

# ROUNDTABLE BIG ROCKS

## CHARTERED ORGANIZATION RELATIONSHIPS

### Time Available

7–10 minutes

### Learning Objectives

1. Review the BSA charter concept.
2. Encourage increased unit interaction with chartered organizations.
3. Increase unit service to chartered organizations.

### Suggested Presenter(s)

The presenter should be well-versed in the chartered organization concept. An active chartered organization representative in the district, the district membership chair, or a commissioner experienced in starting new units may be a good presenter due to familiarity and experience in this role.

### Presentation Method

This information can be presented verbally or with slides. The presenter may incorporate audience participation by asking if they can name their chartered organization and how closely they interact with their chartered organization representative. After the presentation, spend the remaining time asking units to volunteer how they serve their chartered organizations, both as part of the organization's goals and through service or projects on behalf of the organization.

### BSA Reference Materials

- Annual Charter Agreement, No. 524–182
- The Chartered Organization, No. 32196
- The Chartered Organization Representative, No. 33118
- Training for the chartered organization representative should be available through the local council.
- Training the Chartered Organization Representative, <http://www.scouting.org/Media/Relationships/TrainingtheCOR.aspx>

### Presentation Content

- The foundation of the BSA's unit structure is our chartered organizations. Who are some of the chartered organizations in our district?
- There is much more to sponsoring the unit than providing a place to meet.
  - The chartered organization has selected Scouting as a key part of how it achieves its purposes and mission in the local community.
  - The chartered organization may be a church, civic group, school, or other such organization that works in conjunction with the BSA to provide an outreach program for youth.
  - The chartered organization is effectively a “franchisee” or “owner-operator” of the Scouting program.

- By receiving a charter from the Boy Scouts of America, the chartered organization agrees to do several things:
  - Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
  - Include Scouting as part of its overall program for youth and families.
  - Appoint a chartered organization representative who is a member of the organization and will represent it to Scouting as a voting member of the district and council.
  - Select a unit committee of parents and members of the organization who will screen and select unit leaders who meet the organization's leadership standards as well as the BSA's standards.
  - Provide adequate and secure facilities for Scouting units to meet on a regular schedule with time and place reserved.
  - Encourage the units to participate in outdoor experiences.
- Building this relationship can be a richly rewarding opportunity for both the chartered organization and the Scouting unit, but it requires effort by both parties.
  - The unit encourages greater support from its chartered organization.
  - The unit can show its appreciation of the chartered organization's generous support through service and other events important to the chartered organization.
- Begin by working closely with your chartered organization representative.
  - Every BSA unit should ensure the chartered organization representative is kept informed about unit events and plans.
  - The chartered organization representative should be invited to committee meetings; better yet, he or she should be an active part of the unit committee.
  - Encouraging open communication and seeking the advice of your chartered organization representative helps the unit become an integral part of the organization.
  - What are some examples of how your unit serves its chartered organization?
- It is also an opportunity for the chartered organization to use Scouting to further its goals.
  - For a religious institution, Scouting may be a part of its youth program.
  - A parent organization, such as a local PTA or homeschooling organization, may use Scouting to serve educational aims with a high-quality values-based program.
  - Local civic groups often sponsor Scouting units as part of their community service initiatives.

- Voice of the Scout data indicate that BSA chartered organizations believe strongly in the program, but they frequently report wishing the units did more for their institutions.
- How might a Scouting unit show its gratitude though increased support of its chartered organization?
  - Assist the chartered organization as part of an annual service day that includes grounds and facilities maintenance.
  - Support decorating for special occasions such as religious holidays or for community activities such as Veterans Day or Independence Day events, depending on the chartered organization's interests.
  - Help at fundraising events with volunteer service, such as helping with a pancake breakfast or chili feed that benefits a chartered organization program.
  - Participate in Scout Sunday or Scout Sabbath in uniform.
  - Participate in community parades, rallies, or special events along with the chartered organization.
  - Other special service opportunities and projects are good ways to show the unit's appreciation.
  - Close dialogue with the chartered organization representative can identify opportunities that are appropriate for the unit to support.
- If the unit is not currently engaged in providing service to its chartered organization a few times a year, it may be wise to sit down with your chartered organization representative and ask how your unit can more actively give back to the organization.
- Building a healthy relationship based on mutual support allows both organizations to maximize the benefits of Scouting in our communities.

# JOURNEY TO EXCELLENCE

## Time Available

7–10 minutes

## Learning Objectives

1. Describe how Journey to Excellence helps improve unit performance.
2. Promote Journey to Excellence as a unit planning tool.
3. Encourage better Journey to Excellence outcomes through better informed leaders.

## Suggested Presenter(s)

The presenter should be knowledgeable about Journey to Excellence as a unit improvement tool for all units—packs, troops, teams, crews, and ships. A commissioner who helps train units on the JTE program or a unit leader who has effectively used JTE to improve unit performance can be an excellent presenter.

## Presentation Method

It is suggested the information be presented verbally with handouts of the JTE scorecards appropriate to each unit. The audience can participate by asking questions or describing how JTE improved their unit program in the prior year.

## BSA Reference Materials

- Scouting's Journey to Excellence website, <http://www.scouting.org/Awards/JourneyToExcellence.aspx>
- Journey to Excellence scorecards for pack, troop, team, crew, and ship for each participant's unit (available at JTE website)

## Presentation Content

- Journey to Excellence, commonly called JTE, began in January 2011 as a replacement for the Quality Unit Award.
  - JTE uses predetermined, nationally established minimum levels of expected unit performance.
  - A balanced approach and key performance indicators measure *outcomes* from our programs, not just *process*, with increased emphasis on the youth experience in the units.
  - This includes camping, advancement, retention, and increasing our market share of served youth.
  - How many units attending received a Gold level JTE award last year? (Ask for a show of hands.)
  - And our district earned a \_\_\_\_\_ level JTE award. (You may want to elaborate briefly on what areas need improvement if not at Gold, especially those tied to unit performance.)
- JTE is designed to help your unit deploy a great program. Those that achieve the Gold level award are very likely high-performing units because JTE assesses key elements of unit success such as:
  - Advancement, since we know this is key to encouraging and retaining our youth members
  - Camping, since the outdoors is a critical learning environment for our members
  - Service projects, which build citizenship and character as well as support our local communities

- Training, especially for adult leaders, so we can execute the program with excellence
  - Membership and recruiting, to build sustainable units and increase the share of youth we serve
  - Retention, to keep the youth we recruit and strengthen our units
  - Leadership, to ensure our units are well-run with a broad base of volunteer support
  - Budget, to allow our units to offer the programs our youth want most
- These elements are weighted differently, depending on what matters most in your program. For example, advancement is weighted less for Venturing crews than for troops and packs.
  - The goal is to see improvement in your unit over many years, with improvements each year in the key areas where your scores were not at the top level.
  - Each year the forms are updated, and the minimum expectations in each level increase in line with the expectation for continuous improvement.
  - The JTE program forms are available on the JTE website.
    - Also available are worksheets that can help your unit easily calculate its scores.
    - Some of the data is provided by our local professionals, based on what is entered in key Scouting tools such as Internet Advancement. This is one of the reasons 100 percent use of Internet Advancement is very important for all units.
    - The rest of the data is provided by the unit based on your program plan.
  - But JTE is more than just a scorecard for the award. It serves many functions in your unit. A forward-thinking unit leader might use it as:
    - A **framework** for planning the unit program calendar. The standards are based on the minimum expectations that successful units use to operate their programs, so the Gold level can be a good minimum goal for your unit.
    - A **method** for evaluating your unit and identifying how you can improve your program offering, leader training, and recruiting and retention levels based on the targeted levels since Bronze is a minimum and Gold is ideal.
    - An **assessment** of how you're doing compared to other units as well as an opportunity to share ideas with other units on areas where you are doing well and areas where you would like to improve.
    - Guidance** in identifying areas where you might execute your unit program better, in conjunction with advice and counsel from your commissioner.
    - An **early warning** of potential problem areas where you might want added help, especially in areas where your unit is not achieving a high score.
    - Benchmarking** to get ideas and tips from other good units in your district.

- With that in mind, charter renewal is a good opportunity to review the JTE form for the upcoming program year at a unit committee meeting.
  - Use it to help set goals for the program year ahead.
  - Mark those goals complete as you progress through the year.
  - At year-end, your JTE form will be complete and reflect the progress you made during the year.

—Doing this enables your unit to plan for success by building on your strengths and improving your weaknesses until you are consistently achieving the Gold level award.

- Open the floor for a few questions if time permits.

# REVERENCE AND RELIGIOUS EMBLEMS

## Time Available

7–10 minutes

## Learning Objectives

1. Recognize that religious organizations charter more Scout units than any other type of organization.
2. Understand the role of the religious emblems coordinator.
3. Know the website for information regarding the religious emblem for their faith.

## Suggested Presenter(s)

The district religious emblems coordinator, a member of the council Religious Relationships Committee, a troop chaplain, or a clergy Scouter are ideal presenters. The presenter should be well-versed in the faith-based opportunities for families, the religious emblems program, and connection to faith-based chartered organizations.

## Presentation Method

The presenter should display the religious emblems pages from the *Guide to Awards and Insignia* to show the emblems Scouts can earn. If possible, the presenter should display actual examples of some of these emblems. Ask questions to stimulate discussion of religious emblems. Address the BSA faith-based opportunities for families and religious chartered organizations.

