in Scouting***

In addition to Boy Scouts making the transition into a Varsity team, the following persons can be influential in bringing young men into Scouting:

- Parents
- Adult team leaders
- Varsity Scouts themselves

Session Three, slide 9

### ***Role-Play Nine—Parents***

#### **Instructors' Note:**

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

**VARSIITY COACH:** *(To the audience)* "How can Varsity Coaches sell Varsity Scouting to the parents of potential members? By sharing with them not only the excitement of Scouting, but also the values of the organization."

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

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

**VARSIITY COACH:** "That's true, but Varsity Scouting offers something more. The values of Scouting are part of everything we do."

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

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

**PARENT:** "Sure."

**VARSIITY COACH:** "Here's what the study found:

- Cub Scouting meets or exceeds the expectations of parents on a variety of factors, including teaching ethical and moral values and parent/son togetherness.

- Boy Scouts agree that being a Scout has increased their self-confidence and taught them skills that they could not get elsewhere.
- Venturers attribute higher self-esteem and 'readiness for the future' to their experiences in the program.

The Varsity program draws on the strengths of all of Scouting."

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

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

The statistical information in the role-play above is taken from "A Year in the Life of a Cub Scout . . . Boy Scout . . . Venturer; Strengthening Youth, Families, and Neighborhoods," a National Program Outcomes Study conducted by Louis Harris & Associates.

### ***Adult Team Leaders Recruiting Young Men***

Experienced Varsity Coaches know that adult leaders recruiting young men is an effective means of bringing new members into teams. That recruitment can occur through informational presentations in schools, churches, service clubs, etc. Be sure to include your chartered organization.

Many school administrators understand the supplemental education values of Scouting. You may work with your school district to arrange to visit area schools to tell eligible young men about your Varsity team's program. Consider bringing several Varsity Scouts with you to appeal on a peer level, or perhaps consider setting up a model campsite on a school playground.

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

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

### ***Varsity Scouts Recruiting Other Young Men***

Young men often join a team because a Varsity Scout asks them to join. The Varsity Scout is asking a friend of his or is asking a young man down the street who is eligible to join. What makes the sale from one young man to another is talking about the fun and adventures available in their team. Again, the annual calendar is a valuable tool.

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

### ***Summary***

- Varsity Coaches need to understand that recruiting is important both for the benefits Scouting can offer a young man and for the benefits new members can offer a team.
- Varsity Coaches must consciously work at bringing in new members every year.
- Retaining a Varsity team's current members is every bit as important as recruiting new members.
- Recruitment is a means of encouraging diversity in Varsity team membership.

Session Three, slide 10

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

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## Session Three

# Paperwork

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### Time Allowed

15 minutes

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### Teaching Objectives

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

- A finite amount of paperwork is required to manage a Varsity Scout team well.
  - Varsity Coaches can call upon team committee members and other supportive adults to manage much of the team's paperwork.
  - Computer software and BSA literature are available to help team leaders track records and produce paperwork.
- 

### Materials Needed

- *Troop/Team Record Book*, No. 34508B (one copy per squad, for demonstration purposes)
- Team paperwork packet (one copy per participant). Each packet should contain the following items:
  - Sample charter renewal
  - Quality Unit Award application
  - Money-earning application
  - Tour permit
  - Advancement records  
(Team records)  
(Paperwork to forward to the council)
  - Team budget form
  - Membership applications—adult and youth

- Health forms
  - Eagle Scout Leadership Service Project Workbook
  - NESA application
- 

## **Recommended Facility Layout**

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

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## **Delivery Method**

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

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

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

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

### ***The Two Keys to Managing Varsity Team Paperwork***

There are two things that every Varsity Coach, both new and experienced, should know about managing the records, permits, and other forms that make up a team’s paperwork:

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

Let’s take a look at each of these.

