



Long-Term Program Director Training Facilitator Guide

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OUTDOOR PROGRAMS/PROPERTIES TEAM

Dear National Camping School Staff Member:

Thank you for agreeing to serve on NCS Staff.

This is the National Camp School Program Director Syllabus. The syllabus was new in 2021 and includes many modules that were not in previous versions of this course. The syllabus has been written through the combined efforts of an NCS task force group of professional and volunteer camp and program directors and the Outdoor Programs Group. Our goal was to give program directors the best resources possible to meet the needs of today's Scout camp and to offer opportunities for practical application of the lessons herein. This syllabus will be under review following its initial implementation and updates will be made periodically to the content and the delivery methods.

With this syllabus, please also refer to the PowerPoint Slide decks provided on the staff resource page <https://www.Scouting.org/outdoor-programs/national-camping-school/ncsstaff-resource-page/> (Password Protected) .

This printed copy or the PDF copy will help you prepare for the course.

As you will notice there are some of the same topics for Camp Director and Program Director and can be offered as joint sessions considering space and other factors. There are additional modules for camp and program directors that may have the same title and similar content, but these sessions were intentionally separated as they were written through the lens of a camp or program director as appropriate. Although tempting, please do not deliver these sessions jointly. The approved joint sessions will be indicated on the weekly schedule on the staff resources page.

PLEASE NOTE: It has been found that holding separate sessions creates more detailed position specific discussion even in the case where joint sessions are permitted.

Please send comments for any corrections or questions to: ncs@Scouting.org

Again, thank you for your leadership and on behalf of the 1,000's and 1,000s of young people who will benefit from you instructing this course, THANK YOU!

Outdoor Programs Team



Preface

The materials in this course have been developed to meet the needs of as many types of long-term camps as possible. The instructor(s) are encouraged to reference the NCAP standards often and show how these standards apply. Participants are encouraged to use the NCAP standards book as a reference during the course and to ask questions and seek clarification on items that they do not understand.

The content in this guide is written as a script using a “Say” and “Do” format. Items that follow the word “Say” are meant as a script to use to present the materials. When the word “Do” appears, this is an action or a note for the instructor and not meant to be shared with the participants. There are also times that instructor notes will be used and will be distinguished by the purple font color. Instructors should read through the scripts prior to presentation to become familiar with the content.

Although this guide is written as a script, the instructor may use their own voice and should not feel the need to read the script word for word. However, if the instructor chooses to not read the script, the intent and learning objectives must still be met. The instructor must also be sure that participants understand the Boy Scouts of America recommendation before suggesting an option that might have been successful locally. All suggestions **must** fall within BSA policy.

Resources

The resources for your section will be found in one of several places. Many of your key resources will be on the thumb drive, so you should communicate with your participants in advance of the school and let them know to bring appropriate devices to access a USB drive and appropriate power strip with them.

National supply kit: This contains USB drive as well as hard copies of NCAP standards that will be referenced during the school. This kit will also provide a “Snap Ship” for each participant to be distributed during the “Cub Scot Adventures” module. These kits will arrive from Mimeo.

Host council supplies: The host councils will provide markers, flip charts, and reference material for display. They will also provide teaching aids that are needed for some of the sessions. Contact your course director or Council Liaison for specific needs.

Appendix: The appendix contains many of the resources you will want to use. You may need to make copies in advance of material to hand out.

Outdoor Program Department: The department provides the files online

Schedule Considerations

- Instructional periods are generally in 30- to 90-minute blocks as there will be more than 50 hours of content.
- While there are no specific breaks in the content, we recommend that breaks be given at least every 90-120 minutes and when participation begins to wane.
- All subjects in the table of contents are important and must be covered completely.
- Because many sessions build on each other the course should follow the sequence outlined in the table of contents and the PD weekly schedule.
- Faculty members should support each other in keeping sessions on schedule.

About Learning Objectives

By the end of the session, participants should be able to complete the corresponding learning objectives. These objectives should be listed and introduced at the beginning of the session and revisited at the end of the session with a learning activity to be sure participants understood the material. Next, process the objectives. Processing is the technique whereby the instructor selects, clarifies, and directs participant contributions toward the learning objectives that need to be understood. When the instructor asks group members to suggest the elements of a good campfire, their recommendations should closely reflect the learning objectives. If key points are missed, let them know you are still looking for another point or two. Accept all suggestions but be sure to cover the teaching points.

Room Setup

The classroom size and the number of participants determine the arrangement of the room. Most of the presentations require access to AV and use of PowerPoint or other visual media, so the room setup should confirm that everyone is able to see the material being projected.

If the subject and time allows it, consider moving outdoors for a session. When doing breakout groups, do not hesitate to rearrange tables and chairs into the corners of the room. They can easily be returned to the original setup.

Consider changing the seating arrangements periodically to allow that participants can be seated with different classmates and not in the same seat the entire time. There are times when it is appropriate to group program directors together by program type (Cub Scouts, Scouts BSA or Venturing camps) for some activities, but this is not required. Often forming NCS patrols is an effective method for group breakouts and assignments.

Games and Icebreakers

Nowhere in the syllabus does it say: “Add fun here.” Games and icebreakers are not included in many of the lesson outlines. Do not be shy about adding your own fun activities to your sessions as appropriate. These activities should not take much time and they can get your audience engaged in the session

Presentation Tools

A lectern puts a barrier between the trainer and the audience. If possible, do not use or stand behind a lectern. One recommendation is to use a small table at the front of the room to place your notes.

PowerPoint

Many of the sessions presented are to be used with the PowerPoint slides provided. Care should be taken to deliver the content in an engaging way even when using the slides. The slides are used as means to enhance the program and should not be used to read to the participants.

The PowerPoint presentation slides can be access through the National Camping School Staff Resources page at <https://www.Scouting.org/outdoor-programs/national-camping-school/ncs-staff-resource-page/>

Flip Charts

Flip charts are a good change of pace from PowerPoint presentations, and they offer instructors the advantages of listing responses from the group, tearing off pages, and displaying them around the training room.

To use the flip chart effectively in training sessions, follow a few basic rules:

- Position the flip chart so it is visible to all participants.
- Write legibly and print letters that are large enough for the back row of the room to read—at least 2 inches high.
- Use markers with a strong color (e.g., black, blue, or green)
- Do not write more than six lines to the sheet.
- Consider listing your presentation outline on flip charts or even writing reminders to yourself in pencil under each bullet point.
- State “say that in two words or less” when collecting lengthy comments and ask participants to elaborate.

