

Powder Horn Staff Guide

High-Adventure Resource Management Course



BOY SCOUTS OF AMERICA®

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Introduction to Powder Horn

Powder Horn is a resource course designed to introduce Scouting's adults and youth to the exciting program possibilities for their unit. The course supports the mission of strengthening units so they can achieve the mission of the Boy Scouts of America. One common denominator of successful courses is that creativity and variety play a role in the delivery of the curriculum. Each course is somewhat different, and that is a good thing. Some courses have had participants arrive by canoe, horseback, or bike, or even on skis. Creativity is fun, too! The ultimate goal is for the participants to leave the Powder Horn course with a list of ideas to help their program, along with the contacts and resources needed to implement them. This will lead to a more exciting and robust program, which in turn should lead to increased membership and a higher retention rate in our units.

It is important to understand that Powder Horn is not a personal development course or a team-building experience. Its purpose is to educate the youth and adult Scouting leaders about specific high-adventure skills, to connect them to resources to deliver those skills, and to get them excited about delivering those skills in an exciting, challenging way to youth.

Fight the urge to do what is done in other courses. Don't design a patrol flag; don't have patrol design and give a patrol yell. To cover the required Powder Horn curriculum, there will be long, action-packed days and nights. Use your time effectively.

Purpose

The Powder Horn course is designed to help the unit by introducing older youth and adult leaders to safely conducted outdoor/high-adventure activities of a fun and challenging nature. The course provides an introduction to the resources needed to successfully lead youth through a program of outdoor adventure and is based upon giving participants an exposure to some outdoor/high-adventure activities. It is not a certification event. It is for any youth or adult interested in experiencing a unit-level, high-adventure program. The purpose of a Powder Horn course includes:

- Safe participation in fun and challenging outdoor activities
- An introduction to resources that can improve a unit's program
- Exposure to new and exciting high-adventure activities
- Help in delivering the BSA promise at the unit level
- Promoting youths' and adults' creativity when delivering high-adventure programs

Learning Objectives

After completing this course, the participants should have sufficient introductory information to

- Provide a robust outdoor program using a variety of resources.
- Identify local resources and consultants for high-adventure activities.

- Apply the health and safety requirements of the Boy Scouts of America to outdoor programs.
- Apply the rules and regulations of the Boy Scouts of America as they apply to outdoor programs.

This course is not a total training program that enables the Scouting unit members (youth and adults) to be experts or even self-sufficient in any aspect of outdoor skills. Units will likely still need knowledgeable, trained, and certified individuals (consultants) to help provide a safe and correct outdoor/high-adventure program.

Maintaining Standards

Follow the syllabus. This staff guide has been designed to achieve specific results. The syllabus should be followed closely, particularly as to course culture and staffing requirements. All sessions must uphold the practices and policies of the Boy Scouts of America.

This course may be administered by a region, an area, joint councils, or locally by a single council. All courses must be approved by their Scout executive or host council Scout executives and area training chair.

Getting a Course Approved

To be certified, all courses must meet all the requirements stated in the Powder Horn Staff Guide. Only certified courses may award the Powder Horn device.

Permission to hold a Powder Horn course must be formally requested by the council, cluster councils, or area desiring to conduct a course. The Request for Authorization to Conduct a National Training Course form (see the appendix) must be filed with the area training chair 360 days preceding the course date. After receiving the area training chair's approval to conduct a Powder Horn course, the course director, staff, and consultants must adhere to the following Powder Horn guidelines. These guidelines are designed to ensure a high knowledge of health and safety for our youth and adult participants.

Basic Course Requirements

- All Powder Horn courses must follow the official *Powder Horn Staff Guide*.
- Courses must be approved by the area training chair at least 360 days in advance. (See the appendix for the Request for Authorization to Conduct a National Training Course form.)
- The course must be financially self-sustaining.
- Consider both the costs and the quality when filling your course. It is not cost-effective to put on a Powder Horn course for a small group. Similarly, no one has a good experience if a course is overly full. The minimum course size is 20 participants, and the maximum is 48 participants. This permits cost sharing and justifies the staff investment necessary to complete the course.
- At least three full days are required for the course, with the maximum length no more than six days. A five- to six-day course may run over two weekends, but no more than two weeks should pass between sessions.

- At least 12 different electives must be presented during any given course. Your choice of electives is determined by your needs and resources. Attendance at a minimum of 10 electives is required to earn the Powder Horn.
- Participants can be structured into crews/patrols that operate together and attend sessions together. Alternatively, participants can select the sessions they wish to attend before arriving for the course, which results in an individualized selection of sessions, not a crew/patrol selection. The second approach results in a greater chance of the participants completing the requirements to earn the Powder Horn recognition.
- The course should not be done in conjunction with other activities such as other courses (i.e., Wood Badge), family events, or other youth programs. Participants should concentrate on Powder Horn.

Attending Multiple Courses

Attending multiple courses is highly encouraged. Because each course is different, with different themes, staff, consultants, and, oftentimes, different activities and locations, inviting previous Powder Horn attendees makes good sense. At the opening session, recognize those who have attended previous courses and ask them to share how they applied the knowledge they gained in previous courses.

Course Director’s Pledge

Recognizing that a Powder Horn course is a national program and that, as course director of a Powder Horn course, I will be representing the Boy Scouts of America, I pledge the following:

- I will work closely with the host council, staff adviser, and area training chair.
- I will work closely with my area training chair and will keep them informed of our progress and any concerns by turning in reports when due.
- I have read and understand the basic course requirements and staff guidelines and agree to abide by them.
- I will present the materials in the current staff guide. I will personally be wholly familiar with the staff guide, including the purpose and methods of the course.
- I will structure my staff as outlined in the staff guide. I realize that excess staff increases cost and can be a distraction. I will require my staff to be familiar with the staff guide.
- I will make every effort to recruit highly qualified consultants, rather than assigning staff members, to teach disciplines.
- I realize consultants are critical to the success of the course and will set a high quality level for the course.
- I will follow the backdating schedule and will file forms within 30 days of completing the course.
- And, I accept responsibility for the success of this Powder Horn course.

Please sign and date:

Course Director _____ Date _____

Host Council Staff Adviser _____ Date _____

Staff

Staff Guidelines

- The course director must have previously served as a Powder Horn assistant course director.
- A staff member should serve on no more than four courses. Suggested positions include assistant course director—logistics, assistant course director—instruction, assistant course director—administration, course director (only one term), and staff adviser if fully involved with the course.
- Course directors and backup course directors are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.
- All staff and out-of-council participants must be approved by their Scout executive.
- One assistant course director should be assigned as the backup course director in case the course director cannot serve.
- A professional staff adviser assigned by the host council Scout executive is required.
- The course staff should include male and female staff members. The staff should also reflect the ethnic makeup of the participants and be drawn from a variety of Scouting programs (i.e., Boy Scouting, Varsity Scouting, Sea Scouting, and Venturing).
- All staff should read and understand the *Powder Horn Staff Guide* prior to attending the course.
- Each staff member must attend every staff development session.

Consultants

Consultants should be used to teach the course/sessions, **not the staff**. Consultants are subject matter experts who introduce the participants and staff to new and exciting ideas. Consultants provide new resources and are available for the participants to contact after the course. *The use of consultants is key to a successful course!*

Each consultant's credentials should be verified prior to the course.

Care should be taken to adequately staff this course without overburdening the participants with too many staff members. Sufficient consultants should be recruited to safely handle presentations.

Consultants are not presented a Powder Horn medal.

Resource organizations (such as the NRA) must be notified of Powder Horn dates in time to guarantee their support. Six months is recommended.

All consultants must meet the current instructor certification for their program area. (shooting sports = NRA; scuba = NAUI or PADI; etc.) Consultants must be made knowledgeable

of and follow the current BSA safety regulations and standards. These instructors do not have to be certified by a BSA National Camping School.

Staff Functions

To prevent overstaffing, it is recommended that you don't assign more than one person per role. You do not need extra staff standing around while the participants are engaged in learning or trying out the concepts being presented. The staff needs to be aware they are always on the job during the course. Their conduct should reflect that concept, as well as their comments to each other and to the participants.

When in doubt about qualifications, check with your area training chair. The nomination must be made for a specific course, and the approval of the area training chair must be obtained in writing. The course director must have a complete understanding of the contents of this *Powder Horn Staff Guide* and assure that the staff has a complete understanding of the staff guide. Ideally, the course director should have previously served as an assistant course director.

Course Director

The course director will work closely with the staff adviser. Along with the professional staff adviser, the course director is responsible for developing the course budget and keeping the course within the budget.

The course director is responsible for recruiting and developing the staff, including the staff development weekend. The course director should assign each staff member a task/responsibility in the course, be constantly aware of the needs of staff members, and make staff assignments accordingly.

The course director assigns one assistant course director as backup course director and encourages him or her to seek out the same level of understanding and knowledge of the course syllabus and operations as the course director.

The course director holds each staff member accountable for maintaining the standards of the Boy Scouts of America.

The course director must be sensitive to participants' needs and provide opportunities to meet those needs.

The course director is responsible for the success of the course.

Assistant Course Director—Logistics

The assistant course director for logistics:

- Is responsible for course logistics and support services.
- Must hold a current certification in both first aid and CPR, or certify that at least one other staff member is so certified.
- Is responsible for opening and closing ceremonies, entertainment, activities, and religious services.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.

Assistant Course Director— Instruction

- Must maintain the standards of the Boy Scouts of America.

The assistant course director for instruction:

- Recruits and coordinates the consultant staff for the course. Strongly suggested to enlist the help of other staff in recruiting a range of consultants and activities.
- Communicates safety guidelines and standards to consultants. Works with consultants to meet the needs of the course.
- Verifies consultants' certifications.
- Is responsible for all scheduling and site coordination during the course.
- Times and announces session rotations.
- Properly thanks and recognizes the consultants for their assistance.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.

Assistant Course Director— Administration

- Must establish and maintain the standards of the BSA.

The assistant course director for administration

- Assists the course director with precourse communication as needed.
- Ensures that Youth Protection, Hazardous Weather, Climb On Safely, Safety Afloat, and Safe Swim Defense training has been completed.
- Ensures that participants are fully prepared to attend the course.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.

Assistant Course Director— Quartermaster

- Must establish and maintain the standards of the BSA.

The assistant course director—quartermaster

- Provides proper food service for the course.
- Ensures that any course gear is available and in good working order.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.
- Must establish and maintain the standards of the BSA.

The quartermaster staff may be assigned as follows:

Food Quartermaster and Assistants. As needed, depending on course size. The food quartermaster and assistants do not need to have completed a Powder Horn course and do NOT earn the Powder Horn device in this role.

The food quartermaster and assistants

- Are responsible for food service contracting or cooking staff recruitment.
- Develop the menus and procure food within budget for staff and trainees.
- Determine that adequate nutritional food for high-intensity outdoor activities is provided.
- Coordinate food needs for instructional sessions and cracker barrels.
- Prepare and serve all meals, beverages, and cracker barrels.
- Are responsible for all cleanup after meals. (Crews are not responsible for cleanup.)
- Perform other duties as assigned.

Equipment Quartermaster and Assistants. As needed, depending on course size.

The equipment quartermaster and assistants

- Procure all equipment needed for the course.
- Issue and account for all equipment, and return any unused equipment.
- Complete a pre- and post-course inventory.
- Handle all equipment shipping and receiving activities for the course.

Cooking Crew. Does not need to have completed a Powder Horn course; does NOT earn the Powder Horn device in this role.

The cooking crew

- Under the supervision of the food quartermaster, prepares all meals as required.
- Does all necessary cleanup after meals.
- Performs other duties as assigned by the quartermaster and course director.

Assistant Course Director—Support

The assistant course director may be adult or youth and must have completed the Powder Horn course; support staff needs NOT have completed the Powder Horn course, but does not earn the Powder Horn device in this role.

With assistance from the support staff, the assistant course director for support

- Assists crews as needed. (This position was formerly known as crew guide but is no longer assigned one per crew—fewer is better!)
- Helps crews with directions, getting to activities on time, etc.
- Ensures that course gear is available and in good working order.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.
- Must establish and maintain the standards of the BSA.

Note: Youth crews should have a youth assistant course director assigned to them.

Assistant Course Director—Youth Coordinator

The assistant course director—youth coordinator should be an adult staff member. This person:

- Looks to the needs of any youth participants or staff.
- Ensures Youth Protection guidelines are followed.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.
- Must establish and maintain the standards of the BSA.

Professional Staff Adviser

The professional staff adviser

- Shares responsibility with the course director to plan and manage the budget, ensuring that the course is financially self-sufficient.
- Assists the course director with the selection of staff.
- May serve as an assistant course director.
- Must be thoroughly familiar with the contents of the *Powder Horn Staff Guide*.
- Are encouraged to consult with veteran Powder Horn staff members to obtain tips, ideas, information, and guidance needed to conduct a successful course. Powder Horn Course Director Conferences and/or forums may be utilized for this purpose but are not required.
- Must establish and maintain the standards of the BSA.

Additional Functions That May Be Needed

Medical

The medical staff need not have completed Powder Horn and does not earn the Powder Horn device in this role. The medical staff

- Is responsible for medical recheck during crew check-in.
- Coordinates medical services during the course (doctor, EMT, and local hospital).
- Supports the emergency scenario session.
- Is responsible for emergency plan and execution if necessary.
- Informs the staff of the location of the automatic external defibrillator (AED) on-site.

Program Features

The program features staff

- Is responsible for the opening, closing, and graduation ceremonies.
- Is responsible for program theme decorations, music, entertainment, etc.
- Provides program support to consultants.
- Is responsible for the Outdoor Living History session.

Historian

The historian is responsible for photos, videos, newsletter, newspaper releases, scrapbook, website, etc.

Youth Staff Roles

Youth staff should be included to as large an extent as possible and are essential for any course that has youth participants (which should be all Powder Horn courses). Youth should be assigned to youth-only crews/patrols under the supervision of the ACD—Youth Coordinator. To serve as youth staff, the youth should have completed an NYLT course.

Consultants

Having adequate, qualified consultants is *key* to the course. Here's an example. Let's say you are an expert fly-fisherman and can even tie competition-winning flies. And you happen to be an assistant course director. Would you make a good consultant? Unfortunately, *no*, unless you are willing to provide program to the participants after the course! It would be better to recruit someone like the regional sales manager for Orvis or even the fly-fishing guru from Bass Pro Shops. They represent a resource, and Powder Horn is a resource management course. Let's translate this to the unit level. Now you are the same expert fly-fisherman and the crew Advisor. Are you the best person to give a program on fly-fishing to your crew? Maybe, but would it help to have that Orvis guy present a program for the crew supported by you? Consultants help add credibility. The number one comment from participants of past courses was that they were blown away by the quality of consultants (and the fact that we use consultants in the first place). Consultants are not only the key to Powder Horn—they are what define it.

Here are some guidelines for choosing consultants.