## BSA Reference Materials

- P.R.A.Y. Publishing, [www.praypub.org](http://www.praypub.org)
- National Catholic Committee on Scouting, [www.nccs-bsa.org](http://www.nccs-bsa.org)
- National Jewish Committee on Scouting, [www.jewishscouting.org](http://www.jewishscouting.org)
- National Islamic Committee on Scouting, [www.islamic scouting.org](http://www.islamic scouting.org)
- BSA Religious Emblems Program, <http://scouting.org/Awards/ReligiousAwards.aspx>
- *Guide to Awards and Insignia*, No. 614937
- Religious emblems coordinator orientation, [www.praypub.org/REC/](http://www.praypub.org/REC/)

## Presentation Content

- Ask: “Which of the following organizations chartered the most traditional Scouting units in 2011?”
  - a. Civic
  - b. Religious
  - c. Educational

Answer: b. Religious (69 percent); Civic (23 percent); Educational (8 percent)

- BSA is a faith-based organization; note the Duty to God and the Declaration of Religious Principle.
  - Tiger Cub Handbook elective 8: Your Religious Leaders
  - Cub Scout Core Value: Faith (Having inner strength and confidence based on our trust in God)
  - Wolf Handbook achievement 11: Duty to God
  - Bear Handbook achievement 1: Ways We Worship; Achievement 2: Emblems of Faith
  - Webelos Badge requirement 8: Faith

—Scout Oath: “... to do my duty to God”

—Scout Law: 12th point is Reverent

- Religious awards are sanctioned by the BSA and allowed to be worn on the uniform but are not Scouting awards.
- Religious awards are confirmed by religious leaders.
- Religious awards are age appropriate.
  - Youth can earn the first-level emblem as a Tiger Cub or Cub Scout.
  - Webelos can earn the second-level emblem.
  - Boy Scouts can earn the first- and second-level religious emblems for Boy Scouts.
  - Older Boy Scouts, Venturers, Varsity Scouts, and Sea Scouts can earn the second-level emblem.
- Benefits of earning religious awards
  - Helps with character development, one of the three purposes of Scouting
  - Strengthens family ties through family involvement
  - Strengthens Scout’s religious ties through guided exploration and learning
  - Provides opportunities for leadership positions (chaplain aide) in troops
  - May lead to a faith-based career—pastor, priest, rabbi, imam, counselor, etc.—or service to the religious institution in nonordained roles
- Adult leaders who are council and district religious emblems coordinators encourage all youth to earn the emblem of their faith.
- Display slide or poster of youth religious awards, youth religious emblem square knot, and adult religious emblem square knot.
  - Ask: “What do these square knots represent and who can wear them?”
  - Answer: Youth wear youth religious emblem square knot to prevent loss or damage to their award.
  - Silver knot on a purple background is worn by youth, and purple knot on a silver background is worn by adults.
- A Scout may earn more than one religious emblem, but he wears only one square knot with the appropriate device(s) (Cub Scout, Webelos, Boy Scout, and Venturing).
- Display the websites for the following:
  - P.R.A.Y. (Protestant), [www.praypub.org](http://www.praypub.org)
  - National Catholic Committee on Scouting, [www.nccs-bsa.org/](http://www.nccs-bsa.org/)
  - National Jewish Committee on Scouting, [www.jewishscouting.org](http://www.jewishscouting.org)
  - National Islamic Committee on Scouting, [www.islamic scouting.org](http://www.islamic scouting.org)
- Answer questions.

# YOUTH WITH DISABILITIES

## Time Available

7–10 minutes

## Learning Objectives

1. Complete a task in a way similar to how a Scout with special needs would.
2. Understand that Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts with special needs can earn the appropriate advancement ranks.
3. Receive a list of BSA resources for working with Scouts with special needs.

## Suggested Presenter(s)

The presenter should be a special education teacher who is also a Scouter, a Scout leader who currently has or has had special needs Scouts in his or her unit, a member of the council or district advancement committee, or the parent of a special needs Scout who can provide objective experience.

## Presentation Method

This session is presented as a demonstration of a Scouter with a physical need in a den or patrol setting completing a task and a discussion of advancement for special needs Scouts.

## Materials Needed

- The following should be displayed for all Scouters to see: *“The wonderful thing about such boys is their cheeriness and their eagerness to do as much in Scouting as they possibly can. They do not want more special tests and treatment than is absolutely necessary.”* Lord Baden-Powell
- For each table of Scouters: A strip of duct tape (approximately ½ inch wide by 4 inches long), blank sheet of paper (lined or unlined)

## BSA Reference Materials

- *Guide to Working With Scouts With Special Needs and DisABILITIES*, No. 510-071 (2013 Printing); includes list of resource organizations
- *Guide to Advancement* 2013
- *Scouting for Youth with Disabilities Manual*, No. 34059 ([www.scouting.org/CubScouts/Leaders.aspx](http://www.scouting.org/CubScouts/Leaders.aspx))
- Application for Alternative Eagle Scout Rank Merit Badges, No. 512-730
- *Disabilities Awareness* merit badge pamphlet, No. 35883

## Presentation Content

- Since its founding, the BSA has fully supported members with physical, mental, and emotional special needs.
- Ask: “Which one of the founders of the Boy Scouts of America was physically disabled?”
  - a. Daniel Carter Beard
  - b. William D. Boyce
  - c. Ernest Thompson Seton
  - d. James E. West
  - e. None were physically disabled

Answer: (d) James E. West contracted a disease as a child; as a result, one of his legs was shorter than the other, causing him to limp the rest of his life. He is considered the architect of the BSA.

- Distribute one strip of duct tape and one sheet of paper to each table.
  - Each table selects one Scouter to be the test subject. The selected Scouter tapes together the thumb and index finger of his or her dominant hand.
  - The den or patrol is told to write the Scout Law.
  - Every member of the den or patrol must participate.
  - One Scouter writes: “A Scout is Trustworthy” and passes the paper to the next Scouter to continue.
  - The process continues until “A Scout is Reverent” is written on the paper.
  - When all tables have finished, ask the Scouters with the taped hands how it felt to complete their part of the task.
  - Ask the other Scouters for their reaction to having a Scout with a physical impairment help with the task.
- **“Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers.”** Rules and Regulations of the Boy Scouts of America.
- *The Guide to Advancement* 2013, section 10, identifies the advancement procedures for youth with special needs. Many councils have established an advisory committee for youth with special needs.
- These policies exist to facilitate advancement (Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts) and need to be addressed with local advancement experts to ensure they are followed correctly.
- Scouts with severe and permanent mental or physical disabilities may work on ranks past the age of eligibility.
  - Cub Scouts: Did the boy “do his best”?
  - Boy Scouts and Varsity Scouts: Letter to council advancement committee requesting alternative requirements
  - Eagle Scout—required merit badges: Merit badge requirements may not be modified or substituted. Use alternative badges once approved to do so.
  - Application for Alternative Eagle Scout Rank Merit Badges: Submitted to the council advancement committee
- Scouts over the age of 18 who are approved by the council executive board to register beyond the age of eligibility with a special needs code may apply for the rank of Eagle Scout.
- In working with Scouts with special needs, Scouters must be:
  - Comfortable; not everyone in the unit may feel comfortable, and that is OK
  - Enthusiastic
  - Patient
  - Understanding
  - Flexible
- Working with Scouts with special needs is REWARDING and a learning opportunity.

# RETENTION

## Time Available

7–10 minutes

## Learning Objectives

1. Understand the importance of retention in unit growth and program quality.
2. Review the importance of retention in unit evaluations, including Journey to Excellence.
3. Learn about tools and strategies to improve retention in the unit.

## Suggested Presenter(s)

The district membership chair is an ideal presenter for this topic since it directly relates to recruitment efforts and growth in served youth. An alternative presenter can be an experienced Scoutmaster who has improved retention in the unit.

## Presentation Method

An enthusiastic verbal presentation with lively Q&A will create an ideal setting for this topic. The presenter should engage directly with the audience throughout the introductory questions and the scenarios to make retention a key theme with the Scouters in attendance.

## BSA Reference Materials

- Re-TEN-tion booklet, [http://www.scouting.org/filestore/membership/pdf/Re-TEN-tion\\_final.pdf](http://www.scouting.org/filestore/membership/pdf/Re-TEN-tion_final.pdf)
- Cub Scout Retention, <http://www.trcscouting.org/Resources/Retention/>

## Presentation Content

- Ask: “What is the one thing the Scouting program can’t live without?”  
—The answer is “Scouts!”
- Ask: “How do we get Scouts?”  
—Most will say “we recruit them.” That is half correct.  
—The other half is we KEEP our Scouts.  
—Every Scout kept in the program is one more youth served.
- If we retain more Scouts, we grow our programs.  
—We have more resources available—youth members and adult members, i.e., potential leaders  
—We serve more youth in our communities.  
—When we have more resources and serve more youth, we can deliver excellent programs with a little dedication, effort, and good planning.
- Retention is a key area on Journey to Excellence for units and districts because it is how we grow Scouting.
- So how do we keep youth in Scouting? We start by knowing why they leave, then work to solve those issues. *Scouting* magazine included a great article on this in June 2011. Let’s talk about some of the issues and ideas it suggested.
- Issue: Sports and other activities conflict with participating. (Ask for one or two brief ideas to solve this.)  
—Solution: Be accommodating. Scouting can flex around our youth and their schedules. They can miss a few meetings and still join right back into the program.

—Solution: Make sure the unit communicates with all families about what is happening so missed activities can be “made up” and Scouts are aware of upcoming events.