Media

There are some references to media in the guide. When using the media, remember the following:

- Place the monitor(s) so that all can see and hear.
- Make sure the room is semi dark.
- Preview in advance and ask participants to look for certain points.
- Cover the key points of the video and ask for questions.

Training Techniques

Two-Way Dialogue

When an entire group is involved in an issue or problem, you are leading a discussion. Sometimes a well-planned question can trigger a healthy discussion involving the entire group. The leader will need to maintain careful control to keep the group on track.

- Don't allow one or two persons to dominate the discussion. Simply say "OK, we've heard from you. Let's hear some other opinions."
- Ask if anyone can add to a point.
- Try to bring silent listeners into the conversation but remember they may be getting more out of the conversation than anyone.
- Stay on track with the current topic
- Listen for key points that you feel need emphasizing. When a participant has a good point, ask them to repeat it. This process will indicate the importance of the point to other participants. List this key point on a flipchart.

Breakout Groups

Many people who are reluctant to speak up in a large group will feel quite comfortable in a small group. There are designed breakout times for some of the presentations. As some courses may be taught to a smaller group, the instructor may use discretion to determine the need to break into smaller groups or do the activity together.

Role-Playing Exercises

Some presentations call for role play activities. Care should be taken to model these situations in a realistic way for the participants. In some situations the participants are assigned roles, given a situation and allowed to proceed on their own. On other occasions the participants are given the desired outcomes and may discuss the role play in advance. In either case these activities will always be followed by an evaluation to determine if all teaching points were covered. Do not hesitate to improvise costumes and teaching aids.

Demonstrations

Some sessions may call for the presenter to demonstrate a skill or concept. In keeping with the EDGE method of teaching, the instructor should call the attention of participants to the steps in the EDGE method when demonstrating a skill. This reiterates the use of EDGE in teaching and models this for participants to train their staff.

The Parking Lot

Write the heading "Parking Lot" on a sheet of flip chart paper and hang it on a classroom wall. Ask participants to write any questions or issues they would like to discuss onto sticky notes and place them on the parking lot page. This process will help alleviate unrelated interruptions while ensuring participants' concerns are addressed. Make sure to stock an adequate supply of sticky notes in the room. Come back to these topics after breaks or group into categories of items that will be covered in the course and discuss as appropriate. In the opening sessions participants will be called upon to write some questions to begin. Take note of questions that are related and group them together. When that topic is discussed, take time to answer questions related to that topic. There are also two sessions built into the schedule as open discussion. This is a good time to answer these questions as well.

Preparation

Specific faculty assignments should be made several weeks in advance of the National Camping School. Do this at a preliminary planning meeting. Instructors should review the overall flow of the material and see how their sessions fit into the training. Planning and preparation should be done prior to arrival at the course although there should be some time to make final tweaks to presentations.

During the planning process, consider the following questions:

- Do you agree with the learning objectives and material to be covered?
- Do you agree with the references listed? Do you have copies of the references?
- Do you agree with the equipment list?
- If PowerPoint presentations, charts, flip charts, and exhibits will be a part of your presentation, prepare these in advance, and bring them with you.
- Finally, rehearse your presentation.

Remember that National Camping School leaders will be attending the school from all over the country.

They will go home and use the material you present. As a result, you will affect thousands of Scouts and leaders. You have a great responsibility, and your absolute best efforts will guarantee top results.

How to Enhance Presentations

- Begin your session with lively music.
- Be yourself. Do not try to be someone you are not.
- Break the ice. Get the attention with a song, or a joke.
- Identify the expectations of the audience and address them.
- Keep in mind that people remember 10 percent of what they read, 20 percent of what they hear, 60 percent of what they see, and 80 percent of what they see and write down. Insist that they write down the key points you want them to remember.
- Before delivering a key point, tell participants they will want to write it down.
- Use costumes and props. Tell brief stories.
- Involve the audience in stunts and activities.
- Use humor when appropriate.
- Short personal stories can often make a person more believable. Use them when appropriate but sparingly.

Resident Program Director Schedule

Start	End	1 Sat.	2 Sun.	3 Mon.	4 Tues.	5 Wed.	6 Thurs.	7 Fri.
6:50 AM	7:00 AM		Flag (6:50 AM)	Flag	Flag	Flag	Flag	Flag
7:00 AM	7:45 AM		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 AM	8:30 AM		Scouts Own Service	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time
8:30 AM	9:00 AM		Purpose of Camp	Enterprise Risk Management	Aquatics*	Effective Teaching Practices	A Day in the Life of a Program Director	Exit Interviews, Evaluations, Goal Reviews
9:00 AM	9:30 AM		Making NCAP Real	Incident Reports	COPE*	Lesson Planning		Graduation
9:30 AM	10:00 AM		Youth on Youth Abuse Prevention Training	Stress in Camp**	Shooting Sports*	Progressive Program Planning	NCAP Jeopardy	Drive Home
10:00 AM	10:30 AM	Students Arrive, Check-in, Interviews	Discussion Time	Micro Learning	CIT*	Lunch		
10:30 AM	11:00 AM		Lunch	Lunch	Lunch	Lunch		
11:00 AM	11:30 AM		Emergencies at Camp	All About the Cub Scout	Outdoor Skills*	Program Development & Scheduling**	Micro Learning Project Completion Time	
11:30 AM	12:00 PM		Harrassment Prevention	Advancement in Camp	Ecology*	Non-Advancement Programs	Micro Learning Presentations	
12:00 PM	12:30 PM		Ethics	Serving Youth with Special Needs	Trek*	Planning Camp-wide Events		
12:30 PM	1:00 PM	Lunch		Camper Security	Trading Post*	Leader Meetings		
1:00 PM	1:30 PM	Introductions & Why Are You Here	Stakeholder Expectations**	Teaching EDGE	Handicrafts*	Leader Programs	Closing Campfire Prep.	
1:30 PM	2:00 PM		Words Matter	Personal Time	Personal Time	Cub Scout Adventures	Personal Time	
2:00 PM	2:30 PM	Session Introduction	Personal Time	Flag	Flag	Personal Time	Flag	
2:30 PM	3:00 PM	Key 4	Flag	Dinner	Dinner	Dinner	Dinner	
3:00 PM	3:30 PM	Customer Service	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	
3:30 PM	4:00 PM		Dinner	Dinner	Dinner	Dinner	Dinner	
4:00 PM	4:30 PM		Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	
4:30 PM	5:00 PM		Flag	Flag	Flag	Flag	Flag	
5:00 PM	5:45 PM		Dinner	Dinner	Dinner	Dinner	Dinner	
5:45 PM	6:00 PM		Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	
6:00 PM	6:45 PM		Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	
6:45 PM	7:00 PM		Quality Staff Training	Communications	Open Discussion with the CD/PD Sections	Marketing Summer Camp	Parking Lot Discussions, Open Forum, Q&A	
7:00 PM	7:30 PM	Creative Programs	Camp Staff Morale	Counseling	Micro Learning Project Time	CFET, PQET, CCIP	Closing Campfire	
7:30 PM	8:00 PM	Campfire Leadership	Diversity & Inclusion		Cracker Barrel	Cracker Barrel	Cracker Barrel	
8:00 PM	8:30 PM	Opening Campfire						
8:30 PM	9:00 PM		Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel	
9:00 PM	9:30 PM							
9:30 PM								