A consultant is a person who is proficient, skilled, and/or certified in the subject matter he or she is presenting. During the Powder Horn course, consultants provide exposure to the techniques applicable to that skill and provide information on where to obtain the necessary resources for performing that skill in the participant's home unit.

These consultants must be aware of BSA safety regulations. They should present their materials in accordance with these requirements and guidelines. Remember, this is a resource course, not a skills certification course. The Powder Horn staff should review the session contents and expectations with the consultants prior to the session being presented.

Consultants should be recruited to cover the safe operation of their program area with adequate backup personnel in case of last-minute problems. Care should be taken to maintain the schedule so that similar program sessions can be presented at the appropriate time if needed, i.e., all water activities or all shooting activities.

A consultant's time is valuable. Be sure to work with the consultant to coordinate travel, housing, and other needs.

Be sure to provide consultants with the session guidelines and standards applicable to their sessions and answer any questions they may have. It is essential that they know what they are there to do.

Any prior agreed-upon fees associated with the consultants should be included in the course budget. All consultant fees must be negotiated prior to finalizing the budget. Take care not to choose consultants with exorbitant pricing that increases your course expense or limits participant availability.

Consultants do three things:

1. They demonstrate/share their skill.
2. They share resources and can be called upon by the units after the course for program activities.
3. They explain how to deliver high-adventure skills in a creative, out-of-the-box approach, i.e., underwater orienteering, COPE on kayaks.

Remember, the consultants should conduct a hands-on experience for the participants if at all possible.

Consultants do NOT need to base their presentations and activities on Boy Scout advancement or Venturing Ranger Award material, although they are encouraged to point out where their activity fits in the advancement/recognition program.

Preparing Consultants

Consultants are critical to the success of the Powder Horn course and will set the level of quality of the course. The schedule should be set after the consultants are recruited.

As each consultant is identified, mail them the Confirmation Letter to Consultants, the Powder Horn Consultant Information Sheet, the Session Planning Sheet, and the Consultant Status Report (see the appendix for samples of these items), along with a detailed course schedule, session outline guide sheets appropriate for their presentation, and any other BSA health and safety materials applicable to their session. Do not skip the confirmation letter; it is important that the consultants understand the purpose and techniques of the course. Remember that many consultants are not knowledgeable about or associated with the Boy Scouts of America. The information included with the consultant letter, when returned, will provide you with a degree of quality control for the session and will identify the consultant's equipment needs. It is important that the schedule distributed to the consultants contain actual days, dates, times, where to meet, who will meet them, directions/maps, etc.

Summary

At the completion of the course, be sure to thank the staff, consultants, sponsoring site organization, equipment and material providers, etc. Remember to provide consultants with a small token of your appreciation during the course.

Course Paperwork

The course director and the assistant course director—administration are responsible for most of the course reporting and other paperwork. The administration function can be broken down into three parts:

- Pre-course administration
- Course administration
- Post-course administration

Pre-Course Administration

The course director and staff adviser, or the assistant course director—administration, will send potential participants a letter of invitation for the course, along with an application. If the participant returns any fees, these must be receipted by the council. The assistant course director—administration will keep records of all participant rosters and will follow up with any needed information, such as:

- Annual Health and Medical Record
- Equipment list
- Directions/map to facility
- Course overview (This can be in the body of one of the letters.)
- Waiver of Responsibility
- Follow-up on pre-course online training status

Course Administration (During the Course)

The first duty of the assistant course director—administration during the course is to manage the check-in process. All participant response forms received prior to the start of the course should be organized in a manner that allows easy access during the check-in process. During check-in, the assistant course director—administration determines that all required paperwork is in order, all fees are paid, and the Annual Health and Medical Record is signed and on-site. Because this could be the first actual interaction between staff and the participants, setting the tone for the early part of the course, this process must be quick and efficient, but it also must allow participants to ask any questions they need to have answered.

The assistant course director—administration works with the staff to ensure adequate two-way communication between the staff and the participants. This is accomplished in the following ways:

- On-site newsletter/newspaper, if desired (don't make this a time- or money-sink)
- Consultant support materials
- Evaluation sheets

At the end of the course, each participant will be asked to fill out a final evaluation sheet. The assistant course director—administration should collect these forms and compile a summary of participant evaluations. The course director will include this in the final course closeout report.

Often, course-specific forms will need to be created on-site. The assistant course director—administration will be responsible for creating these forms as needed. As an example, graduation certificates may be generated.

Post-Course Administration

In addition to all the other needs during the course, the assistant course director—administration will need to assist in support materials that the consultants will bring for distribution. This can be as simple as making sure each participant receives the materials or as complex as recreating the material and making copies for the participants. To assist with these duties, it is good to have a digital scanner on-site during the course.

At the conclusion of the course, the assistant course director—administration ensures that each participant and staff member has a roster of all the participants (with their permission), staff members, and consultants. This should be developed during the course and prepared for distribution with the participant final package.

After the course is over, the assistant course director—administration works with the course director to prepare the Final Closeout Report. This report includes the following sections:

- Course overview—course location, dates, etc.
- Evaluations from each functional area—what worked and what didn't.
- General observations—this could include quotes from some of the daily evaluations, both good and bad. This is also the “lessons learned” section.

- Recommended changes—this is where recommended changes to your future courses are listed. It helps to have backup materials for these recommendations.

This report compiled in coordination with the course director, staff adviser, and other staff, is then forwarded to the host council/cluster council Scout executive(s) and the area training chair.

Staff Development

As soon as authorization to conduct a Powder Horn course is granted by the area training chair and the staff is selected, the staff members begin their development under the leadership of the course director. The purpose of staff development is to form a team to conduct the course. All staff members should come to realize that their most important responsibility is to see that each participant is safe and has the opportunity to learn and grow.

Staff development should begin with a planning meeting involving the course director, area training chair (if possible), staff adviser, and assistant course directors. This meeting should cover the course vision and a list of possible consultants, develop a list for the remainder of the staff, and develop the basic schedule.

Staff development should require no more than three days. Two days are probably adequate with planning.

Staff Development Sessions

Staff development begins by providing each staff member with a copy of the *Powder Horn Staff Guide* and a description of their staff responsibilities. Development of the consultants begins with orientation on their role in Powder Horn and the BSA standards. Don't forget to identify the needs of the consultants.

At your first full staff development session, each staff member should brief the others on their responsibilities and background. Ample time should be scheduled for staff to get acquainted. Many courses have also found that a staff development session just prior to the course start date is also helpful. The goals for this session include:

- A final walkthrough of the course schedule, logistics, and individual staff responsibilities
- A final inspection of the training sites and program facilities
- A final review of what will happen at each session

Simple meals for the staff development session should be provided by the quartermaster. A nice meal might be prepared the evening before the course starts, and awards and certificates for the staff could be presented. Don't forget to invite the consultants and others involved with the presentation of the course.

The First Day

The first day, actually the first few hours, of Powder Horn is critical to the success of a course. First impressions are important. A staff member may conduct a participant orientation of camp procedures, camp layout, and emergency plans. Shortly thereafter, the staff will conduct an opening session with the crews. To start this session, the staff should establish expectations for the course. Key points to include are:

- Asking the participants why they came to Powder Horn and what they expect to learn and experience.
- Stating the purpose of Powder Horn and how the course will work.
- Establishing expectations—treat each other with mutual respect, listen to each other, do not expect anyone to do anything they aren't comfortable doing, maintain a positive attitude, support each other, etc.

- Course procedures, schedule, and layout.
- A review of the emergency plan, if not previously done.
- A review of the first day's agenda.

A detailed schedule for the course should be provided to participants for their reference.

Medical certification and recheck standards must be enforced. An MD or nurse is recommended for medical recheck.

- An on-site medical officer (MD or EMT) during the entire course is preferred.
- At least one staff member must be an American Red Cross Instructor or certified in CPR and first aid, preferably Wilderness First Aid Basics.
- Courses must meet BSA safety standards.
- Courses must carry BSA activity insurance.
- Have staff and participants send in their completed Annual Health and Medical Record before the course starts so that the staff has knowledge of any physical limitations of participants.
- Plan for physically challenged participants.
- Emergency plans, procedures, and reporting applicable to local site.

The applicable BSA health and safety standards and report forms for the Powder Horn course are:

- Annual Health and Medical Record, No. 680-001
- BSA Bike Safety Guidelines, No. 19-101
- *Camp Health and Safety*, No. 19-308
- Cave Exploring, No. 430-102
- *Guide to Safe Scouting*, No. 34416
- The Latest First Aid for Wounds and CPR, No. 19-311
- National Standards for Council High Adventure Bases and Specialty Adventure Programs, No. 430-120
- Policy on Use of Chemical Fuels (Liquid, Gaseous, or Jellied), No. 680-171
- Project COPE and Climbing/Rappelling National Standards, No. 430-008
- *Project COPE*, No. 34371
- Regulations for Blood Pathogens, No. 19-317
- Report of Fatal or Serious Injury or Illness folder, No. 19-147
- The Sweet 16 of Safety, No. 19-130
- *Topping Out: A BSA Climbing/Rappelling Manual*, No. 32007

A detailed emergency plan for handling emergency situations (lost individual, injury, severe weather, etc.) must be developed. A staff briefing on the plan must be presented during the staff weekend training, and the plan should be shared with participants at the beginning of the course.

Youth Protection guidelines must be adhered to, and all participants and staff must take the online Venturing Youth Protection training before the course.

Participant Information

Who May Attend a Powder Horn Course

Powder Horn is open to any youth who is at least 14 years of age (or 13 and has completed eighth grade, if part of a Venturing crew) or any adult registered in the BSA. Participants may register as an individual or with members of their unit. If a unit wants to remain together as a crew during the Powder Horn course, the group must supply two-deep adult leadership as required by Youth Protection guidelines. The maximum crew size of eight still holds, whether it is made up of a group of individuals or a unit team. Participant guidelines include:

- Must be a registered youth or adult member of the Boy Scouts of America.
- Youth must be 14 years of age (or have joined a Venturing crew if 13 years of age and completed eighth grade).
- Youth must have completed the unit's version of leadership training (Introduction to Leadership Skills for Troops, Ships, or Crews, etc.). National Youth Leadership Training (NYLT) is recommended for youth participants and youth staff.
- Adults must be trained for their position.
- All participants must complete Venturing Youth Protection and Hazardous Weather training online through myscouting.org. If water sports are offered, participants must complete Safety Afloat and Safe Swim Defense. If climbing or rappelling is available, then Climb On Safely must be completed online prior to the course.
- Meet the physical requirements contained in the Annual Health and Medical Record physical in a backcountry environment.
- May have attended previous Powder Horn courses as a participant or staff.

Youth Participant Guidelines

Youth-only crews are permitted and preferred to mixing adults and youth who do not know each other. A youth in the crew support staff role may be assigned for this purpose. Proper supervision of youth crews is mandatory, especially at the campsite. It is up to each course to determine how to manage both coed and mixed youth/adult logistics, provided all Youth Protection guidelines are followed. This is usually easily accomplished and should not be used as an excuse to limit participation in the course.

Venturing Versus Boy Scout Activities

It is critical to be aware of the differences in what activities are allowed in each of the BSA programs. For example, pistols are not permitted to be used by Boy Scouts but may be used by Venturers of the same age. To avoid disappointing a part of your audience, you may need to tailor your activities to the course makeup or be sure to offer equally exciting alternate activities to anyone who is not allowed to participate in an event.

When the course is full, all other applicants should be given the option of going on a standby list or withdrawing their name. If participants drop out of the course, individuals from the standby list should be invited to attend in order of the date of their original application.

Course Scheduling

Choosing Your Approach

The program is designed to introduce Boy Scouting, Sea Scouts, Varsity Scouting, and Venturing leaders to the activities that add excitement to the unit calendar. If long-distance travel is required, it is suggested that arrangements be made for participants to stay at the camp before the course, if desired.

Other points to consider include

- The facility must meet the needs of the participants.
- It is important to schedule the course so that weather does not become a factor in the participants' ability to concentrate.
- Much of this course is performed outdoors and in facilities that would not be safe to operate in extreme weather.
- The staff should be flexible enough to permit moving sessions or session locations to accommodate changing weather situations.
- If a two three-day session course is selected, consider different venues for each weekend to take advantage of training facilities unique to the venue.

Course Planning and Backdating

Promotion should be performed through the local councils involved in this course well before the course begins to guarantee that the information is received by those invited to participate in time for them to schedule their participation. Adequate promotion is another key to a successful course. This is a shared responsibility of the course director and all staff.

Lists of prospective attendees should be developed by the local councils involved in the course. Each of these individuals should be invited by a letter from the course director with a personal follow-up by a course staff member. This will permit each prospect's questions to be answered. (Sample invitation, acknowledgement, and follow-up letters are included in the appendix.)

Scheduling

The program is designed to expose Venturing and Boy Scouting leaders to the following activities that can add spice to unit calendar activities. There are no required electives, but we recommend a full spectrum of possible activities. For example, you could do a "dry" Discover Scuba even at a camp with no pool. Some sessions are best done in the evening hours, such as Plants and Wildlife. While not a unit activity per se (although it could be), there is much value to sharing this information with participants.

Course Backdating Plan

Action Item	Number of Days Before Course	Completion Date
1. Council agrees to host course	420	_____
2. Secure course director and staff adviser	390	_____
3. Select site and develop budget	375	_____
4. Secure area approval to host course	360	_____
5. Order staff guide from ScoutingU (When the course is approved, an electronic version will be emailed to you.)	330	_____
6. Recruit all assistant course directors (core staff)	330	_____
7. Core staff planning meeting	315	_____
8. Begin recruiting staff and consultants	315	_____
9. Begin course promotion	300	_____
10. Recruit remaining staff, hold initial staff orientation, and finalize consultants	270	_____
11. Secure names of prospective participants and issue invitation letters	270	_____
12. Submit first national report	150	_____
13. Review inventory of equipment	100	_____
14. Begin staff development	90	_____
15. Issue acceptance letters	90	_____
16. Analyze course enrollment (must have 20 by now)	30	_____
17. Staff meeting at course site	1	_____
18. Hold course	0	_____
Open course date _____		
Closing course date _____		
19. Send thank-you letters	+8	_____
20. Submit final report and close accounts	+30	_____

Electives

- Archery
- Astronomy
- Backpacking
- Canoeing
- Cave Exploring
- Challenge Events (low COPE elements)
- Climbing and Rappelling

Conservation
Cycling—Road Bikes
Ecology
Emergency Preparedness/Search and Rescue
Equestrian
Expedition Planning
Fishing
Geocaching
Hunting
Kayaking
Kiteboarding
Leave No Trace
Mountain Biking
Orienteering
Outdoor Living History
Plants and Wildlife
Rowing
Sailing
Sailboarding
Scuba
Shooting Sports/Guns
Snorkeling
Surfing
Watercraft
Wilderness First Aid
Wilderness Survival
Winter Sports

The course may vary from setting to setting. For instance, resources for cross-country skiing and equestrian may not be available in all areas of the country. The fishing session may be used to replace one of these sessions.