- Issue: Boring program (Ask for one or two brief ideas to solve this.)  
—Solution: Revitalize. Ask the youth what they want to do, then let them plan the unit activity calendar. In Cub Scouting, JTE expects youth input to the pack calendar. In troops, the patrol leaders’ council should be recommending the annual program plan. In Venturing, the youth are leading the program 100 percent and adults are there to advise.  
—Solution: Plan new events. Not every event needs to be the same. Let patrols do their own campouts one month. Let the Scouts have a video game lock-in weekend if they are really excited about games.
- Issue: Low parent commitment (Ask for one or two brief ideas to solve this.)  
—Solution: Get parents engaged from day one. Get to know every family personally. Ask what they want from Scouting for their child. Work with them to identify how the unit will help them achieve that goal, then ask them to help meet that goal by supporting their child.
- Issue: Scout isn’t fitting in (Ask for one or two brief ideas to solve this.)  
—Solution: Find out what the Scout wants from his experience. Is he shy? Is he having troublemaking friends in the unit? Is the unit not the best fit for him? Is the program not interesting to him? Every Scout is unique, and sometimes we need to listen carefully to identify how we can support that youth. It might mean connecting him to a good group of friends, starting him on awards that are interesting to him, or even finding a different unit that better matches what that Scout wants. Our goal is to keep every youth in Scouting, and that requires us to be flexible.
- Seven tips to keep Scouts excited and engaged:  
—Be active and keep things moving. Kids don’t want to sit and listen to a long lecture.  
—Use outings and events to increase excitement, even for Boy Scouts.  
—Keep outing in Scouting; the outdoors is exciting and Scouts want to explore.  
—Communicate regularly with families so they know what is happening, and follow up right away if a Scout misses a couple of meetings.  
—Program year-round to keep families and Scouts engaged.  
—Stay organized with schedules and make information easily accessible to all families.  
—Use the program levels; older Scouts want more adventure, so give it to them.
- The goal is to retain our Scouts. For every Scout we lose, that is one more boy we have to recruit just to maintain our membership base. For every Scout we retain, that new boy grows Scouting, expands our reach, and adds to our program.

# RECRUITING

## Time Available

7–10 minutes

## Learning Objectives

1. Focus on different methods of recruiting whether for youth or adults.
2. Set up a plan for recruiting.
3. Measure success at the end of the recruiting cycle.

## Suggested Presenter(s)

The presenter should be well-versed in actually carrying out successful recruitment programs. An active unit head of recruiting, the district membership chair, or a commissioner experienced in successful recruiting may be a good presenter due to familiarity and experience in this role.

## Presentation Method

Information can be presented verbally or with slides. The presenter may incorporate audience participation by using the following opportunities for one to two minutes of input:

- Before presenting the duties of a recruiter, whether youth or adult, ask the audience if they are able to name them.
- At the end of the presentation, spend any remaining time asking one or two unit leaders to explain how their recruiting efforts were or were not successful.

## BSA Reference Materials

- The following articles can be accessed by logging in to [www.myscouting.org](http://www.myscouting.org) and calling up articles related to recruiting. The list will change as new items are posted.
  - [http://www.scouting.org/Membership/Youth\\_Recruitment/BestPractices.aspx](http://www.scouting.org/Membership/Youth_Recruitment/BestPractices.aspx)
  - <http://www.scouting.org/Commissioners/Journey.aspx>
  - [http://www.scouting.org/Membership/Youth\\_Recruitment.aspx](http://www.scouting.org/Membership/Youth_Recruitment.aspx)

## Presentation Content

- Recruiting is the lifeblood of our units.
- Units that don't recruit aren't going to last long, whereas units that recruit well will not only grow but also benefit from more resources and Scouts to create exciting and diverse program options. What are some tips or ideas to help improve recruiting?

### Recruiting of youth works best when it is youth or friend driven.

- Establish a reward system for Scouts who bring their friends to visit the unit at a meeting or attend an activity and then join the unit. Membership growth is the objective.
- The reward can be a “recruiter patch” or recognition at a court of honor or other event.
- The youth who is recruited should be introduced to the unit and made to feel welcome.
- The parents of the recruited youth should also receive a special invitation from the unit leader to join the unit by formally applying for BSA membership.

- Youth Protection training should be suggested to the parents, whether or not they join. Parents can go to [www.myscouting.org](http://www.myscouting.org) and take the course; parents who are members need to log in using their ID in order to get proper credit for taking the Youth Protection training course.

### Fall and spring recruitment campaigns

- Plan a time-specific campaign for a focused effort to recruit additional unit members.
- Develop incentives for the Scouts to assist in the effort.
- Be creative. School lists are good, but go where the kids are. Youth sports leagues, school ice cream nights, and local church youth groups are all great places to connect with Scout-age families, especially for Cub Scouts.
- Establish a recruitment spreadsheet of the target youth and review it regularly. Identify a reason for each family that does not join.
- Give special recognition to Scouts who join the unit during this time period. New Scouts who join by themselves can sometimes have the hardest time identifying with the Scout environment. Each new member should have a Scout assigned to him for at least the first few months to make certain the new member attends, gets a uniform and handbook, and starts along the advancement trail. Don't leave this to chance!
- At the end of the drive, honor the new Scouts and top recruiters.

### Unit Webelos recruiting

- Webelos recruiting is critical; it KEEPS our current members in the program!
- Year-round recruiting is ideal even though Webelos recruiting often ties into Webelos-to-Scout transition time. Use this time to get as many Webelos into a troop as possible.
- Boy Scout units should have an active program to identify Webelos II leaders before the start of the second year of Webelos. Call the Cubmaster to confirm the right leaders, find out how many Webelos the pack has, and introduce your unit.
- Develop a relationship with the Webelos II leader. This involves really getting to know these leaders beyond an introductory phone call. Meet on a one-on-one basis outside the meeting environment to learn about the leader and Webelos families.
- Host the Webelos II patrol at a regular Scout meeting. Special “pony shows” for Webelos are easily identified and often considered negative in Scout unit selection. Make sure programs are interesting, youth driven, and appropriate for Webelos audiences.
- Include dedicated time to talk to parents about the troop and answer questions; don't be rushed.
- Invite the Webelos patrol and parents to visit a unit activity and possibly to spend a night with the unit. Have the Webelos camp with the Scouts and participate in the activities. They should be treated as a “new boy patrol” would be treated and watched over by the troop guides or other carefully selected youth leaders of the troop.

- Send a note to the leader and families to thank them for participating with the Scout unit.
- Have a special means of welcoming graduating Webelos and their parents who are entering the troop. This is a time of great change for the boys and their parents. Help

make the transition easy with troop guides, dedicated assistant Scoutmasters for new Scouts, and other resources. Communicate frequently and often to ease the transition and engage the youth right away.

# CHARTER RENEWAL

## Time Available

7–10 minutes

## Learning Objectives

1. Focus on effective handling of unit charter renewal.
2. Set up a plan to accomplish charter renewal on time.
3. Review the completed charter after it is approved by the council registrar.

## Suggested Presenter(s)

The presenter should be well-versed in carrying out successful charter renewals. An active unit leader in charge of charter renewal or the district charter renewal commissioner may be a good presenter due to familiarity and experience in this role.

## Presentation Method

Information can be presented verbally. The presenter may incorporate audience participation by using the following opportunity for one to two minutes of input: Before presenting the duties of a unit charter renewal volunteer, ask the audience if they are able to name the steps for online charter renewal.

## BSA Reference Materials

- The following article is an example of what can be accessed by logging in to [www.myscouting.org](http://www.myscouting.org) and calling up articles relating to charter renewal. The list will change as new items are posted.

—[http://www.scouting.org/Commissioners/Internet\\_Rechartering.aspx](http://www.scouting.org/Commissioners/Internet_Rechartering.aspx)

## Presentation Content

The charter renewal process occurs annually to renew the unit's membership in BSA through its chartered organization. This process also renews the memberships of the families in that unit. Timely charter renewal is an important part of ensuring a healthy Scouting program for the unit. Following is a sample outline of how a unit might plan ahead to ensure a smoother, easier charter renewal process. Doing so avoids the last-minute rush and difficulties that may come from having limited time.

### Charter renewal process by the months

- Charter renewal is the commissioner's most important task.
- The following is a five-month countdown plan that can be easily implemented to avoid dropped units as a result of inadequate charter renewal efforts.

#### —Month 5

- Unit commissioner obtains copy of unit charter listing and begins unit inventory.

#### —Month 4

- Unit commissioner completes unit inventories.
- Ensure any leaders not current on Youth Protection training take the course and have an up-to-date card.

#### —Month 3

- Make sure all new adult and youth applications are completed, approved by the chartered organization representative, and turned in to the council registrar by the 15th of the month to ensure they are on the roster ahead of charter renewal.

- Units identify leader responsible for online charter renewal.
- Units review leader changes that will be needed at charter renewal. This should include ensuring that all registered leaders are trained and the unit meets minimum training requirements for key leaders.
- Unit commissioner provides information as to charter renewal fees and insurance costs.
- Units start collecting charter renewal fees.

#### —Month 2

- All units to have charter renewal codes (passwords) no later than first week of Month 2 (55 days prior to final due date for charter renewal acceptance).
- By the 15<sup>th</sup> of the month units begin online charter renewal. (After initial access by the unit online charter renewal person, the council registrar cannot change unit listing until process is complete. **It is critical for the online application process to not be drawn out.**)
- Units collect any remaining charter renewal fees.
- Online charter renewal completed and all fees collected by month-end.
- New youth and adult applications included with paper output signed by unit leader.

#### —Month 1

- Commissioners begin review of completed charter renewals along with fee and insurance charge.
- Defective charter renewals returned to unit for correction. (Unit charter renewal person signs off of system when charter renewal complete.)
- Commissioners turn in completed and corrected charter renewals by the 15<sup>th</sup> of the month to council registrar. (It is not proper for a district executive to ever handle a unit charter renewal application.)
- Unit commissioners work with units from the 15<sup>th</sup> through the 28<sup>th</sup> of the month to correct any outstanding defects not caught during initial review and return charter renewal to council registrar.
- Following successful completion of the charter renewal process, the process is not quite done:
  - The commissioner receives updated charter renewal outcomes from council office.
  - A formal presentation of the charter is made to the chartered organization. This is an important part of the relationship with the chartered organization.
  - Membership cards are distributed to youth and adult members.

# DEN CHIEFS

## Time Available

7–10 minutes

## Learning Objectives

1. Describe how the den chief program is beneficial for both packs and troops.
2. Promote use of the den chief program.
3. Provide participants with more information to follow up and implement the program within their local units.