* These sessions may be taught in any order to meet the needs of the camp location. Section staff should work with the other section leads to schedule times that fit.

** These classes include a think tank session.

Sessions highlighted in yellow may be combined with the Camp Director Section.



FACILITATORS GUIDE

WHY ARE YOU HERE?

NCAP standard: PD – 101, PD – 102, PD – 103, PD – 104

COURSE OBJECTIVES

At the end of this session, you will be able to:

- Explain how the resident camp program serves as a vehicle to deliver the mission of the Boy Scouts of America
- Explain how the methods of the BSA help to achieve the aims of the BSA

Materials needed for this session:

- Nametags and Nameplates
- Purpose of NCS Sheet
- Weekly Schedule
- Sticky notes
- “Parking lot” location for questions at the front of the room.
- Safety Moments Introduction
- Tennis ball or other soft ball for introductions game
- Aims and Methods of the BSA Chart (on flash drive “01 01 Methods of Scouting chart”)

SESSION TIMELINE: 120 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Safety moment	Instructor
40 minutes	Introductions	Activity
10 minutes	The Why	Instructor
30 minutes	Aims vs. Methods	Discussion
20 minutes	Connecting to the Aims and Methods	Breakout Groups
9 minutes	Closing	Instructor

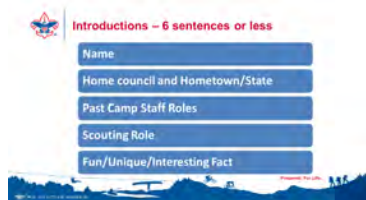
1 minute	WHY ARE YOU HERE? INTRODUCTION
	FACILITATOR
 Welcome to National Camping School Learning Objectives - Explain how the resident camp program serves as a vehicle to deliver the mission of the Boy Scouts of America - Explain how the methods of the BSA help to achieve the aims of the BSA	Say: Hello and welcome to National Camping School. In our first session we will get to know you and begin to answer the question of Why are You Here. My name is _____ and I will be serving as your section director for this week of learning. I, along with the other members of the NCS staff, are here to help you throughout this week to learn some skills you need to be a great program director. At the end of the session you will be able to: - Explain how the resident camp program serves as a vehicle to deliver the mission of the Boy Scouts of America - Explain how the methods of the BSA help to achieve the aims of the BSA Our goal this week is to ensure that you leave here better prepared to run your camp. We have arranged this week to feel like a week in camp so we can model the week for you. Just like you probably experience in your camp, we have meals with programmatic elements, flag ceremonies, service patrols, and even a session on MBWA – Management By Walking Around!

10 minutes	WHY ARE YOU HERE? – SAFETY MOMENTS
	FACILITATOR
 Safety Moment Suggestions Something Specific DRIVE SAFELY https://www.scouting.org/health-and-safety/safety-moments/ Sign up to present	Say: Throughout National Camping School we want to model the programming of camp. One key element of modeling what camp should feel like is the use of Safety Moments throughout the week. The Boy Scouts of America has an emphasis on safety, and each meeting should start with a safety moment. You'll notice that we will start each day with a safety moment to get ourselves in the mindset of looking for safety precautions and how to increase the likelihood that our staff and campers have a safe week in your camp. Safety moments are just that – moments. These are an opportunity for us to pause before an event or outing and talk about the risks associated with the activity or to share some specific information about an event or activity. Do: show the safety moments video - https://www.youtube.com/watch?v=kl9VTXA91DY&feature=emb_title (2:30) Say: Each morning and before each lunch during the week we will have an opportunity for a safety moment and each of you will have an opportunity to share. You can use one of the moments on the safety website of Scouting.org or use one of your own. Do: Have a signup sheet for safety moment assignments for the week and ask participants to sign up for a time.

Do: (Take quick tour of the training room/area for the section)

INTRODUCTION ACTIVITY #1

FACILITATOR

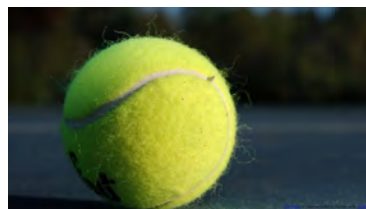


Starting with staff, everyone will share in **no more than 6 short sentences** the following:

- Name
- Home Council and Hometown/State
- Past Camp Staff roles
- Scouting Roles
- Fun/Unique/Interesting Fact

It is a test to only use 6 SHORT sentences and yes, we will be counting. As program directors one of our goals is to look for areas of camp that we can make program happen quickly and keep everyone's attention and get them all involved. We will have a full week to get to know each other and will have time to share throughout our time together. For this exercise we want just the basics. We will give you a moment to think about your answers so that we can move quickly.

Do: Introduce yourself and the other staff and allow the participants to introduce themselves as well. Keep the introduction to 6 short sentences. At the end of the 6th sentence if a participant is not finished, politely thank the participant for sharing and move to the next participant. Ask the participants to form a circle for the next activity.