You may also need to swap activities, depending on the weather or other conditions at the training site. However, really creative staffs have offered interesting programs regardless of their geographic location, i.e., a course in South Florida offering a session on ice climbing. It can be done!

Consider variety when planning your daily schedule. Some subjects are more exciting than others. Intersperse fun, hands-on classes with less fun, non-hands-on classes.

Sample Three-Day Course Schedule

Your schedule will vary depending on the electives you choose. Time should not be stated in military time.

Day 1

8–9:30 a.m.	Registration Crew assignment Camp setup
8–9:30 a.m.	Get-acquainted time Staff introductions Review course, including emergency plan Housekeeping announcements
10 a.m.	First Aid
11 a.m.	The Sweet 16 of BSA Safety (overall safety review)
Noon	Lunch
1 p.m.	Cycling
1 p.m.	Backpacking
3:30 p.m.	Cycling
3:30 p.m.	Backpacking
5 p.m.	Cave Exploring
6–7 p.m.	Dinner
6:30 p.m.	Leave No Trace
7 p.m.	Plants and Wildlife/Ecology
7 p.m.	Wilderness Survival
8:30 p.m.	Backpacking
8:30 p.m.	Astronomy
9:30 p.m.	Cracker Barrel
10 p.m.	Taps

Day 2

6 a.m.	Reveille
6:30–7:30 a.m.	Breakfast
8 a.m.	Orienteering Geocaching
10 a.m.	Orienteering Geocaching
Noon	Lunch

1 p.m.	Climbing and Rappelling Challenge Events Shooting Sports
3:30 p.m.	Climbing and Rappelling Challenge Events Shooting Sports
5:30–6:30 p.m.	Dinner
6 p.m.	Outdoor Living History Program
7 p.m.	Wilderness Survival
8:30 p.m.	Plants and Wildlife/Ecology
9:30 p.m.	Cracker Barrel
10 p.m.	Taps
Day 3	
6 a.m.	Reveille
6:30–7:00 a.m.	Breakfast
7–8 a.m.	Hunter Education
8–10 a.m.	Equestrian Watercraft—Small Boat Sailing/Sailboarding
10 a.m.–Noon	Equestrian Watercraft—Small Boat Sailing/Sailboarding
Noon–1 p.m.	Lunch
1–3 p.m.	Round Robin (Rotation by pre-assigned groups) Expedition Planning Conservation
4–5:30 p.m.	Graduation and adjourn

Budgeting and Costs

The host council is responsible for setting the fee for this course. The fee should be sufficient to cover operating expenses (food, program materials, activity insurance, medical insurance, equipment rentals, mailing, reproduction, etc.). The budget must be approved by the course director, staff adviser, and the area training chair. The course budget should be approved prior to advertising the fee to the participants. See the backdating schedule for times related to budgeting. Submit your budget to the region when seeking approval to host a course.

Remember, this course is not about how much you can spend on staff jackets, T-shirts, and a lot of extras for either staff or participants. Staff members are expected to pay their way and not use the course to fill their closets with more staff wear. One T-shirt for all—no staff spiffs.

No course fees or revenues are to be used for other purposes other than this course, other than the collection for the World Friendship Fund. Powder Horn is not a way to support Venturing officer travel funds, camp improvements, or other extraneous, non-Powder Horn-related expenses.

Help in developing your budget may come from your council’s training committee and/or your area training chair or his or her designee.

Please remember this approved budget must be sent to your national Powder Horn staff adviser to have your course approved.

Powder Horn Budget Worksheet

This worksheet is to be used by the course director and staff adviser to develop the operating budget for the course.

Date prepared _____ Course _____

A. Participant Expenditures	Per Person	Total
Based on _____ number of participants		
Annual Health and Medical Record, No. 680-001	\$ -	0.00
Resource questionnaire	\$ -	0.00
Health and accident insurance	\$ -	0.00
Liability insurance	\$ -	0.00
Handout reproduction or purchase	\$ -	0.00
Certificates	\$ -	0.00
Participant Certificate, No. 33502	\$ -	0.00

Food			
_____ Breakfasts @ \$0.00	\$	-	0.00
_____ Lunches @ \$0.00	\$	-	0.00
_____ Dinners @ \$0.00	\$	-	0.00
_____ Cracker Barrels @ \$0.00	\$	-	0.00
T-Shirt (optional)	\$	-	0.00
Other	\$	-	0.00
Other	\$	-	0.00
A. Subtotal—Participant	\$0.00		\$0.00
B. Staff Individual Expenditures	Per Person		Total
Based on _____ number of staff members			
Invitation and course information	\$	-	0.00
Powder Horn Staff Guide	\$	-	0.00
Participant Certificate, No. 33502	\$	-	0.00
Staff Certificate, No. 33501	\$	-	0.00
Health and accident insurance	\$	-	0.00
Liability insurance	\$	-	0.00
Three-ring binder (2-inch capacity)	\$	-	0.00
Food			
____ Breakfasts @ \$0.00	\$	-	0.00
____ Lunches @ \$0.00	\$	-	0.00
____ Dinners @ \$0.00	\$	-	0.00
____ Cracker Barrels @ \$0.00	\$	-	0.00
____ Staff development meals @ \$0.00 (per staff member)	\$	-	0.00
____ Staff recognition @ \$0.00	\$	-	0.00
Contingency fees	\$	-	0.00
Other	\$	-	0.00
B. Subtotal—Individual Staff	\$0.00		\$0.00
C. Consultant Individual Expenditure	Per Person		Total
Based on _____ number of consultants			
Consultant recognition	\$	-	0.00
Consultant mailings	\$	-	0.00

Consultant certificate	\$	-	0.00
Consultant meals	\$	-	0.00
C. Subtotal—Consultants	\$0.00		\$0.00
D. Variable Costs	Per Crew		Total
Based on _____ number of crews			
Cooking equipment			
Charcoal: one bag per crew	\$	-	0.00
Coleman fuel: half-gallon per crew	\$	-	0.00
Group photograph (optional)	\$	-	0.00
Rental equipment	\$	-	0.00
First-aid supplies	\$	-	0.00
Trading post supplies	\$	-	0.00
Skill demonstration supplies	\$	-	0.00
Consultant fees	\$	-	0.00
Miscellaneous	\$	-	0.00
1. Other	\$	-	0.00
2. Other	\$	-	0.00
3. Other	\$	-	0.00
4. Other	\$	-	0.00
5. Other	\$	-	0.00
D. Subtotal—Variable Expenditures	\$0.00		\$0.00
Total Expenditures (A+B+C+D Subtotals)	\$0.00		\$0.00

Calculating Course Fee

The course fee is based on the following: Total expenditures are divided by the number of expected participants (including staff is optional). The result equals the course fee.

Include Staff Yes No

Number of Participants _____ Divided into total Course Fee _____
 expenditures _____

Calculating Course Income

Participant fees	\$	-
Staff fees (optional)	\$	-
Trading post income	\$	-
Photograph income	\$	-

Scholarship funds	\$	-
Gifts-in-kind	\$	-
Council support	\$	-
Other	\$	-
Total Income	\$0.00	
Net Income (Loss)	\$0.00	
Approved _____	_____	
Course director	Professional staff adviser	

Logistics

Site and Facilities Selection

The site for this course should be carefully selected. While the course could be performed in a wilderness area, it would be preferable to utilize a Boy Scouts of America or other camping facility that has the necessary facilities and training equipment. The course also needs to be accessible to consultants. For example, to offer Discover Scuba, you may want to have a pool. However, you can still have a session on scuba without a pool, just not a full Discover Scuba experience. Different sites for each weekend (for a two-weekend course) may be selected for weekend courses to take advantage of facilities and add diversity.

Other considerations when selecting a site include the following

- The site must have a protected area such as a building or shelter that is large enough to hold participants for training sessions during inclement weather.
- Powder Horn need not be restricted to Boy Scout camps. Sites such as other youth group camps, federal and state recreation facilities, military reservations, climbing gyms, skating rinks, and shooting ranges may also be used.
- Adequate sanitary facilities must be provided for staff and participants. Gender and youth-versus-adult issues must be considered.
- Participants with special physical needs may be accommodated with planning.
- All facilities used for training in this course must meet the applicable health and safety requirements of the BSA. Each venue must be properly supervised and follow BSA policies during this training course.
- Camping areas must have with latrine and shower facilities that can be made separate for male and female participants and staff members. (If only a single shower facility exists, set up different shower times for male and female participants.)
- The Project COPE area used must meet the requirements stated in the *Project COPE* manual, No. 34371.
- The waterfront area used should operate under the BSA Safe Swim Defense and Safety Afloat plans.
- Meeting rooms must have provisions for lighted evening meetings, heat or air-conditioning as needed, and facilities for showing training videos. Remember that this is a consultant-heavy course.

The site selected must have at minimum the following facilities:

- Sites for tents or cabin living
- Dining hall or adequate eating area
- First-aid facilities

- Equipment storage and staging area
- Meeting space large enough to hold meetings of all course participants and staff

Equipment

Equipment should be arranged prior to the course and any rental or expendable (ammunition, etc.) costs included in the course budget. Included in the appendix is an individual equipment list to be mailed to each participant, along with their acceptance letter and medical form. The equipment list includes items needed for all types of sessions. If a particular session cannot be offered, the equipment for that session need not be provided.

All equipment must be in good repair. Ask the consultants to provide their own equipment where possible. Their equipment may be more up-to-date than the typical Scout camp equipment. Use good, appropriate equipment, as you are projecting a standard. Be sure you have enough equipment for the number of participants (e.g., one shotgun for 32 participants is not enough). Use the Participant Equipment List in the appendix to be sure.

Course Uniforms

Staff

Staff uniforms should be the same as for the participants—it's not about staff being "special." Uniforms for participants should not be an issue.

Staff uniforms for presentations and other formal times should be the official uniform of their program.

Participant

In your pre-course participant letters, you should communicate that wearing an official uniform is always appropriate, but because this course is a high-adventure/outdoor-based course, wearing clothes other than a uniform is OK.

Insurance

Accident and BSA activity insurance coverage shall be in effect for all participants, staff, and consultants. This includes the staff development sessions. It is the responsibility of the host council to arrange for insurance coverage. The professional staff adviser will have access to the appropriate insurance order forms. The insurance costs should be included the course budget.

The Annual Health and Medical Record, No. 680-001, is required of all staff and participants. It is preferable to have the medical form with Parts A, B, and C sent in before the course so that the staff is aware of any special, individual medical conditions.

Materials

A list of publications and handouts for use by each participant is included in the appendix. The cost of these items should be included in the course budget. Note that most items are not required and some items may be supplied through a trading post. You may want to have a display table of your reference materials, which have been loaned for the course.

The suggested materials list and budget-building form suggest that each participant be given a three-ring binder or box in which to put all the resource materials they collect. The bottom line, however, is that participants will collect many resources and will need a way to store them.

It is suggested that for a truly green environment that the handouts be copied onto a CD/DVD/USB drive for the participants to take with them at the end of the course. Photos of the weekend can also be included on the disk.

Religious Services

Included in the appendix are examples of meal graces and nondenominational religious observances for use during the course. Remember that the BSA practices interfaith services and should not be predominantly Christian or any other single religion. Many people are less religious than others, and we must respect their beliefs as well as our own.

Certificates and Recognition Items

The Participant Certificates, No. 33502, for course completion should be signed by the course director and presented to the participants at the closing. It is important to send a Training Report Form to each council participating noting their Scouts or Scouters who have completed the Powder Horn course. The Staff Certificate, No. 33501, may also be secured, signed, and given to the staff. In order to earn the Powder Horn medal, the participant must complete 10 course sessions. There is no special recognition item for serving on staff.

Closing Session

At the closing, give an advertisement for the next scheduled Powder Horn course in surrounding councils, clusters, or areas. Explain that every course is different and that it is OK to attend more than one course. Powder Horn is designed to help adults deliver quality high-adventure/outdoor programs and activities to youth, not just graduate and get another dangle.

Course Reports

The course director must complete three course reports. The first is due to the area training chair 150 days before the course starts. It will give basic details about planning, staffing, and consultant recruiting status. The second report will be due 30 days before the course starts. It will be a detailed report with a list of participants and consultants and will result in the final go-ahead for the course and serve as the course medal order. The final report is due within 30 days of the close of the course and reports on successes, challenges, and demographics, as well as a final attendance and staff list.

After the course has been completed, please do the following:

- Complete a Course Director’s Close-Out Report and Powder Horn Course Demographic Summary Report (see the appendix for both forms) and send them to the area training chair. Include a roster of participants and staff.
- Write thank-you notes to the staff, consultants, and support personnel.
- Clean up and return equipment to its owners.
- Provide each participant’s council a Training Report Form.
- Close out and return trading post consignment and income.
- Have a staff member critique the sessions and review participant course evaluation forms.
- Perform a summary of the participants and staff evaluations.
- Do final accounting summary.
- Send a final report to the host council Scout executive, training committee, area director, area training chair, and national Powder Horn staff adviser.

Supplemental Handouts

Included in the appendices are the following supplemental handouts, which need to be reproduced to give to each participant and or staff member:

Item	Number of Copies Needed
Participant Application Letter and Fact Sheet	_____
Participant Information Sheet	_____
Special Needs Request Form	_____
Participant Equipment List	_____
Personal First Aid-Kit—10 Essentials	_____
Powder Horn Schedule Overview	_____
Consultant Status Report	_____
Consultant Information Letter	_____
Consultant Letter	_____
Consultant Thank-You Letter	_____
Powder Horn Information for Consultants	_____
Powder Horn Course Evaluation	_____

Safety Handouts

The following publications should be ordered for display and use of staff during presentations:

Cave Exploration, No. 430-102

Climb On Safely Training Outline, No. 20-101

Climb On Safely, No. 430-099, No. 33774 (card), No. 8631 (patch)

Guide to Safe Scouting, No. 34416

Leave No Trace, No. 430-105

Passport to High Adventure, No. 34245, if available

Project COPE, No. 34371

Safe Swim Defense Training Outline, No. 14-417

Safe Swim Defense, No. 34370, No. 34243 (card)

Safety Afloat Training Outline, No. 34159

Safety Afloat, No. 34368, (card), No. 34242 (card)

The Sweet 16 of Safety, No. 19-130

Topping Out: A BSA Climbing/Rappelling Manual, No. 32007

Powder Horn Supplies

Available from Supply Group (see the Powder Horn Special Order Form in the appendix):

Powder Horn Award, No. 4044

Powder Horn Participant Certificate, No. 33502

Powder Horn Staff Certificate, No. 33501

Lapel Pin, No. 4254

Belt Buckle, No. 613145

Powder Horn Pocket Notebook, No. 30279

Other special Powder Horn items may be ordered from BSA Supply Group. For special orders, visit <http://www.scoutstuff.org>. Keep expenses to a minimum. The course is not about the hardware.