## Suggested Presenter(s)

The presenter should be familiar with both the Boy Scout and Cub Scout programs. Ideally, this is someone whose pack and troop have a long, established relationship with one another. Suggested presenters include an assistant Scoutmaster who works closely with new-Scout patrols in his or her troop or has experience working with Webelos leaders from local packs. A Cubmaster or Webelos leader who is familiar with the Boy Scout program and has worked with a den chief may also be a good presenter.

## Presentation Method

It is suggested the information be presented verbally with handouts of speaking points and references to additional resources. The audience can participate through questions or a brief description of how the den chief program has worked in the past for a couple of units.

## BSA Reference Materials

- Cub Scout Den Chief qualifications and responsibilities, <http://www.scouting.org/CubScouts/Leaders/About/ThePack/csdcf.aspx>
- Den Chief Online Training, <http://www.scouting.org/Training/Youth/DenChiefTraining.aspx>
- *Den Chief Handbook*, No. 33211
- Dates of upcoming council-sponsored den chief training sessions, or contact information for the trainer if no dates are set

## Presentation Content

- What is a den chief?
  - A den chief is a member of a troop or crew who works to help deliver the Cub Scout program for the boys in a den. (Note: Males and females in a Venturing crew can be den chiefs as well, but for simplicity we most often refer to the den chief as a Boy Scout active in a troop.)
  - While serving as den chief, this Scout will work under the direction and guidance of the den leader and Cubmaster.
- How is a den chief selected?
  - Typically, a Cubmaster or den leader will contact a local troop or crew and ask for a den chief. The Scoutmaster and senior patrol leader should work together to identify a good candidate for this position.
- Select the right person for this role.
  - An experienced Scout, First Class or higher
  - Ideally not related to the den leader or to the boys in the den

- Good at working with younger Scouts; energetic and excited
- Responsible
- Demonstrates good Scout spirit
- Able to demonstrate and teach Scoutcraft skills, games, and activities
- Familiar with Cub Scout program and terminology or willing to learn
- Sets a good example with wearing the uniform
- Benefits for the Scout
  - Position of responsibility that can be used for advancement
  - Allows youth to gain leadership skills outside of same-age peers. Working with boys half your age and parents twice your age is much different from working with similar-aged patrol or crew members.
  - Scouts can reinforce their own skills by teaching them to others.
- Benefits for the troop
  - Develops a strong relationship between the pack and troop
  - When a Cub Scout is ready to join Boy Scouts, he will want to join that boy who helped him learn to set up a tent or helped him make s'mores on a campout.
  - When families move from Cub Scouts to Boy Scouts, seeing the disorganization associated with a boy-led troop can sometimes be shocking. If the parents have worked with an experienced, prepared, responsible den chief, they will be more willing to trust their 10- or 11-year-old son to a boy-led troop.
  - Remember: The goal is first to get Cub Scouts to become Boy Scouts, then to get them to choose your troop.
- Benefits for the pack/den
  - Cub Scouts often respond better to older kids than they do to their own parents. That gangly 14-year-old Scout looks like a superhero to an 8-year-old.
  - In some cases, the Boy Scout has more experience in practical Scouting skills than Cub Scout parents or den leaders.
  - Younger boys get to hear about events that they can look forward to as Boy Scouts. Hearing a Boy Scout tell about his experience on a 50-mile trek, a canoe trip, or some other exciting activity may be that spark that keeps a kid active in Scouting.
  - If certain Scouts have special needs or disabilities, sometimes the den chief can provide extra attention to that one boy who needs an extra hand, allowing the den leader to focus on the larger group.
- Where to place den chiefs
  - Ideally, the Webelos dens should be the first priority for den chiefs. One of the primary purposes of the Webelos program is to get the Webelos Scouts ready for transition into the Boy Scout program.
  - However, there is no reason that a den chief cannot be assigned to work with any of the dens, from Tiger Cubs through Webelos Scouts.

- Responsibilities of a den chief
  - Knows and helps Cub Scouts achieve the purposes of Cub Scouting
  - Serves as the activities assistant at den meetings
  - Sets a good example through attitude and uniform wear
  - Is a friend to the boys in the den
  - Helps lead weekly den meetings and supports pack meetings
  - Knows the importance of the monthly theme and pack meeting plans and meets with the den leader to prepare to assist
  - Receives training from the den leader (or Cubmaster or assistant Cubmaster) and attends den chief training
  - Encourages Cub Scouts to become Webelos Scouts when they are eligible
  - Encourages Webelos Scouts to join a Boy Scout troop upon graduation
  - Lives by the Scout Oath and Law
  - Shows Scout spirit
- Training resources help make this task easier for the den chief and the den leader.
  - Online den chief training
  - Den Chief Handbook*
  - Many councils offer den chief training sessions in person.
- Awards
  - Den Chief Service Award: Requires service for one year, in addition to several training and performance-related requirements.
- Potential concerns and drawbacks
  - Finding a good candidate for this position can be difficult. If nobody is available and enthusiastic about filling this position, no Scout should be placed in the role. A bad selection as den chief is worse than no den chief at all.
  - The den chief will have a significant time commitment for this role, either outside his normal troop meeting time or, if the pack and troop meet on the same night, during his regular troop meetings.
  - Some den leaders may not know how to utilize a den chief as part of their program. The den leader needs to understand the program just as well as the den chief does.

# DISTRICT HIGHLIGHTS

## Time Available

7–10 minutes

## Learning Objectives

1. Review the basic scope of the district.
2. Address district successes and highlights that demonstrate the hard work of units.
3. Share goals for continued improvement and encourage units to do their part in working toward achieving these goals.

## Suggested Presenter(s)

The presenter can be the district commissioner, district chair, or another district-level leader. Ideally, the presenter is a fun, engaging, and enthusiastic person who connects well with audiences to motivate and encourage dedication to Scouting. The local district executive can help provide much of the statistical data noted below, but the presentation is best delivered by a volunteer leader.

## Presentation Method

It is suggested the information be presented through an interactive conversation with slides or pictures related to the content. Because this is a highlights presentation, it is important to relate the data to the audience throughout the presentation.

## BSA Reference Materials

- District membership statistics
- District advancement statistics
- District JTE statistics

## Presentation Content

This Big Rock presentation is intended to give a highlight overview of the district by the numbers. The outline below includes common metrics available to most districts. Replace the text in parentheses as appropriate. Additional items can be added to reflect local data points as available. The goal is to show the scale and impact of Scouting in the district, thank the units for supporting the Scouting program, and encourage them to commit to growing Scouting in the district even further.

- Our district is one of (No.) districts in (name) council.
- We serve (No.) Cub Scout packs with (No.) youth, (No.) Boy Scout troops with (No.) youth, (No.) Varsity teams with (No.) youth, and (No.) Venturing crews with (No.) youth.
- This represents a total of (No.) units and (No.) youth, supported by (No.) registered adult volunteers.
- Our market penetration is (percent) percent of our total available youth audience, so we have plenty of additional opportunity to recruit and serve more youth.
- In order to operate the district, we have (No.) members of the district committee, including standing committees for (name committees). (Introduce chairs and key contacts for camping, membership, and advancement if available.)
- We also have a commissioner staff of (No.). This includes (No.) unit commissioners to serve our (No.) units, for a ratio of (No.).

- Our district earned (level) Journey to Excellence recognition last year, which reflects (summarize the areas that earned points). Our goals for improvement this year include (summarize areas to improve).
  - Among our Cub Scout packs, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.
  - Among our Boy Scout troops, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.
  - Among our Venturing crews, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.
  - Among our Varsity teams, (No.) earned Gold JTE recognition, (No.) Silver, and (No.) Bronze.
- Our district also made notable contributions to covering the cost of providing Scouting in our local community. Last year we sold \$ (amount) in popcorn, plus an additional (summarize other fundraising amounts). Our Friends of Scouting campaign raised \$ (amount) to help support Scouting in our community.
- Those efforts support a program that generates results. One way to measure those results is in how many of our youth advance and continue to move through our program.
  - (No.) Cub Scouts advanced in rank last year, representing (percent) percent of our Cub Scout members.
  - We crossed (No.) Webelos Scouts into troops last year, and this year we have an estimated (No.) second-year Webelos Scouts eligible to become Boy Scouts.
  - Among our Boy Scout troops, (percent) percent of members advanced at least one rank last year.
- We also awarded (No.) Eagle Scout Awards in the prior year. Some of the projects completed included (highlight projects). In total, these projects represented more than (No.) hours of service just from our Eagle Scout Awards. (Include other service hours or events if available.)
- Varsity awards included (summarize awards).
- Our Venturing crews awarded (No.) Ranger Awards and (No.) Quartermaster Awards, as well as (summarize other awards).
- Among our adult leadership, we awarded (No.) District Awards of Merit, (No.) Silver Beaver Awards, and (reference other notable awards of this caliber).
- We also hosted a number of key events for our units. This included (summarize events) for our Cub Scout units and (summarize events) for our Boy Scout to Venturer-aged units. (Include district-sponsored day camp, summer camp, camporees, and other such events.)
- All of these programs are an excellent resource for the (No.) total youth we serve in our district, but there is always room for more. Last year we recruited (No.) new Cub Scouts and (No.) new Boy Scouts. Our recruiting goal this year is (summarize goal).
- What makes our district great, and what fuels all of these accomplishments in service of our youth, are your units. We want to take this moment to say thank you, to ask you to continue delivering great programs, to keep bringing more youth into Scouting, and to continue having a great time with this program. Thank you!

# **BIG ROCK TEMPLATE**

## **Time Available**

7–10 minutes

## **Learning Objectives**

## **Suggested Presenter(s)**

## **Presentation Method**

## **BSA Reference Materials**

## **Presentation Content**

# BOY SCOUT INTEREST TOPICS

## WEATHER AWARENESS

### Time Available

~20 minutes

### Learning Objectives

1. Know what BSA resources are available for weather safety.
2. Expand unit leader knowledge on additional weather resources.
3. Provide information regarding local weather safety and resources to help leaders make better informed weather safety decisions.