## PAPERWORK—THERE IS ONLY SO MUCH OF IT

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

### Instructors' Note:

*Distribute the Varsity team paperwork packets, one to each participant. Go over the contents, very briefly describing the purpose of each item, where copies can be obtained, and when it is to be used.*

Session Three, slide 11



## Team Paperwork Packet

| <i>Item</i>  | <i>Frequency of Use</i> |
|--|-------------------------|
| Sample charter renewal   | Annually                |
| Quality Unit Award application   | Annually                |
| Money-earning application<br>money-earning activity                            | Prior to each team      |
| Tour Permit<br>team outing   | Prior to every          |
| Advancement records<br>(Team Records)<br>(Paperwork to forward to the council) | Monthly                 |
| Team budget form   | Annually                |
| Membership applications  | Weekly                  |
| Health forms<br>joins, then annually   | As a new member         |
| Eagle Scout Leadership Service<br>Project Workbook                             | As needed               |
| NESA application   | As needed               |

- Records can be tracked in the *Troop/Team Record Book*, available from the BSA national office.
- Computer software may also be available to help track records and produce paperwork. Varsity team leaders should check with their local councils for information about software packages that are suitable for team needs and compatible with council computer systems.

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

Much of the effort to manage the paperwork of a team can be done by members of the Varsity team committee. They have a vested interest in seeing that the team succeeds. Accepting responsibility for a large share of keeping records, completing charter renewals, and tracking financial affairs keeps them closely connected with the activities of the team. Their involvement also frees time for the Varsity Coach and assistant Varsity Coaches to devote to being with the young men.

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



## Session Three

### Finances

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#### Time Allowed

15 minutes

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#### Teaching Objectives

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

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

#### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
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#### Recommended Facility Layout

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

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#### Delivery Method

- Instructor-led discussion
- 

#### Presentation Procedure

A Varsity Scout team must have a budget and a treasury. The money to operate the team comes from a variety of sources, including the Scouts and their families. In some cases, a

chartered organization provides most or all of the funds needed by its Varsity team. Self-reliance is a part of the character development spelled out in the aims of Scouting; it is a goal that can be advanced by encouraging each Scout to pay his own way for dues, uniforms, and personal equipment, and to take part in money-earning projects to meet the team's needs.

Session Three, slide 12



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

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

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

### ***The Team Budget***

Once a Varsity team determines how much money it needs to operate, members of teams that will be earning the money need to figure out ways to complete that task as quickly as possible so that money-earning does not con-

some time that could otherwise be devoted to other Varsity Scouting activities.

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

1. The team treasurer (usually the committee member responsible for finance), Coach, and scribe consider the team's expenses and prepare a rough draft of a budget to cover them.
2. The team's leadership team reviews the draft budget and puts it into final form.
3. The team committee approves the budget.
4. The budget is presented to the Varsity Scouts and their parents.

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

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

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

### ***Team Money-Earning Projects***

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

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

### **Instructors' Note:**

*For suggestions of projects and for a money-earning checklist, direct participants to Chapter 16, "Finances," of The Varsity Scout Guidebook.*

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

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

### ***Summary***

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

### **Instructors' Note:**

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





## Session Three

# The Uniform

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### Time Allowed

10 minutes

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### Teaching Objectives

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

- *The Varsity Scout Guidebook*, No. 34827A
  - The Boy Scout/Varsity Scout Uniform Inspection Sheet, No. 34283
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### Recommended Facility Layout

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

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### Delivery Method

- Instructor-led discussion
- 

### Presentation Procedure

Session Three, slide 13

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

- Scout long-sleeve or short-sleeve shirt
- Scout pants or shorts
- Scout socks or knee socks
- BSA twill or mesh cap or campaign hat (team option)
- Scout belt and buckle
- Scout neckerchief (team option)

Two additions to the Varsity Scout uniform that makes it different from the Boy Scout uniform are these:

- Varsity Scout Shoulder Loop. The blaze loops may be worn on the official uniform shirt by every Varsity Scout and Varsity Scout leader.
- Varsity Strip. The red-on-tan cloth Varsity strip may be worn above the right pocket of the official uniform shirt. Position it above the Boy Scouts of America strip and, if one is present, above the interpreter strip.