Training Sessions

Each consultant and backup consultant should be provided with the relevant session outlines from this staff guide for their sessions. These session outlines contain specific session learning objectives, applicable BSA rules and regulations, certification requirements, and references.

Remind the consultants that each session has been designed to meet specific objectives and that all staff members and consultants have an obligation to the participants to provide them with the appropriate BSA techniques, rules, regulations, and certification standards. Also, the entire staff and all consultants must bear in mind that this is an experiential resource course, not a certification course for the participants. Our purpose is to help teens and young adults design and deliver an exciting outdoor program.

In the following section, guidelines for presentations are provided. Included are the scheduled times that the particular session is to be presented.

As an example, the staff guide includes a training session outline on how to plan outdoor activities. Session outlines are arranged in order by subject.

This section of the staff guide may be reproduced locally so that individual session information can be supplied to the consultants presenting the session. Note that these are guidelines to the consultants for the program they will deliver, not absolute requirements. While BSA safety standards and other procedures must be followed, the consultant should be given leeway to deliver exciting content as fits his or her expertise. The overall message to consultants is to stress the goal of exciting the participants about their activity and to provide resources for units to do these activities at home after the course is over.

Backpacking

Summary

The goal of this session is to motivate the participants to go backpacking as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as it fits your consultant's expertise. The overall message to participants is to stress the fun nature of your activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. List 10 items that are essential to carry on any overnight backpacking trek, and explain why each item is necessary.
2. Describe ways one can limit the weight and bulk carried without jeopardizing health and safety.
3. Describe environmental considerations that are important for backpacking and ways to lessen their impact on the environment.
4. Describe symptoms, prevention, and treatment for first-aid situations most likely to occur on a backpacking trek.
5. Plan a backpacking trek.

Equipment Needed for Session

Latest backpacking equipment to support the session outline

Procedure

This could be a lecture or demonstration session with the opportunity for participants to share their experiences if time is available.

Session Outline

- Explain why physical fitness is an important part of backpacking.
- Display several types of packs, including external and internal frames. Explain the differences and the types of treks for which each is suitable.
- Display a properly packed backpack with at least 10 essential items. Include personal gear and the gear you might carry if you were on a trek with one other person. Explain why and where in the pack each item was packed. Discuss weight issues and the location of items to distribute the weight for ease of carrying.
- Explain items needed for a backpacking trek. Include a clean-up kit, cook kit, and first-aid kit. The display should include various types of backpacking stoves and fuel; personal and group first-aid kits and survival items; and filters, tablets, and drops for treating water.
- Have a display showing several types of tents and sleeping bags. Explain the pros, cons, and appropriateness of each.

- Explain the benefits of layering for protection from heat and cold. This is a great opportunity for a store to send examples of equipment, including clothes and footwear. The store could also supply stoves, tents, etc.
- Describe symptoms, prevention and treatment for first-aid situations that might occur on a backpacking trek, as well as resources for wilderness first-aid training.

References

Fieldbook, No. 33104

The Backpacker's Field Manual, Rick Curtis

Boy Scout Handbook, No. 33229

New Wilderness Handbook, Paul Petzoldt

Passport to High Adventure, No. 34245

Walking Softly in the Wilderness, John Hart

Local and national resources provided by instructor

Cave Exploring

Summary

The goal of this session is to motivate the participants to try cave exploring, with a proper guide, as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

- Explain the different type of caves.
- Tie four knots used in caving.
- List items needed in a personal cave pack.
- Explain the standard map symbols used on a three-dimensional cave map.

Equipment

- Examples of different type of ropes used in caving
- Examples of rope usage logs
- Caving maps
- Photos (or video) of different kinds of caves
- Examples of personal gear, including helmets, light, backup lights, and cave packs
- Examples of rappelling and ascending devices
- Tabletop display on cave exploring

Procedure

Discussion followed by hands-on practice. Participants could, at a minimum, simulate a cave descent and ascent using BSA-approved climbing procedures. A good caving video is helpful.

Caves can be dangerous if you are not properly trained or equipped. Cave safety tips include:

- Join an experienced group for proper training and safe caving.
- Never go caving alone. At least three cavers are a minimum.
- Always carry three sources of light.
- Don't attempt caves beyond your ability.
- Use proper gear, including a properly fitted helmet and suitable clothes.
- Leave word with family or friends about your trip plan, including the cave location and expected return time.
- Always use the safer alternative when you have an option.

Session Outline

- Discuss and show pictures or video of different types of caves.
- Discuss and demonstrate equipment used in caving (lights, packs, ropes, etc.).
- Demonstrate knots used in caving, followed by hands-on trial by participants.
- Demonstrate rappelling and belaying techniques (this could be done as part of COPE sessions).
- Take a short caving trip if possible.

Resources

Boston Grotto Guide to SRT, Kevin W. Harris

Boy Scout Handbook, No. 33229

Cave Exploration, No. 430-102

Caving Basics, Tom Rea, et. al., National Speological Society

Fieldbook, No. 33104

Oxford University Cave Club Expedition Rescue Guide, Gavin Lowe

Topping Out: A BSA Climbing/Rappelling Manual, No. 32007

Local and national resources provided by instructor

Conservation

Summary

The goal of this session is to motivate the participants to undertake a conservation project as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to:

1. Know how to help plan, lead, and complete a significant conservation project.
2. Be familiar with the requirements for the BSA's William T. Hornaday Awards.
3. Be familiar with the requirements for the World Conservation Award.
4. Know how to identify local conservation professionals to serve as advisers on projects and awards.

Equipment

- Tools needed for sample project descriptions
- William T. Hornaday and World Conservation award information

Procedure

Lecture presentation, discussion, or demonstration led by a conservationist or other land management professional.

Session Outline

- Review the various conservation awards available to Scouts, including the William T. Hornaday and World Conservation awards.
- Review USDA Forest Service or other land management agency conservation project examples.
- Brainstorm a list of projects and ways to complete the selected projects.
- Make a written plan.

Resources

Conservation Good Turn flier

The TRAIL Boss Manual, No. 21-376

Tread Lightly Inc.

Venturing World Conservation Award Application, No. 25-440, No. 00152 (patch)

William T. Hornaday Award flier, No. 430-398

Local and national resources provided by instructor

Challenge Events/Project COPE

Summary

The goal of this session is to motivate the participants to experience team-building events as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

Note: High-element preparation requires more time than is normally available on a Powder Horn course.

As a result of this session, each participant should be able to:

1. Understand the principles of processing skills.
2. Understand the five stages of group development.
3. Understand the need for proper sequencing.
4. Understand the purpose of Project COPE.

Procedure

A Project COPE director should teach this session with help from Project COPE instructors as needed. Have the group participate in low-element exercises on the Project COPE course.

Session Outline

- Discuss the purpose of low initiatives and low elements.
- Discuss how to become a Project COPE director and instructor.
- Describe safety procedures.
- Discuss what should happen prior to and during the program.
- Discuss the opening and closing sessions.
- Discuss the role and characteristics of the facilitator.
- Explain what processing is and what skills are needed.
- Describe the five stages of group development.

Resources

Association for Experiential Education, Boulder, CO

Climb On Safely, No. 430-099

Cowstails and Cobras II, Karl Rohnke, Project Adventure

Outdoor Instructor Climbing/Rappelling, No. 33036

Project Adventure Ropes Course Safety Manual, Project Adventure, Hamilton, MA

Project COPE, No. 34371

The New Games Book, Andrew Fluegelman

Topping Out: A BSA Climbing/Rappelling Manual, No. 32007

Venturing Advisor Guidebook, No. 34655

Cycling/Mountain Biking

Summary

The goal of this session is to motivate the participants to go cycling as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

This session can be split into two sessions: road biking and mountain biking.

Learning Objectives

As a result of this session, each participant should be able to

1. Know the differences of types of cycling (e.g., touring and mountain biking).
2. Know the laws governing biking in your state.
3. Explain safety rules and gear for your preferred bike.
4. Demonstrate proper first aid for a head injury.
5. Know the International Mountain Biking Association (IMBA) rules for the trails.
6. Make a bike tool and repair kit and be able to demonstrate the use of each tool.
7. Know how to plan a trip and record it in a journal.
8. Know what clothing will improve the comfort of your ride.

Equipment

- State laws on cycling
- A variety of bicycles and cycles
- Chain rivet tool, small slot head screwdriver, assorted wrenches, tire levers, standard pliers
- Tube patch kit and pump
- Maps
- IMBA rules
- Personal gear (gloves, padded shorts, windbreakers, helmets, etc.)

Procedure

If possible, have enough bicycles for each participant to try for a short distance. Set up a short course. Be sure to have sufficient helmet sizes to ensure that you have one that fits each person riding.

Session Outline

- Demonstrate various bicycles and discuss their uses.
- Demonstrate proper bike maintenance both at home and on the trail.
- Show bicycle safety equipment.
- Show proper bike clothing.

- Discuss bicycle safety rules.
- Discuss first aid applicable to bicycling accident situations.
- Demonstrate how to drive a bike (gear shifting, etc.).
- Allow participants to take a short ride.
- Discuss trail etiquette and Leave No Trace principles.

Resources

Basic Essentials of Mountain Biking, Michael Strassman

Fieldbook, No. 33104

Venturing Awards and Requirements, No. 34784

Emergency Preparedness

Summary

The goal of this session is to inform the participants of search-and-rescue techniques, as well as possible emergency situations where they may be required to assist. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the nature of the activity and to provide resources for units to practice these skills and get more information at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to:

1. Have a better understanding about how much preparation is needed in emergency situations.
2. Participate in an example emergency situation.
3. Understand what individual needs are for emergency preparedness.
4. Develop a solution for emergency situations using different teaching scenarios related to emergencies in outdoor activities.

Equipment

- First-aid kit (personal and crew)
- Backboard and CVC
- Rescue bag
- Other resources, depending on situation

Have an Explorer post or other outside group stage a surprise emergency scenario during the training session.

Example scenarios:

Car wreck	Fall from a horse	Stove fire
Shooting accident	Search-and-rescue situation	Boating accident
Swimming incident	Climbing or rappelling accident	Skiing situation
Scuba incident	Caving accident	

Remember, safety is always the first consideration for this session. Sufficient staff members should attend this session to help with the safety aspects of the scenario.

Session Outline

The participants are informed about various first-responder groups. Explain how to:

- Safely respond to the accident scene.
- Triage the situation and decide how to handle the emergency.

- Perform first-responder services such as emergency first aid, victim extraction, emergency services notification, and victim transportation.
- At end of the exercise, hold a debriefing and reflect on how the exercise was handled.

Resources

American Red Cross Wilderness First Aid Basics Manual

First Aid for Colleges and Universities

American Heart Association

Wilderness Medicine Institute

Local EMT courses

Local and national resources provided by instructor

Expedition Planning

Summary

The goal of this session is to motivate the participants to consider and properly plan an expedition as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session each participant should be able to

1. Develop a risk management plan for their unit activities.
2. Know the principles of trip and activity planning.
3. Know the Boy Scouts of America regulations and safety procedures.
4. Understand the equipment and training needs for Scouting activities.

Equipment

- *Passport to High Adventure* for each crew
- Tour plans for each crew
- Flipchart pads (or newsprint) and markers

Procedure

Lecture or demonstration followed by a hands-on planning exercise.

Session Outline

- I. Presentation of basic principles of expedition planning
- II. Participation qualification
 - A. Boy Scouts
 - B. Venturers
 - C. Adult participation
 - D. Support personnel
- III. BSA Regulations
 - A. Guide to Safe Scouting
 - B. Climb On Safely
 - C. Hazardous Weather
 - D. Safe Swim Defense
 - E. Safety Afloat

- IV. Trip planning
 - A. Where to go
 - B. Itinerary planning
 - C. Training activities
 - D. Food
 - E. Activities
 - F. Transportation
 - G. Equipment
 - H. Permits
 - I. Budget
 - J. Insurance
 - K. Backdating the plan
- V. Risk Management
 - A. Health and medical examinations
 - B. Getting in shape
 - C. Certifications
 - D. Skills and practices
 - E. Trek Safety
- VI. Leave No Trace requirements

Have each group plan a five-day trip in detail using Boy Scouting and Venturing outdoor skills. After five minutes of planning time, have each group report on their trip to the entire group for comments and suggestions.

Resources

Fieldbook, No. 33104

Passport to High Adventure, No. 34245

Tour and Activity Plan, No. 680-014

Venturing Advisor Guidebook No. 34655

Local and national resources provided by instructor

Wilderness First Aid

Summary

The goal of this session is to motivate the participants to get additional wilderness first aid training as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Have a basic understanding of the need for wilderness first aid.
2. Know what equipment is needed in a first-aid kit (personal and crew size).
3. Explain the rule of three.
4. Have a basic knowledge of the *Guide to Safe Scouting*.
5. Prepare an emergency evacuation plan.
6. Know where to find information to complete the first-aid requirements and know what to do when help is delayed (from Wilderness First Aid Basic).

Equipment

- Unit first-aid kit
- Personal first-aid kit
- *Guide to Safe Scouting*
- NOLS and ARC Wilderness First Aid handbooks
- EMT or paramedic bag
- American Red Cross Health and Safety Services' first-aid/CPR/AED catalog

Procedure

Lecture, discussion, and then hands-on practice

Session Outline

- I. Introduction
- II. *Guide to Safe Scouting*
- III. Discussion of potentially hazardous situations
- IV. Risk associated with outdoor activities in a wilderness environment
- V. Safety considerations (Be Prepared)

- VI. First-aid course
 - a. American Red Cross Wilderness First Aid Basic
 - b. American Red Cross First Aid, Responding to Emergencies
 - c. American Red Cross Emergency Response
 - d. EMT Basic
- VII. First-aid kits
 - a. Personnel first-aid kit
 - b. Crew first-aid kit
- VIII. Emergency evacuation plan
- IX. Hands-on role-play

Resources

American Red Cross Standard First Aid Handbook/Community First Aid Course

American Red Cross Text, *Emergency Response*, Mosby

American Red Cross Text, *First Aid—Responding to Emergencies*, Mosby

American Red Cross Wilderness First Aid Basic

Backcountry First Aid and Extended Care, Buck Tilton

Camping and Wilderness Survival, Paul Tawrell

A Comprehensive Guide to Wilderness and Travel Medicine, Eric A. Weiss, M.D.

NSC Wilderness First Aid Manual

The NOLS Wilderness First Aid Handbook

Outdoor Emergency Medical Guide, Mosby

Wilderness First Aid, Wilderness First Responder, Avalanche Safety (Appalachian Mountain Club)

Wilderness Medicine, William Forgey, M.D.

Local and national resources provided by instructor

Medical kits

Equestrian

Summary

The goal of this session is to motivate the participants to go horseback riding as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Name the three distinct American riding styles.
2. Name the various articles of tack used in riding.
3. Demonstrate how to properly saddle and bridle a horse.
4. Demonstrate how to properly mount and ride a horse.
5. Know how to properly care for and feed a horse.
6. Know the reasons to use different breeds for work and recreation.