### Suggested Presenter(s)

A local weather expert can be an excellent resource, especially a weather resource familiar with Scouting and the outdoors. Potential presenters may include local weather service personnel, a TV station meteorologist, or a storm chaser. In areas where these presenters are not available, an experienced unit leader or Weather merit badge counselor who is willing to study the material and prepare a presentation can be an alternative resource.

### Presentation Method

For an expert speaker, a presentation with local weather hazards and safety advice followed by Q&A is suggested.

For a local leader, a brief presentation using key safety considerations from the Planning and Preparing for Hazardous Weather training syllabus plus local weather hazard information is suggested, followed by unit discussion of weather examples.

### BSA Reference Materials

- *Planning and Preparing for Hazardous Weather* (CD), No. 610642
- Sweet Sixteen of BSA Safety, <http://www.scouting.org/HealthandSafety/Sweet16.aspx>
- *Weather* merit badge pamphlet, No. 35964

### Community Resources and Materials

- Local weather data from a meteorology website or community government center, including information on key storm seasons, typical local weather patterns, and safety recommendations for local hazardous weather situations
- NOAA Weather Radio devices to demonstrate as well as information on local stations
- Local storm pictures to identify weather threats

### Presentation Content

- This roundtable program may provide information on a number of topics to help Scouters better understand local weather patterns, typical weather seasonality, and key weather threats that may present risks when in the field with Scouts.
- *Planning and Preparing for Hazardous Weather* training is required for at least one leader before taking a unit on a tour. More importantly, it is knowledge that all leaders can use to manage risks in the outdoor classroom.

If available, a local meteorologist or storm chaser can be an excellent presenter resource. These individuals can draw on their extensive knowledge and training to discuss how to best identify the key local threats and the best way to respond safely in weather situations. Presentation content might include:

- Weather photos to identify local storm formations
- Local weather statistics and discussion of seasonal patterns
- Pictures of local storm damage
- Information regarding safety in local storm situations, including shelter recommendations for both inside and in the field weather scenarios
- Discussion of health concerns for local conditions such as extreme heat, cold, rain, or other situations
- Training and brochures unit leaders can keep for weather emergency data
- Demonstration of how to best program NOAA Weather Radio devices to give early warnings, including what stations to program based on how local weather travels into your area in order to maximize warning time

If an expert presenter is not available, an experienced Scouter familiar with the topic or a Weather merit badge counselor can be asked to research local weather information and prepare a brief presentation. This presenter should draw some information from the *Planning and Preparing for Hazardous Weather* training syllabus, but encourage participants to take the full course online or in person at a later date due to the limited time at roundtable. The full training requires approximately 40 minutes to complete and is available through a user's MyScouting account or as an in-person training session. A Scouter or merit badge counselor presentation might provide:

- Information learned regarding local weather threats by season
- Early warning signs of local weather threats
- Best practices on responding to local threats gleaned from research
- Shelter recommendations for both inside and in the field weather scenarios
- BSA weather safety tips from the *Hazardous Weather* syllabus
- Demonstration of how to best program NOAA Weather Radio devices to give early warnings, including what stations to program based on how local weather travels into your area in order to maximize warning time

Because local Scouters may not be weather experts, this presents an opportunity for a local leader to not only research and prepare in advance but also contact the nearest weather resource such as a meteorologist or NOAA field office for information. The presenter should ask for any materials they can send as well as check any presentation material with these professional resources to ensure accuracy as much as possible.

## FAQs

- **Question: What makes this training important for roundtable?**

Answer: Weather hazards are a critical consideration for all Scouters when outdoors. Learning about resources to check for weather threats, ways to receive alerts about impending bad weather, and how to respond in a weather emergency to protect unit members are important responsibilities for all leaders.

- **Question: What are weather radios and why are they important?**

Answer: NOAA Weather Radios are special radio units that receive information from a nationwide network of radio stations broadcasting continuous weather information directly from the nearest National Weather Service office. NWR broadcasts official weather service warnings, watches, forecasts, and other hazard information 24/7. The radios need to be programmed to receive SAME alerts (Specific Area Message Encoding) from a local station to automatically broadcast emergency information. Detailed information is available online at <http://www.nws.noaa.gov/nwr>.

Tip: Program the alerts to include the counties that weather patterns pass through before reaching your local area; this increases the time for you to prepare ahead of bad weather.

- **Question: If we do not have a weather expert in our area, how can we ensure our presenter provides accurate information?**

Answer: Accurate information is important in educating leaders about weather hazards. The BSA resources and training referenced above can provide a wealth of accurate information about weather hazards and recommended safety procedures. It is also a good practice to carefully cross-reference any advice given to ensure it is accurate. Rely on primary source sites from expert weather organizations rather than Internet chat boards or blogs. The *Weather* merit badge pamphlet also provides BSA-approved information and should be used as a resource.

- **Question: What weather hazards should we address at roundtable?**

Answer: Address weather hazards that your units are likely to encounter in your local area. These may include simple weather concerns such as being outdoors in extreme heat or cold, and associated BSA resources on these subjects should be made available to participants. Also discuss major types of storms possible in your local area, such as tornadoes, hurricanes, tropical storms, flooding, and other threats. The goal is to better equip unit leaders with knowledge to make good choices about whether to go or stay when weather may be threatening, as well as practical safety advice in the event units are caught outdoors in bad weather.

# NEW-SCOUT PATROL AND PROGRAM

## Time Available

~20 minutes

## Learning Objectives

1. Understand the benefits of the new-Scout patrol and mixed-age patrols.
2. Understand how to leverage youth and adult leader roles to improve programming for new Scouts.
3. Improve retention of new Scouts through better unit programs.

## Suggested Presenter(s)

An experienced Scoutmaster who has used both new-Scout patrols and mixed-age patrols is an ideal presenter. The Scoutmaster can bring real experience to address the pros and cons of each option, as well as practical tips on building successful new-Scout programming.

## Presentation Method

A brief presentation addressing the new-Scout program followed by discussion and questions with the audience is ideally suited for this topic. The presentation provides a foundation on which participants can then build with their own questions and experiences.

## BSA Reference Materials

- *Scoutmaster Handbook*, No. 33009
- “A Year With a New-Scout Patrol,” *Scouting* magazine, <http://www.scoutingmagazine.org/issues/0405/a-year.html>

## Presentation Content

- When new Scouts transition to the troop, it is important to give them a great experience.
- Early impressions will be long lasting, for both Scouts and their parents.
  - Is the unit well-organized?
  - Are the leaders well-trained?
  - Are the boys building friendships early in their troop experience?
  - Are Scouts receiving a good transition to learn the new troop routine?
- Troops that plan and manage this process can retain more Scouts through better quality programming and attentive leadership.
- The new-Scout patrol is one option to help create a good transition to Boy Scouting.
- What is the new-Scout patrol and what is its purpose?
  - One of three types of patrols identified in the *Scoutmaster Handbook* (the other two are regular, or mixed-age, patrols and Venture patrols)
  - For 11-year-old boys who are just joining the Boy Scout troop
  - New Scouts function together as a patrol their first year
  - Learn basic camping skills and how the troop works
  - Focus on goal of completing First Class requirements
  - Build patrol unity and learn to work as a team, ultimately becoming boy-led
  - May start to phase into regular mixed-age patrols after three or six months if desired

- Support for new-Scout patrols
  - The new-Scout patrol has dedicated leadership support from adults and Scouts, but the goal is still to teach the patrol to become boy-led
  - Assistant Scoutmaster for new Scouts: An experienced unit leader who works well with new Scouts
  - Troop guides: Youth leaders who can help instruct new Scouts in learning Scouting skills and working on the trail to First Class
  - New-Scout parents: A good resource that can help support Scout program elements and may also be recruited as new adult leaders
  - Experienced Scouts: Older Scouts and Eagle Scouts can be excellent resources to help with specific projects and skills
- Why use a new-Scout patrol?
  - All new Scouts receive good training on basic Scouting skills and troop routines.
  - All patrol members are learning together, rather than feeling like the “new guy” who doesn’t know how to do things.
  - Scouts can get to know their peers and meet the other patrols before choosing one to join.
  - Basic skills program for younger Scouts and advanced skills program for older Scouts can help provide appropriate unit activities as suggested in the troop program plans.
  - Focus on core skills, such as the BSA Swim Test, Totin’ Chip, Firem’n Chit, cooking, camping, etc.
  - As the new Scouts grow, they begin to take leadership roles themselves and adopt boy-led skills on their own.
- Choosing new-Scout patrols or mixed-age patrols
  - Both systems can work very well for units; the decision often depends on what is best for each unit’s situation.
  - Units with a large group of new Scouts can often benefit from forming a full new-Scout patrol, or even two.
  - Consider the benefits of the new-Scout patrol vs. how the troop will help new Scouts integrate, learn basic skills, and achieve a successful transition to Boy Scouts if the new-Scout patrol is not used.
- Additional time can be used for questions, sharing ideas learned from implementing the new-Scout patrol system, and discussion. Keep the discussion lively and individual comments brief.

## FAQs

- **Question: What is a new-Scout patrol?**

Answer: There are three kinds of patrols identified in the *Scoutmaster Handbook*. The new-Scout patrol is for new 11-year-old Scouts who are just joining a troop. These Scouts learn together about basic Scouting skills, work on the trail to First Class, and learn to become a boy-led patrol.

- **Question: How do I decide which patrol type to use—new Scouts or mixed age?**

Answer: This is a judgment call for the Scoutmaster to make in consultation with the committee and the chartered organization representative. Each unit and even each year can be different. The unit must consider how to best achieve success for its new Scouts so they learn Boy Scout skills, make new friends, and transition successfully to Boy Scouts. If new-Scout patrols are not used, the unit still needs a plan in place to help get the new Scouts well integrated into the troop and moving forward on their Scouting advancement.