The parts of the activity uniform are these:

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

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

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

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

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

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

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

### ***Summary***

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

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

For more on the uniform, participants can refer to *The Varsity Scout Guidebook*, Chapter 12, "The Uniform and Insignia"; and to the Boy Scout/Varsity Scout Uniform Inspection Sheet.

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## Session Three

# Other Training Opportunities

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### Time Allowed

5 minutes

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### Teaching Objectives

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

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

### Materials Needed

- Dates and locations of district and council training opportunities for adult leaders
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### Recommended Facility Layout

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

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### Delivery Method

- Instructor-led discussion
-

## Presentation Procedure

Remind the Varsity Coach Leader Specific Training participants of the adult leader training continuum and point out that they have nearly completed the position-specific portion of the continuum. The remainder of this presentation will highlight other training opportunities available to Scouting's adult leaders and the great value there is for leaders to seek out and take part in these learning experiences.

### Training Continuum For Adult Leaders

Fast  
Start → Basic Leader Training  
(This Is Scouting, and  
Leader Specific Training) → Wood Badge

Session Three, slide 14



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

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

#### **YOUTH PROTECTION TRAINING**

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

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

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

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

Wood Badge for the 21st Century, the BSA's premier advanced training in leadership theory and team development, brings together Scouters from all walks of life and from all BSA programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing, as well as district and council leaders. By pooling their ideas, sharing meaningful experiences, and learning from highly qualified instructors, participants will return to their home units with new skills, greater confidence, and deeper dedication to deliver the values of Scouting.

## **ROUNDTABLES**

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

## **ADVANCED CAMPING SKILLS**

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

## **CLIMB ON SAFELY**

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

## **PROJECT COPE**

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

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

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

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

### **OTHER LOCAL TRAINING**

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

### **PHILMONT TRAINING CENTER**

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

### **TEAM JUNIOR LEADER TRAINING**

Much of Varsity Coach Leader Specific Training has focused on the Varsity Coach's role in providing the team captains, program managers, and squad leaders with the tools they need to run their own team.

Chapter 14 of *The Varsity Scout Guidebook*, "Training Varsity Scout Team Leaders," gives an overview of how Varsity Coaches can train the youth leaders of a team. A complete reference to preparing these leaders for their responsibilities can be found in the *Scoutmaster's Junior Leader Training Kit*. It provides instructions for Varsity Coaches to conduct the introduction to leadership session with a new team captain, and to offer continuing training to all youth leaders of the team.

### **TEAM ANNUAL PROGRAM PLANNING CLINIC**

Using material found in *The Varsity Scout Guidebook*, Chapter 15, "Planning the Team Program," Varsity Coaches can create their own supplemental training to ensure that the youth leaders of their teams can plan effective year-round programs.

### **VIDEO SUPPORT**

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

- *Troop Program Planning*, No. AV02V010
- *Scoutmaster's Junior Leader Training*, AV02V013



- *Youth Protection Guidelines*, No. AV09V001A
- *A Time to Tell*, No. AV09V004

### **Summary**

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

The Boy Scouts of America encourages adult leaders to pursue opportunities for lifelong learning. It increases the abilities of its adult leaders to deliver the promise of Scouting. It improves the quality of the BSA as an organization. Lastly, it helps keep people lively, alert, and eager to do their best, often while having a very good time.





## Session Three Summary and Closing

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### Time Allowed

20 minutes

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### Teaching Objectives

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

### Materials Needed

- *The Varsity Scout Guidebook*, No. 34827A
  - Materials for a recognition ceremony:
    - Twelve candles representing the points of the Scout Law, set in a small log or in other candleholders
    - Three candles to represent the three parts of the Scout Oath
- 

### Recommended Facility Layout

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

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

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## Delivery Method

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

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

### **The Methods of Scouting**

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

Session Three, slide 15



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

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

- Courts of honor recognizing advancement may be the most common recognition ceremony, taking place when young men have completed the requirements for badges of rank. Ceremonies can also honor Varsity Scouts for other achievements—completion of significant Scouting challenges, earning the Denali Award, the acceptance of leadership roles in the team, the successful finish of training programs (including Varsity Coach Leader Specific Training).
- An effective recognition ceremony provides a tremendous amount of positive reinforcement, acknowledging the

importance of a Varsity Scout's achievement and encouraging him to continue his quest to become the best possible Scout he can be.