Equipment

- Horses
- Various saddles
- Saddle blankets
- Various bridles
- Various tack
- Proper riding clothing and boots
- Pictures of proper attire for various styles of riding
- Combs, brushes, etc.
- Tabletop display on equestrian resources

Procedure

- Have an experienced horse person present this session.
- Lecture and demonstration, followed by hands-on experience.
- Discuss riding styles and various competitions in those styles.
- Hands-on riding experience.

Session Outline

- Discuss three American riding styles.
- Show pictures or actual clothing for the different styles.
- Demonstrate saddling and bridling.

- Demonstrate mounting and dismounting a horse.
- Participant riding.
- Remove tack and demonstrate equipment and horse care.

References

Horse Gaits, Balance, and Movement, Susan Harris

Hunter Seat Equitation, George H. Harris

Sports Organizations

Harness Horse Youth Foundation

16575 Carey Road

Westfield, IN 46074

Website: <http://www.hhyf.org>

United States Eventing Association

525 Old Waterford Road, NW

Leesburg, VA 20176

Website: <http://www.useventing.com>

Fishing

Summary

The goal of this session is to motivate the participants to go fishing as a unit activity. Sport fishing and/or fly-fishing may be presented together or as separate activities. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objective

As a result of this session, each participant should be able to

1. Know freshwater and saltwater fishing laws, regulations, and licensing requirements in their state.
2. Know and understand different fishing techniques and required equipment.
3. Determine where different varieties of water are located.
4. Tell where the most popular game fish and any protected fish are found in their state.
5. Know the four main types of fishing equipment and their use.
6. Tie different fishing knots.
7. Recognize safety situations that one may encounter while fishing.
8. Tie fishing flies.

Equipment

- State and local fishing maps, fishing laws, and regulation books
- Slides of different fish in the area
- Four type of fishing equipment (spin cast, spinning, bait cast, and fly) and information on this equipment
- Rods and reels
- Fly-tying equipment and materials
- Assorted sample premade flies
- Assorted fishing lures
- Tabletop display on fishing

Procedure

- Have a game warden, sporting goods person, avid fisherman (contact through an anglers club), or guide come to the session and bring the equipment and materials needed.
- A tabletop display should be set up before the session starts. The slides and video can be shown as participants arrive. Hand out literature before to avoid interrupting the class.
- Provide hands-on activities. (Fly casting with a fly rod and fly-tying work well and are popular with teens.)

Session Outline

- Introduce species of fish found in state fresh and saltwater.
- Review rules and regulations.
- Discuss water varieties and locations.
- Introduce fishing equipment using dry land or water targets for casting practice.
- Review lure and fly types.
- Demonstrate different fishing knots.
- Discuss fishing safety.
- Demonstrate fly-tying and equipment.

Resources

Fieldbook, No. 33104

The Orvis Guide to Beginning Fly Fishing: 101 Tips for the Absolute Beginner

Venturing Advisor Guidebook, No. 34655

Local and national resources provided by instructor

Hunting

Summary

The goal of this session is to motivate the participants to go hunting as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Know more about hunter education and where to take the class.
2. Know more about bow hunter education and where to take the course.
3. Know more about muzzle loader education course and where to take the course.
4. Learn about careers associated with hunting and wildlife management.
5. Know where you can hunt in your state and obtain information on rules, regulations, and licensing.

Equipment

- Videos/slides on hunter education
- State hunting rules and regulation books
- State hunter education literature
- NRA literature
- Guns, ammunition, bows, arrows, traps, etc.
- Tabletop display on hunter education resources

Procedure

Slides and videos can be shown while participants are coming into the room.

- Slides
- Discussion on how teens can support hunter education or where they can go after hunter education
- Hands-on demonstrations with guns, bows, etc.
- Range time

Session Outline

- Presentation on hunter education
- Presentation on bow hunter education
- Presentation on muzzle loader education
- Presentation on state rules and regulations on hunting
- Presentation on hunting areas in the region

References

- National Shooting Sports Scholastic Clay Target Program Guide
- National Shooting Sports Scholastic Rifle Program Guide
- NRA Shooting Sports Camp Planning Guide
- Local and national resources provided by instructor
- National Bowhunter Education Association resources
- National Muzzle Loading Rifle Association resources
- NRA literature and approved videos
- State wildlife agency hunter education program
- State wildlife agency hunting regulations

Orienteering

Summary

The goal of this session is to motivate the participants to go orienteering as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Identify and explain topographical map symbols.
2. Explain contour lines.
3. Demonstrate how a compass works.

Equipment

- Topographic map of camp area
- Compass
- Pre-laid orienteering course with control points (GPS)
- Control point markers and punches
- Control point log forms and description sheets
- Tabletop display on land navigation resources

Procedure

Short presentation on techniques followed by hands-on experience in compass and map work.

Session Outline

- Review or teach the use of a compass.
- Headings
 - Sighting and traveling with compass
 - Deviation
- Explain how different types of compasses are used to shoot bearings.
- On a topographic map, identify map symbols and their corresponding physical ground feature.
- Teach participants how to orient the map using a compass. Explain magnetic versus true north.
- Allow participants to run an orienteering course using map and control point listings.

References

Contact the Brunton Co. for a full compass and GPS training kit: 620 East Monroe Ave., Riverton, WY 82501, 307-856-6559; or email support@brunton.com.

The Backpacker's Field Manual, Rick Curtis

Fieldbook, No. 33104, Boy Scouts of America

Finding Your Way with Map and Compass, John Disley

Outward Bound Map and Compass Handbook

Local and national resources provided by instructor

Geocaching

Summary

The goal of this session is to motivate the participants to go geocaching as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Understand how the global positioning system (GPS) works.
2. Know how to use a GPS receiver to locate their position on the ground (or water), and identify that location on a topographical map or navigation chart.
3. Demonstrate finding a position (waypoint) using a GPS receiver.

Equipment

- GPS receiver and batteries
- Topographical map and/or navigation chart of the area
- Pre-laid orienteering course
- Tabletop presentation on land navigation

Procedure

- Present how GPS works and how to use a GPS receiver.
- Provide hands-on experience using the GPS receiver.

Session Outline

- How the GPS works.
 - Satellite fleet
 - Timing determination by GPS receiver
 - Position determination with three satellites
 - Altitude determination with four satellites
 - Position and altitude determination 50-foot accuracy
 - UTM map coordinate system
 - Datum meaning and usage
- How to operate a GPS receiver.
 - Taking a bearing—must be moving
 - Measuring location and altitude
 - How to set way points

- Mapping your course
- Using the receiver in the field (tree cover, etc.)
- Measurements improve with measurement time

References

Contact the Brunton Co. for a full compass and GPS training kit: 620 East Monroe Ave., Riverton, WY 82501, 307-856-6559; or email support@brunton.com.

Manual for GPS receiver used in course

GPS Made Easy, Lawrence Letham

Astronomy

Summary

The goal of this session is to motivate the participants to appreciate the night sky as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Understand how the star fields in the sky move with respect to the Earth.
2. Find the major constellations in their hemisphere.
3. Locate the direction north from the constellations.
4. Know where to obtain astronomy tools such as observatory software.
5. Be able to identify the planets and major stars.

Equipment

- Telescopes for viewing planets and stars
- Notebook computer with a planetarium program, such as The Sky, Skyglobe, etc.
- Planisphere quick star reference device and star charts
- A finder chart generated for the date and time of this session (copies for each participant)

Procedure

Lecture and demonstration, followed by hands-on star observation.

Session Outline

- Discuss the relative motions of the stars and constellations with date and time.
- Demonstrate this effect using a planetarium program and notebook computer
- Demonstrate the following, using the finder chart:
 - How to locate constellations in the sky.
 - How to locate pole star, other major stars, and the planets.
 - How to locate the direction north from the stars.
- In the field, use the telescope to view stars, planets, and other items (galaxies and star clusters).
- Later, during an overnight adventure, find the direction north and review the constellations and their relationships to one another.

References

Norton's 2000.0 Star Atlas and Reference Handbook, Ian Ridpath

The Backyard Astronomers Guide, Terence Dickinson and Alan Dyer

The Miller Planisphere

The Monthly Sky Guide, Ian Ridpath and Wil Tirion

Local and national resources provided by instructor

Leave No Trace

Summary

The goal of this session is to motivate the participants to practice Leave No Trace on every unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Explain the principles of Leave No Trace, comparing backcountry and frontcountry principles.
2. Make a layout of a typical crew campsite showing cooking spots, dining fly, latrine, and tents.
3. Explain how and why surface vegetation and durability, weather, season, and water supply are considered when choosing a site.
4. Explain what care to take with regard to safe water, sanitary facility, and emergencies.
5. Learn to plan and prepare for an overnight campout back home.
6. Describe the right way to protect your camp (including food and gear) against animals, insects, and wet or bad weather.

Equipment

- Model campsite (optional)
- Tents (different styles)
- Backpacking stoves (liquid fuel and bottled gas)
- Rope
- Knife and saw
- Cooking equipment
- Clothing for all seasons (layered)

Procedure

The lecture and discussion can be performed at a model campsite.

Session Outline

Backcountry principles of Leave No Trace:

1. **Plan ahead and prepare.**
 - Group goals, skills, and abilities
 - Knowledge of your destination
 - Equipment and clothing
 - Activities
 - Weather, terrain, and regulations

- Group size and food consumption
- Benefits of good meal planning
- One pot-meals and food repackaging

2. Camp and travel on durable surfaces

- Choosing a campsite in high-use areas
- Camping in undisturbed, remote areas
- Camping in arid land
- Camping in river corridors
- Travel on trails: concentrate activities in heavily used areas
- Travel off-trail: Spread use and impact in pristine areas
- Surface durability:
 - Rock, sand, and gravel
 - Ice and snow
 - Vegetation
 - Cryptobiotic crust
 - Desert
 - Puddles and mud holes

3. Pack it in, pack it out

- What you pack in, you pack out
- Trash/litter management plan
- Special consideration for bear country
- “How long does it last?”

4. Leave what you find

- Minimize site alterations
- Avoid damaging live trees and plants
- Leave natural objects and cultural artifacts

5. Minimize campfire use

- Fires versus stoves
- Should you build a fire?
- Lessening impacts when campfires are used
 - Existing fire rings
 - Mound fire
 - Fire pans
 - Firewood and cleanup
 - Safety

6. Respect wildlife

- Quick movements and loud noises
- Observe from afar
- Store food securely
- “You are too close if an animal alters its normal activities.”

7. Respect others

- Travel and camp in small groups
- Keep noise down
- Camp away from other groups
- Respect private property

References

Fieldbook, No. 33104

Leave No Trace Trainer Course Manual, No.430-015

Leave No Trace, 1830 17th Street, Suite 100, Boulder, CO 80302; <http://www.lnt.org/>

Passport to High Adventure, No. 34245

The Principles of Leave No Trace, No. 430-105

Local and national resources provided by instructor

Climbing/Rappelling

Summary

The goal of this session is to motivate the participants to try climbing and/or rappelling, with proper supervision, as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Explain the difference between bouldering and technical climbing.
2. Explain the classification and grades of climbing difficulty.
3. Relate terminology and communication techniques used in rappelling.
4. Tie the proper knots used in rappelling.
5. Describe different types of setups and hardware.
6. Describe types of approved ropes for climbing and proper care and storage.
7. Correctly put on and teach others how to put on at least two harnesses.
8. Understand the need for rescue bags and first aid equipment.

Equipment

- Approved UIAA rope, safety helmets, seat harnesses, locking carabineer, figure-eight (See detailed Participant Course Equipment list in appendix.)
- Tabletop display on mountaineering

Procedure

Short lecture with a demonstration, followed by a hands-on experience for participants.

Session Outline

- Hardware setups
 - Types of setups and hardware
 - Safety considerations
- Rope
 - Types of approved ropes for climbing, descending, and caving
- Safety considerations
 - Rope usage logs
 - Inspection
- Storage
- Helmets (UIAA-approved)

- Harness/seats and slings
- Anchors
 - Natural anchors
 - Artificial anchors
- Belays
 - Top belay
 - Bottom belay
 - Self-belay
- General safety
 - Before a rappel
 - During rappel
- Terminology and communications
- First-aid and emergency evacuation plan

Resources

Climb On Safely, No. 430-099

Passport to High Adventure, No. 34245

Topping Out: A BSA Climbing/Rappelling Manual, No. 32007

Boy Scout Handbook, No. 33229

Fieldbook, No 33104

Project COPE, No. 34371

Project COPE and Climbing/Rappelling National Standards, No. 430-008.

Local and national resources provided by instructor

Outdoor Living History

Summary

The goal of this session is to motivate the participants to experience an outdoor living history event as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Gain more knowledge about a historical culture or time period.
2. Know where to get information on how to make an outfit that represents a person or type of person from that culture.
3. Learn how to find information on constructing a working tool or weapon out of authentic materials from that time period.

Equipment

- Pictures of costumes of different cultures
- Examples of different tools and weapons from several cultures
- Books (references) of different time periods
- Slides and videos

Procedure

Have a group put on a reenactment from a certain time period in authentic costume. Then talk about what happened. Or go to a museum or archaeological dig and then discuss what everyone saw. Another option would be to have staff work in period costume.

Session Outline

- Introduction
- Field trip or reenactment group
- Discussion of costume, period of time in history, weapons, or tools
- Question and answer time
- Discuss how you can use what you learned in your own outdoor cultural experience with your crew

Resources

Local and national resources provided by instructor

Plants and Wildlife/Ecology

Summary

The goal of this session is to motivate the participants to appreciate nature while on any unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Discuss the various conditions and seasons of the year as to how they relate to a specific plant or animal species.
2. Understand the interaction of various species.
3. Understand how to carry out a project to benefit plants and wildlife.
4. Explain basic natural systems, cycles, and changes over time and how they are evidenced in a watershed.
5. Know four basic elements, land use patterns, different species, and how they change over time.
6. Describe four environmental study areas where you live.
7. Know how to carry out an ecological investigation in an area where you live.
8. Know how to contact a natural resource professional.
9. Know how to document your findings.

Equipment

- Books, pictures, videos, or slides of various plants and wildlife in the region
- Dried and living specimens
- Plaster castings of plants and animal prints
- USDA Forest Service material
- Maps
- Natural resource professional

Procedure

- Lecture, discussion, brainstorming, and hands-on experience
- Lead a discussion of plants and wildlife indigenous to the area. Discuss any species that may be endangered or extinct. Conduct a hands-on examination of plant and wildlife materials.

Session Outline

- Discuss indigenous plants and wildlife.
- Demonstrate making plaster casts, rubbings, etc. of tracks or prints.

- Take a nature hike or have an arranged trail for the participants.
- “You are a visitor in the wild habitat; don’t intervene.”
- Conduct a conservation education game that demonstrates the various natural cycles or the dependency of species on one another.