- **Question: How will the boys get to know the older Scouts if they are in a new-Scout patrol?**

Answer: The older youth will have many opportunities to interact with the new Scouts. They can help teach new Scouts skills, participate in troop activities, and join with the new Scouts for many unit events. This is an important part of helping them build new friendships and ultimately putting them into mixed-age patrols later.

- **Question: When do we transition the boys into mixed-age patrols?**

Answer: The unit can make the transition when it appears appropriate. The traditional new-Scout patrol is set up as the first year, in part due to the goal to have all Scouts reach First Class in one year or soon after. However, units might decide to transition Scouts after three or six months if they like. Your unit program will indicate when the time is right for this transition.

# VENTURING—RETAINING OLDER SCOUTS

## Time Available

~20 minutes

## Learning Objectives

1. Know the options for an older Scout.
2. Learn the difference between a Venture patrol and a Venturing crew.
3. Find out about Scouting's best-kept secret.
4. See an example of a graduation ceremony from the troop to a Venturing crew or Sea Scout ship.

## Suggested Presenter(s)

A Venturing roundtable commissioner, Venturing crew officers, Venturers, Venturing Advisor, Sea Scout Skipper, and Sea Scouts can be excellent presenters. Include a person to record the responses to the discussion questions and send those to the participants afterward.

## Presentation Method

This topic is best presented through guided discussion with the presenter facilitating the conversation using the suggested questions below and questions from the participants. Invite Scouters to ask questions and contribute information as appropriate.

## BSA Reference Materials

- Venturing Fast Facts, 523-507
- Venturing recruiting brochure, No. 523-502
- Recruitment flier, No. 523-485
- *Venturer/Ranger Handbook*, No. 33494
- [www.scouting.org/venturing/resources](http://www.scouting.org/venturing/resources)
  - [http://www.scouting.org/Membership/Youth\\_Recruitment.aspx](http://www.scouting.org/Membership/Youth_Recruitment.aspx)
  - <http://www.scouting.org/Venturing.aspx>
  - <http://www.scouting.org/HighAdventure.aspx>
- [www.scouting.org/Applications/highadventuresearch.aspx](http://www.scouting.org/Applications/highadventuresearch.aspx)

## Presentation Content

- Scouting is full of transitions as our youth age and grow. This connects them to programs that are fun, challenging, and filled with relevant information.
- This starts with Cub Scouts who are part of the pack and advance each year with a new program. They attend pack meetings and have a structured calendar with annual changes.
- As they transition into Webelos, the concepts of a troop program are gradually introduced, culminating with the Arrow of Light Award and their transition into a new adventure—Boy Scouting.
- In Boy Scouts, the early years are full of new adventure, but then the boys may start to lose interest if they are doing things they believe they have already mastered.
- This is one of the signs Scouts might be ready for Venturing. Others include:

—Earned the rank of Eagle Scout and is 14 or is 13 and has completed the 8<sup>th</sup> grade

—Isn't interested in earning Eagle Palms or has earned them and needs a new challenge

—Held various leadership positions

—Been to summer camp three or more times

—High school-age and spent three or more years in the troop

—May not want to continue working with middle school-age Scouts

—Discovered girls

—Increasing interest in high-adventure activities

- What are the options for this Scout?

—Stay with troop until age of 18 and become an assistant Scoutmaster.

—Join/form a Venture patrol in his troop until he becomes 18.

—Join/help form a Venturing crew as long as he remains under 21.

—Quit Scouting—not a good option!

- How do we keep older boys in Scouting?

—Venture patrol; remains with the troop

—Venturing crew; joins a separate unit

- Ask: "What is the difference between a troop's Venture patrol and a Venturing crew?"

Answer: A Venture patrol is a patrol within the troop for Scouts age 13 to 18. Venturing is for young men and women age 14, or age 13 and has completed the 8th grade, to 21.

- Venturing is "Scouting's best-kept secret!" Scoutmasters are sometimes afraid Venturing will drain their troop of older Scouts.

- Troops are often not aware of Venturing crews in the district. Venturing crews must be visible and sell their program to the troops and schools in their district.

- Venturing includes:

—Life skills: Leadership development, public speaking, interviewing, and mentoring

—High adventure

—Outdoors, arts and hobbies, sports, religious life, STEM (science, technology, engineering, mathematics)

—Florida Sea Base

—Northern Tier

—Philmont Scout Ranch

—Summit Bechtel Family National Scout Reserve

—Sea Scouts, and much, much more

- Venturing has its own awards and a high level of flexibility for youth to pursue specific interests.

- Venturers who earn the First Class rank while a registered Boy Scout may elect to continue working toward Eagle until the age of 18.

- Venturing awareness can be increased by:
  - Crews “bragging” about their unit and activities
  - Conducting student-interest surveys in high schools within the council
  - Sending letters of invitation to council events
  - Conducting open houses

## Discussion Questions

- How many are aware of the Venturing crews in your district and/or council?
- Are you willing to learn the location of the Venturing crews in your district or council? Why or why not?
- Will you make the older Scouts in your troop who are “losing interest” in Scouting aware of Venturing as a means of keeping those Scouts in Scouting? Why or why not?
- Will you allow Venturing crew members to conduct a presentation to the older Scouts in your troop? Why or why not?
- Are you willing to talk to your unit’s chartered organization representative and the district executive regarding creating a Venturing unit? Why or why not?
- Are you aware of Recruiting Venturers? Show a copy and provide the website.

## Scout to Venturing Ceremony

- Setting: Troop meeting or court of honor
- Personnel: Scoutmaster, Venturing crew officer
- Equipment: Venturing emblem and green shoulder loops or Sea Scouts BSA patch

Scoutmaster: Will Scout(s) (candidates) please come forward. You started your Scouting journey as a (Tiger Cub, Wolf Cub, Bear Cub, Webelos Scout, or Boy Scout) and achieved the rank of \_\_\_\_\_.

After joining Troop \_\_\_\_, you probably thought your Scouting journey would end. Lord Baden-Powell, the founder of Scouting, said: “No one can pass through life, any more than he can pass through a bit of country, without leaving tracks behind, and those tracks may often be helpful to those coming after him in finding their way.”

Your leadership served the Scouts in our troop well. On behalf of the troop committee and the Scouts in Troop \_\_\_\_, thank you for your leadership. We wish you well in the next phase of your Scouting journey. (Name and office) from Venturing Crew \_\_\_\_\_ will present your (Venturing emblem and green shoulder loops) or (Sea Scout, BSA patch). Congratulations!

Ask the crew member(s) or Crew Advisor present what they have done to retain the members of their crew or ship.

## FAQs

- **Question: What can I do as a Scoutmaster to establish a Venturing crew?**

Answer: Show the appropriate BSA materials.

- **Question: If the Scouts in a coed Venturing crew decide to drop out of the crew, can the crew continue as an all-girl crew?**

Answer: Yes. However, the Venturing Advisor should examine why the Scouts dropped out of the crew and try to recruit new members.

- **Question: Can a crew participate in troop activities?**

Answer: Yes. A crew interested in first aid could direct the first-aid stations at a unit campout or district or council camporee. A crew interested in law enforcement could direct traffic and also have a safety display at a unit campout or district or council event.

# WEBELOS-TO-SCOUT TRANSITION PLAN

## Time Available

~20 minutes

## Learning Objectives

1. Realize the number of Webelos Scouts is greater than the number of Boy Scouts.
2. Participate in a discussion identifying the reasons Webelos Scouts do not become Boy Scouts.
3. Participate in a discussion identifying methods that encourage Webelos Scouts to become Boy Scouts.

## Suggested Presenter(s)

The presenters should be a unit commissioner, Scoutmaster, Webelos den leader, Webelos or Scout parent who has been successful in methods of Webelos Scouts becoming Boy Scouts, or a district person responsible for Webelos-to-Scout transition. Include a person to record the responses to the discussion questions and send those to the participants afterward.

## Presentation Method

This topic is ideally presented as a discussion of ways to ensure Webelos Scouts will cross the bridge to a Scout troop. A guide for the discussion should start the conversation, but encourage unit leaders to ask questions, share best practices, and offer their experiences.

## BSA Reference Materials

- Webelos to Scout Transition brochure, No. 520086  
—[http://www.scouting.org/Membership/Youth\\_Recruitment/PlanningStrategies.aspx](http://www.scouting.org/Membership/Youth_Recruitment/PlanningStrategies.aspx)
- Improved Webelos Transition, [www.scouting.org/BoyScouts/ImprovedWebelosTransition.aspx](http://www.scouting.org/BoyScouts/ImprovedWebelosTransition.aspx)
- Webelos-to-Scout Transition, [http://www.scouting.org/Membership/Youth\\_Recruitment/WebelosToScoutTransition.aspx](http://www.scouting.org/Membership/Youth_Recruitment/WebelosToScoutTransition.aspx)

## Presentation Content

- “Be Prepared... the meaning of the motto is that a Scout must prepare himself by previous thinking out and practicing how to act on any accident or emergency so that he is never taken by surprise.”—Lord Baden-Powell
- Not every Webelos Scout crosses the bridge and becomes a Boy Scout. This session is designed to identify ways to increase the number of Webelos Scouts who join a Scout troop.

## Discussion Scenario

I'm a Webelos den leader. Two months ago, the den was invited to attend a district Scout event with Troop 123. I told the Scoutmaster we would be glad to be their guests. We have not had any contact with the troop since the invitation. It is now Wednesday with the event this weekend. We have not heard from the troop as to what to bring, where to meet, or the fees. I called the Scoutmaster to find answers to these questions. He told me that because they had not heard from the den after we accepted the invitation they decided that we were not going and made plans with a Webelos den in another pack!

- How can I keep the boys in the den and their parents enthusiastic about joining a troop?

- What would you do to prevent this situation from occurring again?