- To gain the most from a ceremony, plan it as carefully as you would any other aspect of a Varsity team program. Involve the team's youth leaders in planning and in carrying out the ceremony; it is important for young men being acknowledged to receive recognition both from adult leaders and from the youth leaders of the team. Among the elements of a ceremony that should be included in the planning stage are the ways in which those conducting the ceremony will:
  - Set the scene.
  - Make the ceremony meaningful.
  - Keep it simple.
  - Involve the team's youth leaders.

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

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

**Instructors' Note:**

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

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

**TEAM CAPTAIN:** “I’m pleased to welcome you all to this Varsity Coach Leader Specific Training recognition ceremony. Would all candidates for this training please stand?”

**Instructors’ Note:**

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

**TEAM CAPTAIN:** “We are honored to have this opportunity to recognize your achievement in completing Varsity Coach Leader Specific Training. You have done well, learning much about what it means to be a Varsity Coach and how you can provide your team with effective leadership.”

**VARSIITY COACH:** “I also want to congratulate you on a job well done. At moments like this, when one phase of your Scouting life is coming to a close and a new phase is about to begin, it is important to remember what Scouting is all about. These candles represent the twelve points of the Scout Law. As I light them, would you please join me in reciting the Scout Law?”

**Instructors’ Note:**

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

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

**TEAM CAPTAIN:** *(At the conclusion of the Oath)* “We welcome each one of you to the ranks of adult leaders serving the Boy Scouts of America. You are joining a tradition that goes back many generations and has included millions of dedicated

adults before you. We celebrate your achievement and look forward to sharing in your many future successes.”

**Instructors’ Note:**

*The Varsity Coach and team captain can shake the hand of each participant and give heartfelt words of congratulations and encouragement. If there have been other instructors involved in the course, they can join in at this point to give their congratulations as well. If the group is large, each instructor can go to a different part of the group to offer congratulations.*

**Debriefing of the Recognition Ceremony**

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

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

Encourage participants to think about how taking part in the Varsity Coach Leader Specific Training recognition ceremony made them feel. They received positive reinforcement, positive association with adults, and a positive connection with the

ideals of Scouting. No doubt it was an enjoyable experience for most of them, and a meaningful one for many.

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

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

#### **Instructors' Note:**

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

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

“Look back at the first page of *The Varsity Scout Guidebook*. You may remember that that’s where we began this training—by looking at the promise of Varsity Scouting:

#### ***Welcome!***

*Welcome to Varsity Scouting, a program of the Boy Scouts of America for young men ages 14 through 17. Packed with opportunities for adventure, leadership, personal growth, and service, the Varsity Scout program holds special appeal for older Scouts. It is also flexible enough to allow chartered organizations to design the program to effectively mesh Scouting’s principles and values with the objectives of chartered organizations.*

— *The Varsity Scout Guidebook*



“Here’s what Varsity Scouting offers young men:

- Varsity Scouting promises the great outdoors.
- Varsity Scouting promises friendship.
- Varsity Scouting promises opportunities to work toward the Eagle rank and the Denali Award.
- Varsity Scouting promises the tools to help young men make the most of their families, their community, and their nation.
- Varsity Scouting promises experiences and duties that will help young men mature into strong, wise adults.

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

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

“The challenge is yours—to deliver the promise of Varsity Scouting to the young men in your team. We wish you well as you set out on this great journey of being a Varsity Scout leader in the Boy Scouts of America.”

Session Three, slide 16

### ***Summary Assignment***

Ask participants to take several minutes to write down two of the most important points they have learned during Session Three of Varsity Coach Leader Specific Training, and note how they intend to use these points with their own teams. They are to keep this piece of writing with them, adding to

it at the end of each of the three sessions. There will be no follow-up; the information they write down and the guidance it provides is for them alone.

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