Say: Now that we all know a little more about each-other, we'll toss a tennis ball around the room, saying the name of the person we are throwing it to before we throw it. As a reminder this is not a test of athletic ability and we do not need to see how hard you can throw. Please toss the ball underhand and make a good toss. For those catching, do not worry if you do not catch it. We will all cheer and support each other anyway. Remember this activity is about getting to know everyone and not about how quickly we get through the game. *(for an added challenge ask the participants to share the one unique fact about the person they are throwing to in addition to their name)*

(Play this for 5 minutes or until you have gotten around the group 2-3 times)



Cub Scout Methods	Scouts BSA Methods	Venturing Methods
Belong to a Den	Patrols	Group Activities and Adventure
Activities	Outdoor Programs	
Advancement	Advancement	Advancement
Service to the Neighborhood	Service to the Community	Service to the Community
Uniform	Uniform	Uniform

Say: Many people believe that the Aim of Scouting is getting youth outdoors. While this is important and is a method, the Aim is to teach character, citizenship, fitness and leadership. The BSA believes we can help to meet that aim by getting youth outdoors.

Do: Handout the Aims and methods of the BSA information and Methods chart. (can be found on the participant flash drive). Discuss the Methods of Scouting in each of the programs of the BSA as shown.

Cub Scout Methods

Living the Ideals -

Cub Scouting's values are embedded in the Scout Oath, the Scout Law, the Cub Scout motto, and the Cub Scout sign, handshake, and salute. These practices help establish and reinforce the program's values in Scouts and the leaders who guide them.

Belonging to a Den -

The den—a group of six to eight children who are in the same grade and are the same gender—is the place where Cub Scouting starts. In the den, Cub Scouts develop new skills and interests, they practice sportsmanship and good citizenship, and they learn to do their best, not just for themselves but for the den as well.

Scouts BSA Methods

Ideals –

The ideals of Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Scout measures themselves against these ideals and continually tries to improve. The goals are high, and, as they reach for them, they have some control over what and who they become.

Patrols –

The patrol method gives Scouts an experience in group living and participating citizenship. It places responsibility on young shoulders and teaches Scouts how to accept it. The patrol method allows Scouts to interact in small groups where they can easily relate to each other. These small groups determine troop activities through their elected representatives.

Venturing Methods

Ideals –

Venturers are expected to know and live by the Scout Oath and Law, ideals of Scouting created to inspire a culture of servant leadership, both inside and outside of Venturing.

Group Activities and Adventure

Venturers work with teams on everything they do. Their success is dependent on the interaction and cooperation of all, preparing Venturers for their future careers and paths.

	Activities - Cub Scouts participate in a huge array of activities, including games, projects, skits, stunts, songs, outdoor activities, trips, and service projects. Besides being fun, these activities offer opportunities for growth, achievement, and family involvement. Advancement - Recognition is important to everyone. The advancement plan provides fun for the Scouts, gives them a sense of personal achievement as they earn badges, and strengthens family understanding as adult family members and their den leader work with them on advancement projects.	Outdoor Programs – Scouting is designed to take place outdoors. It is in the outdoor setting that Scouts share responsibilities and learn to live with one another. It is here that the skills and activities practiced at troop meetings come alive with purpose. Being close to nature helps Scouts gain an appreciation for God’s handiwork and humankind’s place in it. The outdoors is the laboratory for Scouts to learn ecology and practice conservation of nature’s resources. Advancement – Scouting provides a series of surmountable obstacles and steps in overcoming them through the advancement method. The Scout plans their advancement and progresses at their own pace as they meet each challenge. The Scout is rewarded for each achievement, which helps them gain self-confidence. The steps in the advancement system help a Scout grow in self-reliance and in the ability to help others.	Advancement– Venturing includes rank advancement and special awards. (ALPS).

	Family Involvement - Whether a Cub Scout lives with two parents or one, a foster family, or other relatives, their family is an important part of Cub Scouting. Parents and adult family members provide leadership and support for Cub Scouting and help ensure that Scouts have a good experience in the program. Serving the Neighborhood – Cub Scouting focuses on the home and neighborhood. It helps Scouts strengthen connections to their local communities, which in turn supports their growth and development.	Association with Adults – Scouts learn a great deal by watching how adults conduct themselves. Scout leaders can be positive role models for the members of their troops. In many cases a Scoutmaster who is willing to listen to the Scouts, encourage them, and take a sincere interest in them can make a profound difference in their lives. Personal Growth – As Scouts plan their activities and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Scouting. Young people grow as they participate in community service projects and do Good Turns for others. Probably no device is so successful in developing a basis for personal growth as the daily Good Turn. The religious emblems program also is a large part of the personal growth method. Frequent personal conferences with their Scoutmaster help each Scout to	Adult Association – Adults serve to advise the youth as they plan events and make decisions, while ensuring the program remains youth-inspired and youth-led. This partnership provides our youth with essential connections and lessons that will prove useful in their future paths. Service – Venturers serve their local and distant communities through personal and group service as the crew plans activities and individuals make progress through the Venturing awards program

determine their growth toward Scouting's aims.

Leadership Development – The Scouting program encourages Scouts to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership and becoming a servant leader helps a Scout accept the leadership role of others and guides them towards participating citizenship and character development.

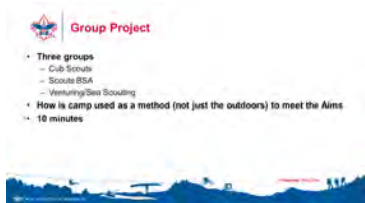
Leadership and Mentoring
– Venturers are given opportunities to learn and apply proven leadership skills. A Venturing crew is led by youth officers. Training courses, such as the Introduction to Leadership Skills for Crews, uses experiential learning to teach Venturers how to lead effectively. Once Venturers have led several activities, they are asked to then mentor the other leaders in their crew.

Uniform - Cub Scout uniforms serve a dual purpose, demonstrating that a Scout is part of a team and showing individual achievement (Scouts wear the badges they've earned). Wearing the uniform to meetings and activities also encourages a neat appearance, and good behavior.

Uniform – The uniform makes the Scout troop visible as a force for good and creates a positive youth image in the community. Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals. The uniform is practical attire for Scout activities and provides a way for Scouts to wear the badges that

Group Identity
– Venturers are not asked to conform to a set uniform. Instead, they have the opportunity to create their own standards for attire at their events and meetings, as they see fit.

	show what they have accomplished. Say: Note that camping and the Outdoors is a Method for Cub Scouts through activities, Scouts BSA through the Outdoors, and Venturing through Group activities (if they choose).