References

Boy Scout Handbook, No. 33229

Fieldbook, No. 33104

Ecosystem Matters, USDA Forest Service

Investigating Your Environment, USDA Forest Service (may be found online at National Park Service, <http://science.nature.nps.gov/im/inventory/spplists>)

Outdoor Action Guide to Animal Tracking, Rick Curtis

Outdoor Action Guide to Nature Observation and Stalking (Outdoor Action guides may be found online at <http://www.princeton.edu/oa>)

Pre-K–8 Environmental Education Activity Guide, Project Learning Tree

Project WET K–12 Curriculum and Activity Guide

Local and national resources provided by instructor

Scuba and/or Snorkeling

Summary

The goal of this session is to motivate the participants to scuba and/or snorkel as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Note: Any scuba session is to be taught by a certified scuba instructor.

Learning Objectives

As a result of this session, each participant should be able to

1. Experience Discover Scuba from the Professional Association of Diving Instructors (PADI) or a similar introductory scuba session.
2. Experience the sensation of breathing underwater.
3. Develop some knowledge of the underwater environment.
4. Decide whether to continue the certification process.
5. Understanding of safety issues.

Equipment

- Mask, fins, and snorkels
- Regulators and buoyancy compensators
- Weights and weight belts
- Tanks
- Diver tables and other interesting equipment
- "Discover Scuba" video, VCR or DVD player, TV set, and extension cord
- Tabletop display on scuba resources
- Scuba promotional materials

Procedure

Video and lecture with hands-on experience given by a PADI open-water scuba instructor.

Session Outline

- Greeting and welcome.
- Show PADI video.
- Discuss equipment and how it should fit.
- Proceed with session per instructions in PADI instruction manual.

Resources

“Discover Scuba” video, PADI

“Discover Snorkeling,” PADI

PADI Dive to Adventure Scholarship Program Application

Scuba training literature, PADI

Local and national resources provided by instructor

Shooting Sports

Summary

The goal of this session is to motivate the participants to try a variety of shooting sports as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Note: Only Venturers may fire pistols or large-bore rifles. If other youth are present, they will need to do a different activity at this time.

Learning Objectives

As a result of this session, each participant should be able to

1. Demonstrate safe handling and proficiency.
2. Explain the three primary shooting safety rules.
3. Explain the range commands.
4. Explain differences in air rifle, muzzleloading rifle, and small-bore rifle.
5. Explain difference in recurve and compound bow.
6. Explain safe sports shooting range designs.

Equipment

- Air rifle/air pistol
- 6 CO₂ air rifles (.177 caliber)
- 6 CO₂ air pistols (.177 caliber)
- CO₂ powerlets—two per student (one rifle/one pistol)
- .177 Pellets—60 per student
- Airgun targets—three per student (rifle) 33feet (10 meters), three per student (pistol) TQ7 21 feet
- Safety glasses—one pair per student
- Hearing protection—one set (disposable) per student

Shotgun

- 6-, 12- or 20-gauge shotguns
- 12- or 20-gauge shotgun shells—10 per student
- White Flyer clay birds—12 per student

Small-bore rifle

- 6 small-bore rifles (.22 caliber) single-shot bolt-action
- .22 long rifle cartridges (standard velocity)—20 per student
- Target—two per student A17 (50 feet)

Muzzleloading

- Six muzzleloading rifles (50 caliber) caplock
- Target—one per student M02406 (from NHLRA)
- Six powder measures (rifle)
- Six work rods (rifle)
- Six ball starters
- Six jags—50 caliber
- Six patch pullers (worms)
- Six nipple wrenches
- .490 diameter round balls—four per student
- 50 caliber pre-lubricated patches—four per student
- No. 11 percussion caps—four per student
- 3 lbs.—RS grade Pyrodex powder
- Six 50 caliber ball pullers
- Three Pyrodex pouring spouts
- Six bottles cleaning solvent
- Six tubes lubricant
- 200, 2 1/2" cleaning patches
- Six cans—light gun oil

Archery

- 4 target backs
- 20 targets
- Eight arm guards
- Eight finger tabs or gloves
- 10 longbows
- 10 compound bows
- 100 arrows

Procedure

Lecture and discussion followed by range time for the participants.

Session Outline

- Types of firearms or bows
- Parts of rifle, pistol, or parts of bow

- Safe handling and primary safety rules
- Types of firearms or bows
- Range procedures and commands
- Sequence of firing the shot
- Shooting positions
- Firing the first shot

Training Note

You may use the NRA First Steps training for your training requirement. The training can be done as a general session or by crew. It usually takes one and a half to two hours, depending on the instructor.

References

National Archery Association

One Olympic Plaza
 Colorado Springs, CO 80909
 719-578-1576
 Website: <http://www.wheretoshoot.org>

Civilian Marksmanship Program

P.O. Box 576
 Port Clinton, OH 43452
 Website: <http://www.odcmp.com>

Crossman Corporation

Routes 5 and 20
 East Bloomfield, NY 14443

National Archery Association

One Olympic Plaza
 Colorado Springs, CO 80909

National Rifle Association (BEST)

11250 Waples Mill Road
 Fairfax, VA 22030
 Instructor Locator: 703-267-1430
 Education and Training: 703-267-1431
 Instruction Books: 800-336-7402
 State Associations: 703-267-1000

Venturing Outstanding Shooting Sports Achievement Award application, No. 25-886

Local and national resources provided by instructor

Canoeing/Kayaking

Summary

The goal of this session is to motivate the participants to try any of a variety of boating activities as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits your consultant's expertise. The overall message to participants is to stress the fun nature of your activity, and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Name and point out the major parts of a canoe and kayak.
2. Know terminology.
3. Demonstrate the strokes for paddling a canoe and kayak.
4. Plan a canoe trip.
5. Know the BSA's Safety Afloat policy.
6. Demonstrate kneeling and sitting positions in a canoe.

Equipment

- Kayak
- Canoes
- Paddles
- Life jackets
- Tabletop display on canoeing and kayaking

Procedure

Short lecture with demonstration, followed by a hands-on experience for the participants.

Note: Safety Afloat should be completed before holding the hands-on portion of this session.

Session Outline

- Introduction
- Safety Afloat
- Equipment
- Parts of a canoe and kayak
- Paddles
- Life jackets
- Carrying yokes

- Bailers
- Waterproof containers
- Rescue rope
- Types of canoe and kayaks and their care
- Canoe and kayak specifications
 - Lake canoes
 - Wilderness canoes
 - River canoes
 - K-class kayaks
 - Materials
- Care of canoes and kayaks
- Causes of boating damage
- Canoe and kayak repair
- Canoe and kayak storage
- Handling the canoe
 - J stroke
 - Forward stroke
 - Draw stroke
 - Pry-away stroke
 - Push-away stroke
 - Cross-draw stroke
 - Reverse and forward sweep strokes
 - Back-stroke
 - Turning strokes
 - Inside and outside pivot
- Handling the kayak
 - Forward stroke
 - Reverse stroke
 - Sweep stroke
 - Reverse stroke
 - Draw stroke
 - Duffek stroke
 - Low brace
 - High brace

- Exiting from the kayak
- Barrel and Eskimo rolls
- Launching methods
- Landing
- On the water

Resources

Canoeing, American Red Cross

Fieldbook, No. 33104

National Instruction Program and On-Water Safety Curriculum,
American Canoe Association

Passport to High Adventure, No. 34245

American Red Cross Water Skills Course

Local and national resources provided by instructor

Small-Boat Sailing/Sailboarding

Summary

The goal of this session is to motivate the participants to go sailing or sail boarding as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Name and point out the major parts of a sailboat and sailboard.
2. Know terminology.
3. Demonstrate how to sail a small boat (setting sails, trimming sails, tacking, etc.).
4. Plan a sailing trip.
5. Know the BSA's Safety Afloat policies.

Equipment

- Sailboat
- Sailboard
- Life jackets
- Tabletop display on sailing and sailboarding

Procedure

Short lecture with demonstration, followed by a hands-on experience for the participants.

Note: Safety Afloat should be completed before holding the hands-on portion of this session.

Session Outline

- Introduction
 - Safety Afloat policies of the Boy Scouts of America
- Typical sailboat and equipment
 - Vane
 - Masthead fitting
 - Tang
 - Spinnaker/spinnaker pole
 - Upper shroud/lower shroud

- Spreader
- Battens
- Jib/jib stay
- Mast halyard
- Mast/mast coat
- Masthead
- Boom
- Running backstay
- Downhaul
- Cabin trunk
- Chock
- Cleat
- Deck horse
- Block
- Mainsheet
- Centerboard
- Transom
- Rudder
- Keel
- Motor bracket
- Cleats
- Chain plates
- Fairlead
- Turnbuckles
- Anchor
- Life jackets
- Bailers
- Waterproof containers
- Rescue rope
- Types of sailboats and sailboards
- Sailboat/sailboard specifications
 - Materials
- Care of sailboats and sailboards
- Causes of boat damage

- Sailboat repair
- Sailboat storage
- Handling the sailboat
 - Launching methods
 - Landing
 - On the water
 - Setting sails
 - Trimming sails
 - Tacking
- Navigation
- Buoy recognition
- Radio telephone techniques
- Knot tying
- Weather

References

American Red Cross Water Skills Course

Basic Sailing, M. B. George

Fieldbook, No. 33104

Passport to High Adventure, No. 34245

Safety Afloat, No. 34368

Sailing for Beginners, Moulton M. Farnham

Sea Scout Manual, No. 33239

The Small Boat Sailor's Bible, Hervey Garrett Smith

Local and national resources provided by instructor

Wilderness Survival

Summary

The goal of this session is to motivate the participants to experience a wilderness survival practice exercise as a unit activity as well as to learn steps to prevent needing these skills. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Know how to write a risk management plan in accordance with BSA guidelines.
2. Describe personal hygiene methods and emergency first aid to be used in the wilderness.
3. Compile a small survival kit and be able to explain the inclusion of each item.
4. Describe five ways to attract attention when lost.
5. Describe ways to treat water.
6. Use and demonstrate survival knots and lashings.

Equipment

- Survival kits for demonstration
- Posters showing insects, reptiles, trees, shrubs, and edible plants
- Knot boards
- Rope
- Water treatment equipment
- Model survival campsite
- Tabletop display on wilderness survival

Procedure

- Lecture, discussion, then hands-on experience
- Walk-through of model campsite with hands-on demonstration
- Material handouts
- Suggested consultant may be SAR, USDA Forest Service, military, etc. personnel

Session Outline

- Elements of a model campsite, including:
 - Emergency first aid
 - Personal hygiene and emergency first aid for survival conditions
 - Survival kit

- Fire building for warmth and food
- Tinder bundle, bow drill, flint and steel, optical
- Staying found
 - Finding south with a watch
 - Finding south with stakes
 - Finding north in the night
 - Attracting attention for survival
 - Rule of three
- Shelter—various types
- Edible wild plants
- Animals for supplies and equipment
- Cooking without utensils
- Treating water
 - Emergency sources of water
 - Water in the desert
 - Getting water from the ground
- Clothing and supplies
- Stalking and trapping
- Ropes, knots, and lashings
- Weather
 - Warm and cold fronts
 - Cloud types
 - Wind shifts
 - Lightning
 - Local weather patterns

References

Clouds and Weather, Peterson's First Guides

Fieldbook, No. 33104

Outdoor Survival Skills, Larry Dean Olsen

SAS Wilderness Survival Handbook, Tom Wiseman

Survival Handbook, Bill Merrill

Tom Brown's Field Guide to Wilderness Survival, Tom Brown

Wilderness Handbook, Paul Petzoldt

Local and national resources provided by instructor

Winter Sports

Summary

The goal of this session is to motivate the participants to go skiing, cross-country skiing, and/or snowshoeing as a unit activity. While BSA safety standards and other procedures must be followed, you may deliver exciting content as fits the consultant's expertise. The overall message to participants is to stress the fun nature of the activity and to provide resources for units to do these activities at home after the course is over.

Learning Objectives

As a result of this session, each participant should be able to

1. Know and explain Wilderness Ethic, Leave No Trace, and Tread Lightly as they apply to winter sports.
2. Know the symptoms of hypothermia and the actions that must be taken when it occurs.
3. Know the difference between ski touring, ski mountaineering, and alpine skiing.
4. Know the proper clothing and equipment of a one-day ski tour.

Equipment

- Grass area or outdoor carpeting
- Cross-country skis, bindings
- Cross-country skiing shoes
- Snowshoes

Procedure

Lecture-discussion followed by a hands-on experience for participants.

Session Outline

- Wilderness Ethic, Leave No Trace, and Tread Lightly as it applies to winter sports
- Cross-country skiing etiquette
- Safety on ski tours
- Emergencies on the trail
 - Hypothermia
 - Avalanche dangers
 - Whiteouts
 - Frostbite
 - Snow blindness
 - Weather reading
- Cross-country equipment
 - Boots
 - Bindings

- Skis
- Poles
- Cross-country skiing skills
 - Glide step
 - Herringbone step
 - Snow plow
 - Side step
 - Polling
 - Turning
 - Telemark
- Skiing equipment
 - Boots
 - Bindings
 - Skis
 - Poles
- Preparing for touring

Winter camping concepts:

- Staying dry
 - Layers
 - Ventilation
 - Insulation
 - Wind chill
 - Caloric intake
 - Fluid intake
- Shelter
 - Tents
 - Snow caves
 - Igloo
- Special cooking considerations

References

The Cross-Country Ski Book, John Caldwell

Local and national resources provided by instructor

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Guidelines for Conducting Flag Ceremonies

Preparations

At the Day One Assembly, a staff color guard conducts the flag-raising ceremony, setting the tone and providing an appropriate model for subsequent flag ceremonies.

During the remainder of the course, the program team takes responsibility for the flag ceremony. That team will have had program responsibilities since the previous day's assembly; that should give them time to plan and practice the ceremony, and to obtain the appropriate historic flag from the quartermaster.

Procedure

The team leader directs, "Program team, raise the colors."

The leader of the program team takes charge, calling the members of the course to attention. The color guard approaches the flagpoles and attaches the flags for raising. The team leader asks the course members to make the appropriate Scout salute, then instructs the color guard to "Raise the colors."

The U.S. flag should be hoisted rapidly. As soon as it is at the top of the flagpole, the team leader commands "Two." State flags and flags of the Boy Scouts of America are also raised quickly. The program team leads the group in singing a patriotic song, then returns to its position in the assembly.

Powder Horn Course Participant Equipment List

(Should be modified for each course.)

Everything that you bring must be carried by you or in your backpack. Cars may not be taken to the campsites. Please leave excess jewelry at home.

Necessary Items for Each Person

If you want to share equipment with someone you know, you will both need to be together as you check in and we form crews.