## Sample Discussion Questions

- What are the reasons Webelos Scouts fail to become Boy Scouts?
- What factors ensure Webelos Scouts transition to Boy Scouts?
- What are some of the efforts your troop has made to make sure as many Webelos Scouts as possible become Boy Scouts?
- What role do commissioners play in having the packs and troops in their district become aware of each other? In making sure each pack has been contacted by at least one troop?
- How does the Order of the Arrow aid in the transition of Webelos Scouts to Boy Scouts?
- What role can Webelos den chiefs play in encouraging Webelos Scouts to join a troop?
- What roles should the pack leaders (Webelos den leaders, Cubmaster, and pack committee members) play in encouraging the Webelos Scouts to become Boy Scouts?
- What roles should the troop leaders (patrol leaders, senior patrol leader, assistant Scoutmaster, Scoutmaster, troop committee members) play in getting Webelos Scouts to join Boy Scouts?
- What effort is made to help the Webelos Scouts, their leaders, and parents understand that Webelos Scouts who do not earn the Arrow of Light Award can still become Boy Scouts?

# SUMMER CAMP SATISFACTION FORUM

## Time Available

~20 minutes

## Learning Objectives

1. Understand the importance of camp to the founder of Scouting.
2. Know the factors that may be considered regarding a troop's decision to attend summer camp.

## Suggested Presenter(s)

The presenters should be a unit commissioner, Boy Scout roundtable commissioner, Boy Scout roundtable staff member, district and/or council camping chairman (must agree to be impartial regarding in and out of council camping), or Scouter with several years of summer camp experience. Include a person to record the responses to the discussion questions and send those to the participants afterward.

## Presentation Method

This session is an open discussion with a presenter(s) facilitating the conversation. The presenter opens the floor with a few questions to start a dialogue and encourages participants to ask questions of their own.

## BSA Reference Materials

- "Guide to Cool Camps," *Scouting* magazine, <http://scoutingmagazine.org/2011/10/guide-to-cool-camps-2>
- National Camp Accreditation Program National Camp Standards, No. 430-056 (2012 Printing), <http://www.scouting.org/filestore/outdoorprogram/pdf/430-056.pdf>
- *Guide to Safe Scouting*, No. 610138 (2013 Printing)
- Boy Scouts of America Summer Camp Outcomes Study, [www.scouting.org/filestore/marketing/pdf/02-448-1.pdf](http://www.scouting.org/filestore/marketing/pdf/02-448-1.pdf)
- Boy Scout Summer Camp—Benefits Every Parent Should Know, [www.scouting.org/filestore/marketing/pdf/02-448-3.pdf](http://www.scouting.org/filestore/marketing/pdf/02-448-3.pdf)
- Boy Scout Summer Camp—An Investment in Youth and Leaders, [www.scouting.org/filestore/marketing/pdf/02-448-5.pdf](http://www.scouting.org/filestore/marketing/pdf/02-448-5.pdf)

## Presentation Content

- More than 100 years ago, Lord Baden-Powell made the following remarks about camp and camping:
  - “A boy on joining wants to begin Scouting right away.”
  - “A week of camp life is worth six months of theoretical teaching in the classroom.”
  - “I CANNOT impress on Scoutmasters too highly the value of the camp in training of Scouts; in fact, I think that its whole essence hangs on this. Many Scoutmasters who value the moral side of our training are almost inclined to undervalue the importance of the camp, but the camp is everything to the boys. We have to appeal to their enthusiasm and tastes in the first place, if we are ever going to do any good in educating them.”
  - “The spirit is there in every boy; it has to be discovered and brought to light.”

- The BSA operates 420 Scout camps, 60 council high-adventure programs, and four national high-adventure bases.
  - Florida Sea Base
  - Northern Tier
  - Philmont Scout Ranch
  - Summit Bechtel Family National Scout Reserve
- Scenario: At a recent Scouting event, two senior patrol leaders from different councils were discussing summer camp. One of the senior patrol leaders is from your troop. How do you think he would answer the following questions?
  - What factor(s) do the Scouts in your troop look for when choosing where they want to go to summer camp?
    - Cost
    - Distance to camp
    - In or out of council
    - Program (Tenderfoot to merit badge opportunities)
    - High-adventure opportunities
    - Patrol/troop cooking vs. camp dining hall meals
    - Same camp every year vs. different camp every year
    - Recommendations from Scouts in other troops
    - Service projects to enhance the camp
    - Other factors
  - Some camps offer a Trail to Eagle program for Scouts who are First Class or higher. It is a one-week provisional camp (Scout attends by himself and is put in a camp troop). The Scouts are able to work on merit badges necessary to earn the rank of Eagle.
  - Does offering the Trail to Eagle program influence whether or not the troop went to that camp for summer camp?
  - Would any Scouts attend the Trail to Eagle camp and not go with their troop to summer camp?
  - Would any Scouts attend both summer camp with their troop and the Trail to Eagle camp?
- Scenario: A second-year Webelos den is attending your troop meeting. The Webelos Scouts know nothing about summer camp. The Boy Scouts in your troop have been told to develop a three-minute talk to the Webelos Scouts.
  - What would they tell the Webelos Scouts about the troop's summer camp experiences and their favorite summer camp?
  - What factors would cause the Scouts to not want to go back to a particular camp (don't name the camp)?

# ADVANCEMENT FIRESIDE CHAT

## Time Available

~20 minutes

## Learning Objectives

1. Encourage closer attention to advancement policies and procedures by units.
2. Address key unit questions and concerns about the advancement program.
3. Gather input and ideas to help improve advancement in the district.

## Suggested Presenter(s)

Advancement should be presented by the district advancement chair and members of the committee.

## Presentation Method

Because many advancement topics are driven by Q&A, a fireside chat and open forum are the logical presentation methods. The advancement chair may open with a few minutes of comments on common questions and then mention key advancement program efforts in the district, such as registering merit badge counselors, and introduce other members of the advancement committee who support the Boy Scout program.

## BSA Reference Materials

- *Guide to Advancement 2013*
- Eagle Scout Service Project Workbook, No. 512-927 ([http://www.scouting.org/filestore/pdf/512-927\\_fillable.pdf](http://www.scouting.org/filestore/pdf/512-927_fillable.pdf))
- *Boy Scout Requirements*, No. 616334
- Any relevant interests, such as the pamphlet for the newest merit badge
- Advancement and Awards, <http://www.scouting.org/BoyScouts/AdvancementandAwards.aspx>

## Presentation Content

- The advancement fireside chat is an opportunity for unit leaders and unit advancement coordinators to meet the district advancement committee and discuss current issues and questions.
- Introduce the participants and provide some opening remarks.
  - Ask what topics participants would like to cover. For example, you may wish to avoid Eagle-related issues and save those for a dedicated forum so they don't overshadow broader advancement issues that affect all youth in the unit.
  - Establish the ground rules: Ask questions, stay positive, avoid war stories, don't complain about policies that can't be changed, etc.
  - Encourage unit leaders to be open and ask questions, especially if it might address something other units are also having trouble with. These can be important questions.
- Tips for answering questions:
  - Ask for clarification or repeat the question to make sure you understand what is being asked.

—Sometimes the details are important. Evaluate the information carefully to make sure you understand all aspects of the issue before answering.

—Be specific. Use topics from the *Guide to Advancement* or other resources whenever possible to encourage unit leaders to use these resources.

—Remind people that units and circumstances vary. While advancement policies are uniform across all units, there is still room for latitude in the policies, where specified, to help units be successful in their particular programs.

- Addressing errors: Sometimes a question will highlight that a unit isn't quite following the advancement policy. In these cases, how you approach the issue can be important.

—Don't criticize or embarrass. Use this as a learning opportunity.

—Refer to the guidelines to provide support for the ideal way to handle the issue.

—Address what might be unintended negative consequences from alternative approaches.

—Encourage people to try the suggested methods for six months; they may find these work better than they thought once the unit has implemented them.

- Be prepared to address longer-term issues with longer-term solutions.

—Some issues may not be easily addressed on-site, such as a local merit badge fair that is not following the requirements well or a council camp whose summer camp new-Scout program did not meet expectations for quality.

—In these cases, keep the conversation focused on fixing the issue, not criticizing.

—Make notes of the concern and follow up. The appropriate representatives should talk to the parties involved and try to resolve the issue. After all, we want to use roundtable to improve program quality.

—Look for solutions. The council advancement committee that more closely monitors summer camp programs as detailed in section 5 of the *Guide to Advancement* and National Camp School materials may address many summer camp issues and help councils offer high-quality camp experiences to their units. If you do not know the best way to proceed, seek help from others who can assist in resolving the issue.

- Have fun and learn.

—Use the opportunity to help units improve advancement for their youth members by better managing their programs with better information.

—Let unit volunteers know how to contact the presenters with additional questions later.

—Encourage attendance at advancement training, both through online opportunities such as on the BSA website and through local training resources.

—At the end, let everyone know you appreciate their time and dedication to providing a high-quality Scouting program for their troops.

## FAQs

- **Question: What is a “fireside chat”?**

Answer: A fireside chat is a relaxed conversational atmosphere that promotes Q&A. It often starts with a few brief prepared comments to set the tone and topic, then lets the participants ask questions of the presenter. It differs from an open forum because the questions are primarily directed to and answered by the presenter.

- **Question: How do I manage the discussion effectively?**

Answer: Manage the conversation using the same techniques taught in EDGE training. Avoid war stories, ask participants to keep questions brief and direct, move the conversation along at a lively pace, and try to avoid long debates. It is also helpful to have reference material available to direct people toward for key information, such as the *Guide to Advancement*.

- **Question: What about questions I can't answer immediately?**

Answer: Simply say that you need to research that topic to make sure you give an accurate answer. Be sure to ask the questioner to write down the question as well as his or her email address and phone number and hand it to you so you can provide a reply within a few days. Be prompt in following up as promised.