20 minutes	WHY ARE YOU HERE? – CONNECTING CAMP TO METHODS
	FACILITATOR
 Group Project - Three groups - Cub Scouts - Scouts BSA - Venturing/Sea Scouting - How is camp used as a method (not just the outdoors) to meet the Aims of Scouting? 10 minutes	Say: We are going to break into three groups (Cub Scouts, Scouts BSA and Venturing/Sea Scouting) and talk about how camp is used as a method to meet the Aims of Scouting and the Mission of the BSA. Take 10 minutes in your groups to discuss how camp relates to Each of these methods (not just the outdoors) and be able to share a few ideas of how camp helps to meet the mission and aims of the BSA. Do: Break into 3 groups by program and give participants 10 minutes to discuss. After the 10 minutes, get the group back together and debrief with short updates. There is not a need to have each go through each method. The goal of this activity is to allow participants to make the connection with camp activities and the other methods of Scouting. The goal is to help them understand that the program plan of camp needs to be about more than just advancement or more than just being outdoors. Say: Throughout the week as we have conversations about different subjects and about the camp program it is important that we keep our focus on why we are doing these program elements. If you are looking to add new programs to your camp, or change your camp program, the first question you should ask yourself and those around who are the decision makers is why are we making this change? How does this help us meet the mission or aims of the BSA? When we begin to ask the questions through this lens of WHY, it allows us to understand the purpose behind each activity.

9 minutes	WHY ARE YOU HERE? CLOSING
	FACILITATOR
  	Say: As we close this first session it is important to know that we are going to have this “parking lot” at the front of the room where we will collect questions throughout the week about any topic that you want to discuss. This can be anything from policy and procedure questions to staff related. This is your board. We will take a few moments at sessions to make sure we cover any questions on that topic and at the end of the week we will have a catch all session to make sure that you do not leave without your questions being answered. We would like for you to take a moment right now to write down a question or two that you want to get answered at some point during the week. Please think about anything that you came to National Camping School hoping to get answered. Please write these and then bring them up and put them on our parking lot board. Do: Give a minute or two to allow participants to write questions and put in the “parking lot” at the front of the room. Make sure that there are a few questions on the board before moving on. Say: So why are we here? (Seek response, but aim for the following): To meet the mission of the BSA. And how does camp help to meet the mission and aims? (Seek response to look for evidence of understanding of the learning objectives) Say: As we go through the week, you should remain focused on the mission and aims of the BSA. As we discuss program and your camp, ask yourself for each presentation and each program at camp, “how does this fit into the Mission of the BSA and which method am I using in this program to meet the mission?”



FACILITATORS GUIDE

SESSION ORIENTATION

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand how the NCS Program Director Session is organized
- Understand the evaluation process
- Set expectations for “patrol” assignments for the course
- Understand the daily program assignments of NCS and make assignments

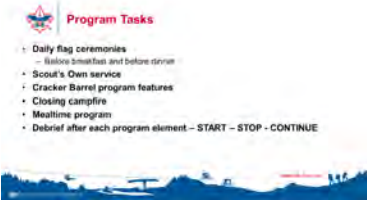
Materials needed for this session:

- Participant evaluation form
- List of camp specific “patrol” functions (based on location)

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
29 minutes	Introduction and orientation	Instructor
1 minute	Closing	Instructor

29 minutes	SESSION ORIENTATION INTRODUCTION
 Session Orientation  National Camping School • Evaluated throughout the week • Learning is based on your engagement • Teamwork will be evaluated • End of week evaluation with section director  National Camping School Participant Evaluation  National Camping School • Attendance at all sessions is mandatory – including meals • Daily Schedule is posted • Personal time each day – Use this time to “catch up” on work from home • Use of Laptop, tablet or phone is encouraged • Be respectful of instructors	FACILITATOR Note to faculty: There are several key program functions to manage at National Camping School. It is important, during course setup time, to consult with the local council leadership and local council liaison to ensure that you understand local practices and how to use them for the benefit of the school’s operation. The comments in this session are provided as guidelines to implement the program tasks of the school you are assisting. There may be variations and adjustments to be made, knowing local conditions. Your primary goal is to help participants effectively and energetically lead the day-to-day program of the school and then to process the experience after the activities end. This provides opportunities to learn and grow from the program at National Camping School as they prepare for their responsibilities at their home council camps. Adapt these guidelines as needed to help your participants deliver their own excellent National Camping School experience. Say: We are going to take the next few minutes to talk about how the National Camping School Program Director session is structured. As you heard during the lunch session, this is National Camping <u>School</u> – so there is an element of school associated with the training. You will be evaluated throughout the week on your participation and understanding of the course material. Don’t worry as we are here to help you, but your learning will be based on your level of engagement with the material. There will be many times throughout the week that we will be breaking up into teams, or pairs, or smaller groups. As with all large group sessions, you will be evaluated on your participation on these teams. At the end of the course you will have a chance to discuss your evaluation with the section director (<i>Insert name here</i>) who will go over it with you. After the course, your evaluation will be sent to your Scout Executive. Do: Show and Discuss the evaluation form that will be filled out on each participant. Say: If at any point during the course it is determined that you will not be able to complete the course successfully, your Scout Executive will be called, and you will be removed from the course. Attendance at each session along with being on time to each session is a requirement for completion of the course. This includes all meals as there is often mealtime program trainings that take place. The daily schedule will be posted (<i>insert location here</i>) so that you will be able to see what topics are coming and when they will begin. You will have some personal time scheduled each day and we ask that you use that time if needed to check your emails or make any phone calls etc. that you need to do. We encourage you to have your phone, laptop, tablet or other device with you as you may want to do additional research or open a file that was shared in the materials you received for this course. Please be respectful of the instructors and your other participants and do not let this become a distraction.