- Annual Health and Medical Record, No. 34412. You must have this or you cannot participate in this training.
- One- or two-man tent and backpacking and ground cloth (if you use tents for the course)
- Sleeping bag suitable for season
- Foam pad
- Rain gear
- Toothbrush and toothpaste
- Towel, washcloth, and soap
- Two small flashlights with extra batteries
- Toilet paper
- 1/8-inch Nylon cord—25 feet
- Hiking boots
- Aqua shoes, tennis shoes, sandals, or moccasins
- Heavy socks and poly sock liners
- Swimsuit and large towel
- Clothing for seven days (please layer and be prepared for rain and wind)
- Knife, fork, spoon, cup, and plate. Most meals will be prepared and served by the cook crew.
- Suntan lotion
- Sunglasses
- Hat or cap
- Work gloves

- Water bottle (at least 1 liter)
- Folding camp chair
- Plenty of paper and pen/pencils for notes

Optional Items

- Songbook and musical instrument
- Bible/other religious books
- Camera and film
- Pillow
- Personal snacks
- Bear bag and line (if appropriate for the area)
- Small backpack or fanny pack
- GPS and compass

Powder Horn Special Needs Request Form

Do you have any special equipment size needs? (such as a climbing harness, PFD, etc. in extra small or large sizes). Please provide details.

Do you have any physical restrictions? Please identify restrictions.

Do you have any medications that need special handling such as refrigeration? Please identify handling need.

Do you have any dietary restrictions? Please identify.

Do you need to locate, borrow, or rent any personal equipment for the course?

Please return this form with your Personal Information Sheet to (Host council office address)

Sample Participant Invitation Letter

(Date)

Dear (Participant's name),

I would like to invite you to be part of the (council's, area's) high-adventure resources management course called Powder Horn on (dates) at (location).

Powder Horn is designed to expose Scouting adults and youth to activities and resources necessary to operate a successful outdoor/high-adventure program of a fun and challenging nature.

The course will be limited to 48 participants. Participant qualifications are:

- Must be a registered member of the BSA.
- Youth must be at least 14 or be in a Boy Scout troop or Venturing crew. Youth need to complete the unit leadership training for their program (Introduction to Leadership Skills for Troops or Crews, etc)
- Adults must have completed Venturing or Boy Scout leader-specific training prior to attending the Powder Horn Course. Venturers must have completed the Introduction to Leadership Skills for Crews course.
- To attend as a unit in a crew, you must supply at least six members of your unit and at least two adults to meet proper two-deep leadership requirements. Otherwise, unit members will be placed in appropriate crews.
- Receive a recommendation/approval from your council executive or designee for out-of-council participants.
- Be able to meet the physical requirements of the Annual Health and Medical Record, No. 680-001.

The participant fee for the course is \$(cost), which includes all meals, training materials, and program supplies. Participants must provide their own personal gear, including tentage for the Overnight Adventure. If you need more information, please call me at (phone number) or email me at (email address). You will have a GREAT experience!

Yours in Scouting,

(Name)

Powder Horn Course Director

Enclosures: Powder Horn Fact Sheet
Powder Horn Application

Sample Participant Application Letter and Fact Sheet

Powder Horn Outdoor Skills Resource Course

Powder Horn is a training opportunity designed as an action-packed, hands-on outdoor course to expose the BSA registered youth and adults to the resources necessary to operate a successful unit-level high-adventure program back in their home units.

Sample course sessions include (list what will be in your course): Backpacking, Cave Exploring, Conservation, Cycling, Emergency Preparedness, First Aid, Ecology, Equestrian, Expedition Planning, Fishing, Land Navigation, Leave No Trace Camping, Lifesaving, Mountaineering, Outdoor Living History, Physical Fitness, Plants and Wildlife, Project COPE, Scuba, Shooting Sports, Watercraft, and Wilderness Survival.

Course Requirements

The course will be limited to 48 participants. Participant qualifications are:

- Must be a registered member of the BSA.
- Youth must be at least 14 or be in a Boy Scout troop or Venturing crew. Youth need to complete the unit leadership training for their program (Introduction to Leadership Skills for Troops, Ships or Crews).
- Adults must have completed the leader-specific training for their position prior to attending the Powder Horn Course. Venturers must have completed the Introduction to Leadership Skills for Crews course.
- To attend as a unit in a crew, you must supply at least six members of your unit and at least two adults to meet proper two-deep leadership requirements. Otherwise, unit members will be placed in appropriate crews.
- Receive a recommendation/approval from your council executive or designee for out-of-council participants.
- Be able to meet the physical requirements of the Annual Health and Medical Record, No. 680-001.

Course Information

Location: (Location) (Date)

Participant Fee: \$(cost). This fee includes all meals, training materials, and program supplies.

A space can be reserved by completing a Powder Horn application and returning it to your council's service center with a \$75 nonrefundable (but transferable) deposit. The balance of the course fee (\$balance) is due no later than 30 days prior to the date of the course. Make checks payable to (council name), BSA.

It is important to note that this is a hands-on, intense, early morning to late-at-night schedule. A number of the activities will be held in the backcountry. Participants will need to have a current physical completed before participating in the course.

Sample Participant Acceptance Letter on BSA Letterhead

(Date)

Dear (Participant's name),

Congratulations on being recommended by your council and being selected to participate in the Powder Horn course. You are going to learn about a broad set of high-adventure activities that will help make your home unit program successful.

You will have fun and adventure at this Powder Horn, which we hope you will take back to your home unit and to the other leaders in your council. You will be challenged to use these skills to motivate both youth and adults and increase your self-confidence, as well as theirs.

Enclosed you will find the schedule for course. Please take a moment to review the schedule and fill in the Participant Information Sheet indicating your needs, and return it to us by (date).

Also attached is an equipment list of gear you will need to bring to the course. Remember, this is an outdoor program and will be held no matter what the weather holds for us, within a safe environment. Be prepared for cold, hot, or wet weather during the course.

The enclosed Annual Health and Medical Record, No. 680-001, must be completed and returned to me at least one week prior to the course. You will not be permitted to participate in the training without a completed medical form. The course is in the outdoors. Get in shape.

Please arrange to complete your appropriate online safety training through your local council prior to coming to the Powder Horn course (List courses relevant to your Powder Horn electives; be sure to include Youth Protection and Hazardous Weather). Due to time constraints, a makeup basic course will not be offered during your Powder Horn experience.

Your \$(cost) course fee must be received by the (area) office by (date). If you find that you cannot meet the obligations required for attendance or simply cannot attend, please let (training chair) in the (area) office (phone) know as soon as possible because there is a waiting list.

Please plan to report with your gear to the (Powder Horn course site) at (location), by (time) on (date).

You will receive other forms and information that will assist you as you prepare for this exciting experience. We are looking forward to working with you. Please let us know if there is anything we can do to help you. My number is (phone number) and my email address is (email address).

Sincerely,

(Course Director)

Powder Horn Course Director

Enclosures: Participant Information Sheet
 Special Needs Request Form
 Equipment List
 Annual Health and Medical Record, No. 680-001
 Schedule
 Travel Advisory

Sample Staff Invitation Letter on BSA Letterhead

(Should be modified for each course)

(Date)

(First Name) (Last Name)

(Address)

(City), (State) (Zip)

Dear (First name):

Congratulations! You are about to make history if you accept my invitation to serve as a staff member for the Powder Horn course. As you know, this course will be at (Powder Horn training site), (course date). The staff will need to arrive on (arrival date) by (time). You will also be required to attend the course staff development weekend on (date).

We would like to have you serve as (staff position) during the course.

The staff fee of \$(staff fee) is due by (date).

Participants will depart (day) morning, (date), but staff will need to close everything down and complete critiques and other paperwork. As a result, you should plan on leaving no sooner than (time) (day), (date). You may stay (day) night at (Powder Horn training site) or at a hotel.

I have enclosed the Annual Health and Medical Record, No. 680-001. I ask that you pay particular attention to this because it is required to participate, and you will notice that the requirements are pretty rigid. We will do a physical re-check; if you don't pass, you won't be allowed into the backcountry. We don't want that to happen; we need you. If you or your doctor feel you can't attend, please let me know as quickly as possible.

I couldn't begin to tell you how much preparation has already gone into this course, but it is a drop in the bucket compared to all that still must be done. You have been selected because you are the best of the best and have proven you can get it done.

I know we will all work extremely long and hard, but I also know this course will set the stage for thousands of Scouting participants to learning high-adventure skills and resources to support unit level programs. You will make a difference! If you have any questions, please feel free to contact me at (contact information).

(Course Director)

Powder Horn Course Director

Enclosures: Annual Health and Medical Record, No. 680-001
Travel Advisory Form
Staff Acceptance Form
Schedule

P.S. I encourage you to brush up on your first-aid skills. In high-adventure activities, safety and preparedness for accidents are always first considerations.

Sample Confirmation Letter to Consultants on BSA Letterhead

(Should be modified for each course)

(Date)

Dear (Consultant's name),

Thank you in advance for agreeing to help train the participants of our Powder Horn course.

I have enclosed with this letter a Consultant Information Sheet, which will explain our purpose for this course and how we would like you to be involved in its presentation. Also included is a possible session outlines and time frame for the particular demonstration, activity, or lecture that you will provide.

Also included is a Session Planning Sheet, which we would like for you to complete and return. This will tell us the actual content of your session and what logistical support we need to provide. I have also included the BSA standards that apply to your session and a copy of the session outline.

Lastly, we ask you to fill out the enclosed Consultant Status Report, which will tell us your housing and meal needs. If you plan to spend the night with us, we need to know so we can have a tent ready for you. You will need to bring your own sleeping bag. If you prefer to stay at (local motel), you can make your own reservations at (motel phone number). This is not a luxury motel, but it is adequate. Rooms are about \$(room price).

When you arrive to camp, please report to (Powder Horn Headquarters). (Enclose map or directions.)

If you have any questions or suggestions, please feel free to contact me at (phone number) or by email (email address).

Sincerely,

(Course Director)

Powder Horn Course Director

- Enclosures: Consultant Information Sheet
Session Outlines
Sample Three-Day Course Schedule
Session Planning Sheet
Consultant Status Report
Map to Powder Horn site
BSA Health and Safety Standards

Sample Consultant Thank-You Letter on BSA Letterhead

(Should be modified for each course)

(Date)

Dear (Consultant's name),

On behalf of the hundreds of thousands of Scouting youth and adults across the country, thank you for your help with our recent Powder Horn training course.

From the comments I have received from the course participants, your efforts had an effect that will be remembered for years and will have a positive impact on the young adults involved in the Scouting programs.

Again thank you. Your technical expertise was key to making this year's Powder Horn course an outstanding success. Without your help, we could not have completed the course.

Thanks,

(Course Director)

Powder Horn Course Director

Powder Horn Consultant Status Report

Staff name (staff responsible for recruiting and working with the consultant, if not the assistant course director—instruction) _____

Topic (i.e., scuba, fishing) _____

Name of consultant _____

Name of organization consultant represents _____

Address _____ City _____ State _____

Business phone _____ Email _____

Short bio of consultant _____

Day/date of arrival _____ Time of arrival _____

Day/date of departure _____ Time of departure _____

If you are staying overnight in a tent in the staff area, check here

(If we can make a bed in a building available, we will.)

Return by (Date)

Return to (Council or regional office address)

Or fax (Council or regional office fax number)

Powder Horn Consultant Information Sheet

How Powder Horn Fits in Scouting

The Powder Horn course, by nature, is an exposure course and not a certification course. Administering a program in a Scouting unit provides a logistical and technical challenge to youth and adult leaders. Therefore, the purpose of the Powder Horn course is to provide exposure to the high-adventure elements to enhance unit program back home. Its goals are to give youth and leaders knowledge on how to:

- Identify and recruit local resources to improve a unit's calendared activities.
- Meet the standards and regulations of the Boy Scouts of America as they apply to Boy Scouting and Venturing.
- Understand the safety aspects of the particular field of outdoor competence.
- Try out the various technical areas so they have a basic understanding of what the Ranger Award requires in certified trained consultants, equipment, time, etc.

The Consultant's Role at Powder Horn

You are critical to the success of Powder Horn. You bring the technical expertise to demonstrate the correct and safe way to do your skill. We would like you to bring in resource materials, show the equipment necessary, provide the participants with a hands-on experience of the activity, and tell them where and how to locate resources and recruit trained consultants to work with their units. We do not expect you to certify the participants in your field of expertise.

Specifically, we would like you to:

- Review the Session Outline that accompanies this sheet.
- Provide course participants with a hands-on experience that exposes them to your specialty.
- Describe the safety requirements and equipment needs to perform your specialty.
- Provide an idea of how and where to find local consultants and resources to do the activity with their unit.
- Demonstrate and show applicable equipment, literature, and other resources.
- Provide reference handouts that the participants can take home with them (100 copies).
- Tell the participants how to become certified in the subject (if applicable).
- Provide any equipment or expendable materials you can to help make your session a success.
- Based on your presentation, ask participants to reflect and write down some ideas they can use when they get back to their troop or crew.

BSA Policies

One of the Powder Horn staff members will be in touch with you to provide the applicable BSA safety requirements, program restrictions, and certification requirements as they apply to your specialty.

Sample Powder Horn Session Planning Sheet for Consultants

Discipline: Discover Scuba

Time allocation: 4 hours total, 1 hour per group **No. of participants:** 48

Round robin: Yes No **Number in each round-robin group:** 8

We can go to larger groups if you have enough equipment.

Part One: Hands-on (No. of minutes)

Show participants scuba gear and explain what each part is for. Let them touch the gear and pick it up, place first stage regulator onto tank, etc.

Part Two: Sharing knowledge (No. of minutes)

Show PADI Discover Scuba video. Then share with them information about certifying dive organizations.

Discuss BSA SCUBA diving guidelines.

How much does it cost to get certified?

What does “certified” mean?

What equipment will be required?

How long will certification take?

How to build a crew program around scuba: number of crew meetings, weekend activities and super activity, how to provide service through scuba or earn the Scuba Diving merit badge.

Interesting scuba activities, i.e., underwater Easter egg hunt, underwater orienteering.

Part Three: Questions and answers (10 minutes)

Closing statement: “Your crew should consider scuba for your crew program because it is one of the most exciting high-adventure challenges available to teenagers. You can do it in all parts of the country, all times of the year. If you want a memorable superactivity that your units will talk about for years, plan a scuba trip to the Florida Sea Base or other favorite dive site. Now, please take a few minutes to reflect on what you learned about this skill and then make a few notes in your Powder Horn Pocket Notebook to remind yourself of what you’d like to do when you get back to your crew or troop.

Equipment to be provided by Powder Horn quartermaster for session (A/V, outdoor gear, food, etc.)