- **Question: How do I manage the scope of the conversation? How do we keep people from turning it into a complaint session?**

Answer: It is important to establish the rules up front. Let people know what areas are up for discussion and ask them to stay within those areas. Indicate that the session is intended to be a positive opportunity for unit leaders to get answers to common questions so units can better execute advancement for their youth. Remind participants that you can't change the rules or right what they might think are past wrongs, and ask participants to use the forum as an opportunity to learn.

# CAMPOUT PROGRAM IDEA FORUM

## Time Available

~20 minutes

## Learning Objectives

1. Give participants an opportunity to discuss options regarding unit activities.
2. Provide a list of places for unit activities.

## Suggested Presenter(s)

The Boy Scout roundtable commissioners or the district program director can act as a facilitator for the forum. Include a person to record the responses to the discussion questions and send those to the participants afterward.

## Presentation Method

Because this is an open forum, the facilitator guides the discussion when needed, keeps the conversation going, works to head off long stories or complaints, and solicits responses from as many participants as possible. Several suggested questions are included to begin the discussion, but also invite Scouters to ask questions and contribute information as appropriate.

## Reference Materials

- “Guide to Cool Camps,” *Scouting* magazine, <http://scoutingmagazine.org/2011/10/guide-to-cool-camps-2>
- Scout Camps, Online Camp Database, <http://www.scoutcamp.org>

## Community Resources and Materials

- Local area and state parks guides
- U.S. National Park Service, [www.nps.gov/](http://www.nps.gov/)
- National Park Guides, [www.nationalparkguides.com](http://www.nationalparkguides.com)

## Presentation Content

- Prior to the roundtable, announce to attendees (at the previous month's roundtable or via email to the troops in the district) that this roundtable will include an open forum to share favorite monthly theme ideas and resources for unit programs.
- Ask the leaders to list their unit's favorite places for unit activities in advance of the meeting and the resources necessary to carry out these activities.
- At the meeting, divide the Scouters into groups. Allow each group 10 minutes to share the who, what, where, when, why, and necessary resources for their unit's activities.
- Record the findings on flip chart paper.
- Each group presents their results to the other groups.
- The facilitator leads a discussion following the presentations to address questions, suggest other ideas, and inquire about resources units may be seeking to execute other programs.
- Provide an opportunity for Scouters to share their email addresses with others as a resource for future unit activities.

# HORNADAY PROGRAMMING

## Time Available

~20 minutes

## Learning Objectives

1. Learn about William T. Hornaday's contribution to conservation and the Boy Scouts of America.
2. Become aware of the different William T. Hornaday Awards.

## Suggested Presenter(s)

The presenter should be familiar with the William T. Hornaday Awards. This could be a Scouter whose unit has earned the unit award, or who has served as advisor to a Scout who earned the Bronze medal or Silver medal, or who was awarded the Gold medal. A local, state, or national conservation officer could also present this topic.

## Presentation Method

An expert presenter should provide an explanation of the Hornaday Awards followed by questions from the Scouters present. The presentation should include the history of the awards, the requirements necessary for each recognition, reference to awards that have been presented to those in the local area, and who to contact for further guidance among units that have interest in the Hornaday program.

## BSA Reference Materials

- William T. Hornaday Awards Guide—Blue Ridge Mountains Council Conservation Committee (August 2011), <http://bsa-brmc.org/images/stories/PDFs/HornadayGuide2011.pdf>
- "William T. Hornaday Awards," *Boys' Life*, <http://boyslife.org/gogreenseries/3965/william-t-hornaday-awards/>
- William T. Hornaday Awards, <http://www.scouting.org/Awards/HornadayAwards/Earn.aspx>
- Hornaday Badge Handbook: A Guide for Scouts in the Capitol Area Council Seeking to Earn the Hornaday Badge (October 2008), <http://www.hornadaybsa.org/hornaday-award-handbook.html>

## Presentation Content

- Display the image of a buffalo nickel on the screen and/or show a buffalo nickel to the Scouters present.
- Who was William T. Hornaday?
  - Taxidermist
  - Collector of specimens from Florida, Cuba, the West Indies, India, Ceylon, Malay Peninsula, Borneo, and the western United States
  - Instrumental in saving the American bison
  - A dedicated conservationist
  - One of the founders of the National Zoological Park in Washington, D.C.
  - Founder and director of the New York Zoological Park (Bronx Zoo)
  - Writer of articles for *Boys' Life* and sections of the *Boy Scout Handbook*

- The awards were established to recognize Scouts who complete exceptional conservation projects.
- Hornaday awards are intense conservation projects.
  - Since 1917 only about 1,100 Hornaday Awards have been presented.
  - Scout must be First Class.
  - Scouts must earn a specific number of merit badges from specific categories.
  - Scouts plan, lead, and carry out from one to four approved conservation projects.
- William T. Hornaday awards are presented to units, Scouts, Venturers, and Scouters for distinguished service to conservation.
  - The Hornaday Unit Award is awarded to a pack, troop, team, or crew by the local council and the number awarded is unlimited.
  - The Hornaday Badge is awarded to a Boy Scout, Varsity Scout, or Venturer by the local council and is unlimited.
  - The Hornaday Bronze Medal is awarded to a Boy Scout, Varsity Scout, or Venturer by the National Council and is unlimited.
  - The Hornaday Silver Medal is awarded to a Boy Scout, Varsity Scout, or Venturer by the National Council and is unlimited.
  - The Hornaday Gold Badge is awarded to adult Scouters by the local council and is unlimited.
  - The Hornaday Gold Medal is awarded to adult Scouters by the National Council and is limited to six per year.
  - The Hornaday Gold Certificate is awarded to an organization or individual by the National Council and is limited to six per year.
- Details for the requirements of each recognition can be found online at <http://www.scouting.org/Awards/HornadayAwards/Earn.aspx>. (Show the requirements for discussion.)
- A Hornaday advisor can help determine what projects are suitable for the award and assist in properly executing each project.

# JAMBOREE-ON-THE-AIR/JAMBOREE-ON-THE-INTERNET

## Time Available

~20 minutes

## Learning Objectives

1. Know what the letters “JOTA” and “JOTI” represent.
2. Understand the importance of JOTA and JOTI to Scouts in their units.
3. Know when JOTA/JOTI are held and where to find local information.
4. Find out how to set up a JOTA/JOTI activity for the Scouts in their district and/or council.

## Suggested Presenter(s)

A representative from the National Association for Amateur Radio, a local amateur radio operator who is also a Scouter, and/or a Scouter who has participated in JOTA or JOTI should be invited to present.

## Presentation Method

A guided discussion with the presenter facilitating and using suggested material and questions from the participants is an ideal way to present this roundtable. Because many Scouters may not be familiar with JOTA or JOTI, prepare a brief introduction to provide the basics. Invite Scouters to ask questions and contribute information as appropriate.

## BSA Reference Materials

- National Radio Scouting Committee, [www.scouting.org/jota/radio\\_merit\\_badge.aspx](http://www.scouting.org/jota/radio_merit_badge.aspx)
- Jamboree-on-the-Air Introduction, [www.scouting.org/jota.aspx](http://www.scouting.org/jota.aspx)
- Activity Books, [www.scouting.org/jota/ActivityBooks.aspx](http://www.scouting.org/jota/ActivityBooks.aspx)
- Boy Scouts of America Jamboree-on-the-Air 2012 final report, [www.scouting.org/filestore/jota/pdf/JOTA2012Report.pdf](http://www.scouting.org/filestore/jota/pdf/JOTA2012Report.pdf)
- Morse code alphabet, [www.scoutscan.com/cubs/morsecode.html](http://www.scoutscan.com/cubs/morsecode.html)
- VOACAP Online Coverage Maps, Professional grade high-frequency (3–30 MHz) coverage area predictions, <http://www.voacap.com/coverage.html>
- Guidelines for Amateur Radio Operators, [http://www.scouting.org/jota/operators\\_guides.aspx](http://www.scouting.org/jota/operators_guides.aspx)
- “How Big Is Your World?,” <http://www.scouting.org/filestore/jota/pdf/JOTAarticlesept2012.pdf>
- JOTA-JOTI for Newbies, [http://scout.org/en/information\\_events/events/joti/jota\\_joti\\_for\\_newbies](http://scout.org/en/information_events/events/joti/jota_joti_for_newbies)

## Community Resources

- “Amateur Radio and Scouting,” [www.arrl.org/amateur-radio-and-scouting](http://www.arrl.org/amateur-radio-and-scouting)
- Local amateur radio operator club members

## Presentation Content

- Display the BSA Morse code interpreter strip ( -- / - - - / • - • / • • • / • ) and Morse code alphabet chart, and give the Scouters a few minutes to decode the message. (Answer: “Morse”)
- Not every Scout or Scouter can attend a national or world jamboree, but they can communicate with Scouts around the world through JOTA/JOTI.

- Jamboree-on-the-Air (JOTA)—2012
  - Almost 700,000 Scouts
  - More than 13,500 amateur radio stations
  - 142 countries
  - 56th annual in 2013
- Jamboree-on-the-Internet (JOTI)—2012
  - Almost 16,000 Scouts
  - Worldwide databases in 146 countries
  - 17<sup>th</sup> annual in 2013
- Third weekend in October (October 19–20, 2013)
- Ten Scouts talked with astronauts aboard the International Space Station orbiting 255 miles about the Earth.
- Benefits for Scouts
  - Scouts attending a national or world jamboree can meet Scouts from another part of the United States or another country with whom they had chatted on amateur radio or the Internet.
  - Participation in JOTA/JOTI can spark interest in careers in electronics, engineering, research and development, and radio.
  - Scouts/Venturers can assist with communication during disasters or other emergencies.
  - Participation in JOTA can help Scouts complete two requirements for the Radio merit badge.
  - Scouts can earn the BSA Morse code interpreter strip.
- Early First Class requirements including sending and receiving a message
  - 1910 temporary requirements: Myer or Morse code
  - 1965–1971: Morse code or semaphore
- Highlight the information in the Boy Scouts of America Jamboree-on-the-Air 2012 final report.