 Program Tasks • Daily flag ceremonies – Raise breakfast and before dinner • Scout's Own service • Cracker Barrel program features • Closing campfire • Mealtime program • Debrief after each program element – START – STOP – CONTINUE	Say: We want to give you opportunities to share with us about you and your camp throughout the week and to learn about how your camp operates through allowing you to lead the flag ceremonies, mealtime programs and mealtime songs. Daily flag ceremonies are scheduled before breakfast and before dinner. It is desirable to recruit participants from other NCS training sections to take turns leading this important camp ceremony. The Program Director participants will coordinate the ceremonies, making flags available and collecting them at the close of the ceremony or ensuring that local camp customs are followed in that regard. A faculty member and participants in the program section will lead the delivery of a Scout's own service tomorrow morning and may involve participants in the other sections. Each evening features a cracker barrel break for members of the school. As program directors we will be asked to provide a program feature for each evening's cracker barrel starting the second day. Possible activities include but are not limited to having a song fest, sharing skit ideas, playing games, or trading patches. The programming does not need to be extensive but should provide participants with a break in the routine and an opportunity for you to demonstrate your organization and implementation skills for camp wide programming. A closing campfire program will take place at the end of the week. A team drawn from the Program Director section will recruit performances from other sections at National Camping School and lead the delivery of the campfire program. By midweek, engaging and enjoyable promotion for the event should start to take place during the mealtimes. Mealtime programs will provide a time for each program director participant to practice song leading and delivering announcements. The program director section is tasked with ensuring that we offer grace before each meal and will oversee any mealtime entertainment and announcements. The patrol responsible for the meal will also coordinate with the Course Director for any mealtime training programs that need to take place. There will be time after each meal to debrief the mealtime program and the performance of the patrol and those leading the sessions. We will discuss the various program tasks completed to assess their effectiveness. We will do this using a Start-Stop-Continue assessment. This will help us keep the conversation focused on the tasks rather than the participant and focus us on emphasizing positive learning outcomes. Start. What would a participant benefit from doing that they are not presently doing? Stop. What would a participant benefit from stopping that they are presently doing? Continue. What behaviors are working well and should be continued? Do: Take time at the beginning of sessions after meals to do a debrief of the mealtime programs and help participants gain confidence in delivery. If needed, allow a participant the chance to lead additional program sessions to improve skills.

	Use the rest of this time to • Organize the group into dens, patrols or crews • Develop a sign up and schedule for mealtime announcements and song leadership – ensure each patrol has an assigned time. Work to allow as many participants as possible to lead songs and lead the mealtime program. • Discuss mealtime dismissal from the dining hall. • Schedule grace for each meal – may involve follow up with other sections • Schedule for flag raising and lowering (this may be in place already through the staff meetings) • Assign tasks for service or program patrols as appropriate for this location • Discuss operational concerns of camp (cell phone access, where to get toilet paper, leaving materials in the room when leaving the room, etc.) • Discuss the room layout and ensure all participants can both see and hear • Discuss any camp specific items such as locations of campfires, Scout's own service, where cell phone service is best etc.

1 minute	SESSION ORIENTATION CLOSING
	FACILITATOR
	Say: There is no way that we can give you every piece of information about how to be a Program director or answer every situation that may arise in your camp this season. We plan to give you resources and cause you to think about camp and how your camp operates. Managing the program at National Camping School is an important step for you to be able to manage the program of your camp. Thoughtful delivery and thoughtful debrief sessions are an important step to help you in this process. Your successful completion of the course is imperative for your camp to be able to operate this season. If at any time you have any issues or concerns, please do not hesitate to bring those to the attention of the staff. We trust that throughout the week you will use the staff as a resource as well as your other classmates to discuss and share best practices or experiences to help each other in this role.



FACILITATORS GUIDE

CAMP KEY 4

NCAP standard: SQ-403, SQ-404, SQ-412, RP-461

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand the positions of the Camp Director, Ranger, Camp Commissioner and the Program Director
- Understand how these positions work together in the camp setting

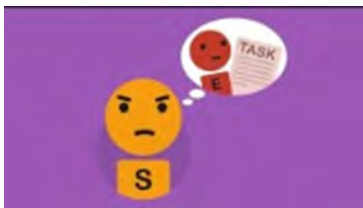
Materials needed for this session:

- “Whose Job is it?” game
- “TV host” style costume – be creative.
- Labels for each corner of the room (Camp Director, Program Director, Commissioner, Ranger)

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
18 minutes	Whose Job is it anyway	Game/group activity
5 minutes	The Program Director	Discussion
5 minutes	Daily meeting	Instructor
1 minute	Closing	Instructor

1 minute	CAMP KEY 4 INTRODUCTION
	FACILITATOR
 	Say: Hello, and welcome to Camp Key 4. My name is _____. In the Boy Scouts of America, the concept of a Key 3 is used throughout the organization. From the unit level to districts, local councils, and the National Council, this concept is the same. In camp we add a fourth person to make the Camp Key 4. The Camp Key 4 is made of the Camp Director, Program Director, Commissioner and Camp Ranger. Each of these roles is different, and each is important. We are going to look at the relationship of these roles to each other and get an understanding of how they work together for the overall camp operation.

18 minutes	CAMP KEY 4 “WHOSE JOB IS IT ANYWAY?”
	FACILITATOR
 	Say: Watch the following video, and tell me if you can relate? Do: Show the video “Whose Job is it?” (1:30) https://www.youtube.com/watch?v=9KgzcIzSjC8 Say: As the camp leadership, it is our job to have clear communication and a clear sense of direction. We must make sure that when there are tasks to do, “everyone” is not assigned or expected to do it. Do: Put on your best TV host costume (and voice) for the following activity. Label the four corners of the room with one label in each corner (Camp Director (CD), Program Director (PD), Commissioner (Comm), and Ranger (Ranger)). Note: Some of the scenarios will have multiple “right answers.” This is your chance to ask follow-up questions about why the person chose that answer. Some participants may stand between two corners. Again ask them to justify. We will see from this exercise that some jobs are the sole responsibility of one person while others are collaborative. Therefore, the communication within the Key Four is critical so that “somebody” is not assigned the task. Make this point often. After each question, discuss the reasoning behind the answers chosen especially if there was not consensus. Say: So, with that in mind, Welcome to “Whose job is it anyway?”, the show where everything at camp is a crisis, and the blame doesn’t matter. It’s everyone else’s fault, and I did not do it. I am your host Dew T. Calls.

Say: All of you are the contestants, and the rules of the game are simple. I am going to read a job of the camp management of a camp and you need to decide "WHOSE JOB IS IT ANYWAY?"

When I read the job, you will decide and make your choice by walking to that corner of the room that is labeled with the person to whom you think this task belongs. Be ready to defend your answer if called upon.