TV monitor

LCD projector

Table

Extension cord

Range

Powder Horn Session Planning Sheet for Consultants

Discipline:

Time Allocation: (hours) **No. of participants:**

Round-robin: ___Yes ___No **Number in each round-robin group:** ___
(This could consist of two round robin sessions with 24 participants divided into three groups, or one session with all 48 participants and no round robin)

Part One: Hands-on Time:

Part Two: Sharing knowledge Time:

Part Three: Questions and answers Time:

Closing statement:

**Equipment that should be provided by Powder Horn Quartermaster for session
(A/V, outdoor gear, food, etc.)**

Outdoor Skills Resource List

Annual Health and Medical Record, No. 680-001

Astronomy merit badge pamphlet, No. 35859

Boardsailing Award Application, No. 512-017

Camping merit badge pamphlet, No. 35866

Canoeing merit badge pamphlet, No. 35867

Climbing merit badge pamphlet, No. 35873

Cycling merit badge pamphlet, No. 35881

Dutch Oven Cooking, No. 33549

Emergency Preparedness merit badge pamphlet, No. 35888

Fieldbook, No. 33104

First Aid merit badge pamphlet, No. 35897

Fishing merit badge pamphlet, No. 35899

Guide to Safe Scouting, No. 34416

Handbook for Venturers, No. 33494

Health and Safety Guide, No. 34415

Hiking merit badge pamphlet, No. 35907

Horsemanship merit badge pamphlet, No. 35909

Orienteering merit badge pamphlet, No. 35925

Outdoor Skills Instruction, Aquatics, No. 33026

Outdoor Skills Instruction, Backpacking, No. 33035

Outdoor Skills Instruction, Camping, No. 33003

Outdoor Skills Instruction, Climbing/Rappelling, No. 33036

Outdoor Skills Instruction, Survival, No. 33029

Passport to High Adventure, No. 34245

Pioneering merit badge pamphlet, No. 35931

Project COPE, No. 34371

Rifle Shooting merit badge pamphlet, No. 35942

Safe Swim Defense, No. 34370

Safety Afloat, No. 34368

Shotgun Shooting merit badge pamphlet, No. 35948

Small-Boat Sailing merit badge pamphlet, No. 35950

Snow Sports merit badge pamphlet, No. 35951

Snorkeling Award Application, No. 19-176

The Sweet 16 of Safety, No. 19-130

Topping Out: A BSA Climbing/Rappelling Manual, No. 32007

Tour Plan, No. 680-014

United States Government Leave No Trace

Venturing Advisor Guidebook, No. 34655

Venturing Awards and Requirements, No. 34784

Weather merit badge pamphlet, No. 35964

Whitewater merit badge pamphlet, No. 35965

Wild Country Companion, Will Harmon

Wilderness Survival merit badge pamphlet, No. 35966

Suggestions for Religious Observations

It is vital that the staff give careful consideration to the religious obligations of the course participants. As a rule, provision is made for all faiths—Muslim, Protestant, Catholic, Jewish, Latter-day Saints, or any other faith.

Some faiths have firm requirements regarding the observation of the Sabbath. Remember that the Sabbath may not be a Sunday for all religions. Consultation with the council religious advisory committees on Scouting will be helpful in assuring that provisions are made for these requirements.

Offerings at religious services—It is customary to receive an offering for the World Fellowship Fund, which is used to provide training and training supplies to countries less fortunate than our own. This offering is sent to the International Department using the appropriate form, No. 130-159. Scouters attending other services should be given the opportunity to participate.

Grace at meals for Scout camps. A blessing on the food at meals may be conducted in a reverent manner.

Philmont Grace

For food

For raiment

For life

For opportunity

For friendship and fellowship

We thank thee, O Lord.

Northern Tier Wilderness Grace

For food, for raiment,

For life and opportunity,

For sun and rain,

For water and portage trails,

For friendship and fellowship,

We thank Thee, Oh Lord. Amen.

Florida Sea Base Grace

Bless the Creature of the sea,
Bless this person I call me,
Bless these Keys You made so grand,
Bless the sun that warms this land,
Bless the fellowship we feel,
As we gather for this meal.
Amen.

Summit Grace

For this time and this place,
For Your goodness and grace,
For each friend we embrace,
We thank Thee, Oh Lord. Amen.

Sample Interfaith Worship Service

(An outdoor worship service—keep it short)

Call to Worship

The Lord is in His holy temple; let all the earth keep silence before Him.

Opening Hymn: God Bless America

God bless America
 Land that I love
 Stand beside her and guide her,
 Through the night with a light from above
 From the mountains
 To the prairies
 To the oceans, white with foam
 God bless America
 My home sweet home
 God bless America
 My home sweet home

Invocation (to be read)

Camper's Prayer

God of the mountains and hills, make me tall and strong;
 Tall enough and strong enough to right some wrong.
 God of the stars, make me steadfast and sure;
 God of every lake and stream, flow through my life and make it clean;
 Let me do nothing base or mean.

God of the trees and woods, keep me fresh and pure;
 God of rain, wash from my life all dirt and stain;
 Pure and strong let me remain.

God of seed and soil, plant in my heart Thy love;
 God of the darkness and day, through shadows or light, be my stay.

Guide Thou my way.
 God of the radiant sun, light Thou my life;
 God of glorious dawn, make each day a fresh start.
 God of evening peace and quiet, keep me free from fear and strife.
 God of joyful, free birds, sing in my heart.
 God of the surging waves and sea, wide horizons give to me;
 Help me to see the world as Thou wouldst have it be;
 God of the lovely rose, make me lovely too;
 God of the morning dew, each day my faith renew.
 God of all glowing things, keep me growing, too.

—George Earle Owen

Responsive Reading: Psalm 8

In unison:

Oh Lord, our Lord,
 How excellent is Thy name in all the earth!

Leader:

Who hast set Thy glory upon the heavens.
 Out of the mouths of babes and sucklings hast
 Thou established strength.
 Because of Thine adversaries,
 That Thou mightest still the enemy and the avenger.

Response:

When I consider Thy heavens, the work of Thy fingers,
 The moon and the stars which thou hast ordained;
 What is a man, that Thou are mindful of him?
 And the son of man, that Thou visitest him?

Leader:

For Thou has made him a little lower than the angels,
 And crownest him with glory and honor.
 Thou madest him to have dominion over the works of Thy hands,
 Thou hast put all things under his feet.

Response:

All sheep and oxen,
 Yea, and the beast of the field;

The fowl of the air and the fish of the sea,
 Whatsoever passeth through paths of the seas.
 Oh Lord, our Lord,
 How excellent is Thy name in all the earth.

Meditation for the Day

God be praised, now and forever,
 for giving us minds to understand your teachings.
 God be praised, now and forever,
 for hands that lift up those who fall.
 God be praised, now and forever,
 for ears that hear the cry of those who need help.
 God be praised, now and forever,
 for hearts that care about the needs of others.
 God be praised, now and forever,
 for eyes that see the beauty of earth and sky.
 God be praised, now and forever,
 for the new day and this new journey.
 We praise God for all that is good, true,
 and beautiful in our lives.

Hymn: For the Beauty of the Earth

For the beauty of the earth, for the glory of the skies,
 For the love which from our birth, over and around us lies,
 Lord of all, to Thee we raise, this our hymn of grateful praise.

For the wonders of each hour of the day and of the night
 Hill and vale and tree and flower, sun and moon and stars of light.
 Lord of all, to Thee we raise, this our hymn of grateful praise.

For the joy of human love; brother, sister, parent, child,
 Friends of earth and friends above; for all gentle thoughts and mild.
 Lord of all, to Thee we raise, this our hymn of grateful praise.

Worship Message

Offering: For the World Friendship Fund

Getting-to-Know-Each-Other Games

Sample Icebreaker Game—Have You Ever?

Objective	Get to know each other
Group Size	Works well for a Powder Horn crew
Materials	None
Activity Instructions	<p>Create several versions of bingo cards with the following information in the squares. Have the group find a different person to initial each square if they answer yes to that information.</p> <p>Earned the Eagle rank?</p> <p>Earned the Girl Scout Gold Award?</p> <p>Earned the Venturing Leadership Award?</p> <p>Earned the Venturing Silver or Ranger Award?</p> <p>Been a Sea Scout or Sea Scout leader?</p> <p>Served as a leader in a Boy Scout troop?</p> <p>Served as a leader in a Varsity team?</p> <p>Served as a leader in a Venturing crew?</p> <p>Been to Philmont Scout Ranch?</p> <p>Been to Boundary Waters?</p> <p>Been to Florida Sea Base?</p> <p>Been to national jamboree?</p> <p>Been to world jamboree?</p>

Served on a Wood Badge staff?
Served on a district or council committee?
Been in a parade?
Eaten raw oysters?
Been bitten by a dog?
Won a state championship (athletic or non-athletic)?
Been to a professional world championship game?
Performed CPR or the Heimlich maneuver in an attempted life-saving situation?
Developed and printed your own black-and-white film?
Free diver below 30 feet (no SCUBA gear)?
Swam 50 yards nonstop underwater?
Flown in a glider?
Operated a bulldozer?
Been within 25 feet of a bear in the wild?
Walked on stilts?
Written a letter to the editor?
Climbed a tree to rescue a cat?
Seen the rings of Saturn and/or the moons of Jupiter (not in a photo)?
Experienced an outdoor shade temperature of over 110 degrees?
Been in every state of the United States?
Made ice cream by hand (no electricity)?
Owned more than one cat at a time?
Seen a whale or shark in the ocean?
Stayed up all night studying?
Had altitude sickness?

Powder Horn Course Evaluation

(Should be modified for each course)

Please fill out this evaluation and return to the course director before our closing ceremony. Indicate how you personally felt about this course. Thank you for attending this course. We wish you success in your role in Scouting. Have a safe trip home.

How do you rate the following sessions?

	Will take it home	Liked it here	OK	Poor
Backpacking	_____	_____	_____	_____
Caving	_____	_____	_____	_____
Conservation	_____	_____	_____	_____
COPE	_____	_____	_____	_____
Cycling	_____	_____	_____	_____
Ecology	_____	_____	_____	_____
Emergency Scenario	_____	_____	_____	_____
Equestrian	_____	_____	_____	_____
Expedition Planning	_____	_____	_____	_____
Hunting	_____	_____	_____	_____
Fishing	_____	_____	_____	_____
Leave No Trace	_____	_____	_____	_____
Life Saver	_____	_____	_____	_____
Land Navigation	_____	_____	_____	_____
Mountaineering	_____	_____	_____	_____
Outdoor Living History	_____	_____	_____	_____
Physical Fitness	_____	_____	_____	_____
Plants and Wildlife	_____	_____	_____	_____
Scuba	_____	_____	_____	_____
Shooting Sports	_____	_____	_____	_____
Watercraft	_____	_____	_____	_____
Wilderness Survival	_____	_____	_____	_____
Winter Sports	_____	_____	_____	_____

Comments

How do you rate the following general items?

	Right On	OK	Needs Improvement	Poor
Food and dining service	_____	_____	_____	_____
Camping areas	_____	_____	_____	_____
Program equipment	_____	_____	_____	_____
Staff Support	_____	_____	_____	_____

Comments

First Status Report

(Due to your area training chair 180 days before the start of your course.)

Today's date _____ Date of course start _____

Host council headquarters city _____

Course director _____

Staff adviser _____

1. We have reviewed the Powder Horn backdating schedule and believe we are on track
___ Yes ___ No

If no, please detail where you think you are behind and need support:

- 2. Please complete the Staff Report Form and return with this status report.
- 3. Please complete the Consultant Report Form and return with this status report.
- 4. How many participants do you presently have committed? _____
- 5. Please list areas where you need help or what the region can do to support you.

6. Please list highlights that you would like to share.

Second Status Report

(Due to your area training chair no less than 30 days before the start of your course.)

Today's date _____ Date of course start _____

Host council headquarters city _____

Course director _____

Staff adviser _____

1. We have reviewed the Powder Horn backdating schedule and believe we are on track.
 Yes No

If no, please detail where you think you are behind and need support:

2. Update the Staff Report Form submitted with your first status report with any staff changes and return with this status report.
3. Update the Consultant Report Form submitted with your first status report and return with this status report.

4. What is your final participant count? _____

5. Medal order summary

Number of staff medals requested? _____

Number of participant medals requested? _____

Total medals ordered? _____

Please enclose a check made out to the BSA to cover the cost of the medals you order. The region will approve your medal order and submit it to supply.

Number of medals _____ × \$ _____ (price per medal) = \$ Amt. enclosed _____

6. Please list areas where you need help or what the region can do to support you.

7. Please list highlights you would like to share.

Powder Horn Course Director's Closeout Report

(Due within 30 days of completing the course to your area training chair.

Host council headquarters city _____
 Course dates _____
 Course location _____
 Course director _____
 Staff adviser _____

Demographic Summary

Total participants _____
 Total staff _____
 No. of males _____ Youth _____ Adult _____
 No. of females _____ Youth _____ Adult _____
 Medals awarded _____

Registered Scouting Positions

Youth member Troop _____ Crew _____ Ship _____ Team _____ Post _____
 Adult member Troop _____ Crew _____ Ship _____ Team _____ Post _____

Please attach your course Demographic Report Form, participant roster, and staff roster.

1. Please list what you think were your course's strengths.
2. Please list things you wish you could have done better.
3. Highlight aspects of the course of which you were most proud.
4. List staff members that you would recommend for future Powder Horn courses or other, higher responsibilities.
5. Is there anything else you would like to share about the course?
6. Other

Powder Horn Course Demographic Summary Report

Region _____	Council headquarters city _____	Date _____	Course No, if any _____
Course staff adviser: _____			
Course director: _____			
Participant Information			
Participant	Gender	Ethnic	Age
	No. males	White	14-20
	No. females	Hispanic	21-30
		Black	31-40
		Asian	41-55
		Other	55+
Totals			
Registered Positions			
Totals	Crew adviser	Associate Crew Adviser	Scoutmaster
		Crew Committee	Assistant Scoutmaster
		Scoutmaster	Troop Committee
		Out-of-council	Cub Scouting
		In council	District/Council Committee
		Cub Scouting	
		Boy Scouting	
		Venturing	

(Please attach a staff roster and participant roster with name, address, phone, email address, staff position, number of Powder Horns attended, and home council.)

Powder Horn—The Story

Long used by men and women of the frontier as one of the necessary tools for daily life. The powder horn carried the propellant that allowed them to sustain daily life.



The powder horn ranged from the very plain yet functional to the ornate work of art, but the use was the same: a vessel to help sustain.

The recipient of the Powder Horn is a vessel—a vessel to help sustain the spirit of the outdoors in the youth of today. The propellant that you carry is the knowledge of new and exciting program ideas to share with these youth.

Wear it proudly, and know that you are making a difference in the youth that you serve.

Powder Horn Saleable Order Form

Order Form

Catalog Number	Quantity	Item Name or Description	Suggested Retail Price	Wholesale	Total Cost	
					Dollars	Cents
613145		Powder Horn Buckle	\$19.99	\$12.99		
4044		Powder Horn Award Medal	2.99	1.99		
4254		Powder Horn Lapel Pin	2.39	1.99		
(Pricing Current as of 03-25-14)				TOTAL		



ORDERS ARE TO BE MAILED TO THE DISTRIBUTION CENTER:

**National Supply Group
 2109 Westinghouse Blvd.
 P.O. Box 7143
 Charlotte, NC 28241-7143
 800-323-0732
 Fax: 704-588-5822**