You will receive one point in a game where we do not keep score for each correct answer.

Everyone ready? – Here we go.

- 1) Is the overall person in charge of camp – CD
- 2) Makes sure that the program of camp meets the Guide to Safe Scouting – PD
- 3) Ensures camp equipment is in safe condition – Ranger
- 4) Is the liaison between the units at camp and the camp management team – Comm
- 5) Ensures daily schedule is being delivered – PD
- 6) Make sure the budget is being followed – CD
- 7) Visit with units daily – Comm, CD, PD
- 8) Make sure the campsites have toilet paper etc. – Ranger, Comm
- 9) Oversees the staff – CD, PD
- 10) Deals with angry adult leaders – all four
- 11) Have necessary program items available for use – Ranger, PD, Comm
- 12) Deals with Youth Protection Issues – CD, PD, Comm
- 13) Takes a coffee or newspaper to the unit campsite - Comm
- 14) Helps with Scouts who are missing home – CD, Comm
- 15) Train staff during staff week – CD, PD, Ranger, Comm
- 16) Ensures facilities are in good working condition – Ranger
- 17) Customer service focused. – all four

NCS staff may add additional scenarios to drive home the objectives of overlapping jobs and distinct responsibilities of each position. During the game when there are disagreements, allow participants to discuss their answers and justify why they chose this person.

Say: Great Game everyone, please take your seats again.

Do: Remove your costume and game show persona.

Say: As you can see each of the members of the key 4 have their own responsibilities and sometimes those responsibilities overlap.

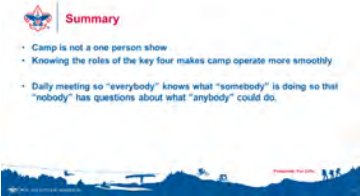


 Camp Director Responsibilities 1. Administration 2. Program 3. Facilities and maintenance 4. Personnel 5. Education  Camp Ranger Responsibilities 1. Administration 2. Problem Solving 3. Facilities Management 4. Equipment Management 5. Risk Management  Camp Commissioner Role 1. Administration 2. Liaison 3. Counseling 4. Problem Solver 5. Relationships	Say: The camp Director is overall responsible for the camp and has the following responsibilities: • Administration – like business administration, trading post, financial, and the NCAP process • Program – leader meetings, oversight of the program • Facilities and Maintenance – overall management of facilities • Personnel – hiring and if needed removing staff, payroll • Education – staff training, staff development The camp Ranger is overall responsible for facilities and maintenance needs and has the following responsibilities: • Administration – weekend check-in, purchasing, project management • Problem solving – trouble shoot needs, deal with all projects at camp • Facilities management – council purchasing, overall management of facilities • Equipment management – vehicles, refrigeration, plumbing, electrical • Risk Management – OSHA regulation, water tests, pool chemicals The camp Commissioner has duties related to the following: • Administration – daily campsite inspections, assessing equipment • Liaison – between units and camp leadership • Counseling – for units, leaders, staff and participants • Problem solver – this is the main role, to help solve issues for units • Relationships – keep unit leaders and units happy, be welcoming

5 minutes	CAMP KEY 4 THE PROGRAM DIRECTOR
	FACILITATOR
 Program Director Responsibilities 1. FUN 2. Staff Morale 3. Staff Recruitment 4. Evaluation 5. Advancement	Say: As a program director your main responsibility is to deliver the program of your camp. You do this through the following: • Fun • Staff Morale • Staff Recruitment • Evaluation • Advancement Some practical application is • Make sure all materials are needed before program starts • Make sure all staff are trained in their area and have the resources they need for an exciting area • Keep the staff happy and morale high • Ensure all programming is related back to unit program and advancement if appropriate • Ensure it doesn't feel like school, Scouts should be having fun in programs and programs should not feel like classes - o What is the difference? • Ensure the camp schedule allows all Units to participate

	- Working with the Ranger on items needed for programming or items that need addressing - Working with the Commissioner to ensure programming being offered is focused on the unit's success. - Working with the Camp Director on budgetary needs and overall safety of the camp - Evaluate camp programming to fit the need of the customer Say: Every Camp is going to have its own challenges. It is the responsibility of the Program Director to ensure that the camp program is diverse, staff are trained and happy and that campers are having fun. Do: have additional discussion on these or other questions about the Program Director role at camp.

5 minutes	CAMP KEY 4 THE DAILY MEETING
	FACILITATOR
 The Daily Meeting - Short in length - Share issues - Share needs - Plan for upcoming day - Camp Director oversees the meeting - Define who will do which tasks	Say: One of the main responsibilities of all members of the key 4 is communication. For this reason the key four should have meetings periodically – we recommend at least daily – to talk about the things happening in camp. This meeting should be a standup meeting and last no more than a few minutes. This is your chance to share issues, needs and successes of the previous day and plan for today. Each member should bring any topics that need to be addressed. This meeting is run by the camp director but should be an open dialogue with the other members. It is important to communicate the needs of camp and clearly define who will do which piece as several tasks overlap the different jobs. Who has daily meetings in your camp with the leadership team? <i>(Seek response and ask follow-up questions about when, how long, where these meetings happen)</i> Allow for a few responses.

1 minute	CAMP KEY 4 CLOSING
	FACILITATOR
 Summary - Camp is not a one-person show - Knowing the roles of the key four makes camp operate more smoothly - Daily meeting so "everybody" knows what "somebody" is doing so that "nobody" has questions about what "anybody" could do.	Say: As you have seen camp is not a one-person show. It takes all the members of the key four working on their individual roles as well as working together to meet the needs of the camp. Daily meeting let "everybody" know what "somebody" is doing so that "nobody" has questions.



FACILITATORS GUIDE

CUSTOMER SERVICE

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

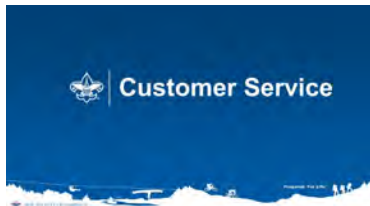
- Determine why customer service is important
- Prepare a solid plan for great customer service
- Recognize the issue/problem
- Understand the best practices for having good customer service
- Have a plan to demonstrate good customer service

Materials needed for this session:

- White board, markers
- Post it notes
- Name tags

SESSION TIMELINE: 64 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Review the facts about customer service	Discussion
15 minutes	"Never say Never"	Activity
20 minutes	Review with them the 4 keys to creating a culture of great customer service	Discussion
15 minutes	Role Play	Activity
2 minutes	Summary	Instructor
1 minute	Closing	Instructor

1 minute	CUSTOMER SERVICE INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Customer Service. For the next 60 minutes we will be discussing Customer Service.

10 minutes	CUSTOMER SERVICE REVIEW THE FACTS
	FACILITATOR
 	Say: We want to get you rethinking your customer service approach at Camp. Did you know: • 89% of customers have switched to doing business with a competitor following a poor customer experience -<i>Salesforce</i> • After a bad customer experience, 39% of customers will avoid a company for two years –<i>customerthermometer.com</i> • 95% of customers tell others about a bad experience – <i>customerthermometer.com</i> • A dissatisfied customer will tell between 9-15 people about their experience -<i>White House Office of Consumer Affairs</i> • For every customer complaint there are 26 other unhappy customers who have remained silent -<i>Lee Resource</i> • It takes 12 positive experiences to make up for one <u>unresolved</u> negative experience -<i>“Understanding Customers” by Ruby Newell-Legner</i> • It costs 6-7 times more to acquire a new customer than to retain an existing one -<i>Bain & Co.</i> Say: Think about your best and worst customer service experience. This does not have to be camp related; it can be personal. Who would like to briefly describe the best? Who would like to briefly describe the worst? Record and identify 3 of each – three positive experiences and three poor experiences (you will need these for the next activity).

15 minutes	CUSTOMER SERVICE - NEVER SAY NEVER
	FACILITATOR
 Game Time – Never say “Never” • Think of two or three requests that you would like to make – Reasonable or outlandish – Social Appropriate • Take turns calling each other by name and share your request with them • If you are named, you must deny the request without saying “NO”	Say: Now we are going to play a game called, “Never Say Never”. I don’t know anyone who likes to hear that the thing they want is not possible. This leads us to one of the basic rules of customer interactions: don’t tell a customer what you can’t do. Instead, frame your response in terms of <u>what you can do</u>. Instead of just saying, “I can’t do X” say, “I can do Y.” I need everyone to gather in a circle, make sure your name tags are visible. While we are gathering in a circle, think of two or three requests that you would like to make. The requests can be reasonable or outlandish, realistic or entirely imaginary. Here are a few examples: • I want to switch places with you in this circle. • I want a fire-breathing house-trained dragon. • I would like you to move my tent to the best sunrise spot on camp. I am going to give you a few minutes to think up a couple requests (note, make sure that everyone understands that these requests can be fun or funny, but must be appropriate, which means there should be no potentially offensive requests). Ok, now we will take turns calling out each other’s names and requesting one of the things you have in mind. If you are named, you must deny the request without saying “NO”. Continue until everyone has had the chance to deny a request. Note: To set the example, you can start with an example between yourself and another staff member, and then move on to participants. After the game is over: Say: No matter the request, whether it’s reasonable or absurd, there are ways to decline the question without saying, “No.” Once you realize how to do this, it gets easier and easier to answer questions in positive, solution-oriented manner. This game is about exposing you to a new way of thinking and allows you to get comfortable putting that thought process into action.

20 minutes	CUSTOMER SERVICE THE 4 KEYS TO CREATING A CULTURE OF GREAT CUSTOMER SERVICE
	FACILITATOR
  	Say: Let's define what you want others to say about your camp. What are the two or three things you want Scouts and leaders to tell others about their customer experience when they leave your camp? (note 2-3 answers on the flip chart or white board) Now we are going to look at some strategies we can use as staff members to promote those things you want customers to tell others about their camp experience. Note: Review each one and talk about what your staff can do to get those results. Ask: How do you train staff members to emphasize the importance of getting those results? Have you ever looked at your camp through the eyes of the customer? • Look at all areas of your service, such as timely pre-camp correspondence, check-in procedures, how units are fed, commissioner service. Does your online presence appear shabby or unprofessional? How quickly are customer emails and phone calls responded to? These are details that can be easy to overlook if you don't regularly consider the customer's perspective. Do: Show video clip #1 – Give them the Pickle: https://youtu.be/ISJ1V8vBiil • Holding staff members accountable for customer service-related behaviors. Having engaged and willing staff members is the first in line when it comes to achieving excellent and consistent customer service within your business. If you have staff that know the program, is friendly and is committed to providing superior customer service you have completed 90% of the battle. Now, add accountability to the mix. When you combine product knowledge, empowered staff members and accountability, your camp's customer service will be taken to the next level. The quickest way to introduce accountability into your camp is to set clear goals and expectations. After all, you can't hold someone accountable if they don't know what customer success means to your success. Accountability is not a negative thing. It is just as important to recognize staff members who are exhibiting great customer service behaviors.



Say: Every service challenge you face is an opportunity for training. Share customer concerns with your staff and solicit ideas and behaviors that will prevent the same situation from happening in the future.

- **Create a customer service recovery plan** - Failing to meet customer expectations is one of the biggest mistakes that any customer service provider could commit. You must do your absolute best to fulfill your duty and deliver what is being asked, if it's within your nature of business and capacity.

However, there are unforeseen and unavoidable instances that cause you to fail in meeting your obligations. Logistic issues may cause you not to deliver a program that was promised; communication difficulties may create an unreasonable expectation or delay.

It is important to train camp staff members that all customer problems are opportunities to win over their loyalty.

Here are Zemke and Schaaf's five ingredients to an effective recovery system:

An Apology: More than, "We're sorry." Deliver it personally, in the first person, with the person taking the responsibility and acknowledging on behalf of the organization that the customer was mistreated.

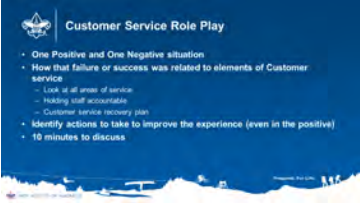
Urgent Reinstatement: A commitment to the customer to get this problem fixed now. This urgent reinstatement can be an "expression of gallant intent." The goal is for the customer to know that you are doing everything possible to get the problem solved immediately.

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

Symbolic Atonement: It expresses the sentiment that we want to make it up to you. What can we do right now to make things right? Some companies will authorize certain "problem-solving staff members" the power to spend up to a certain dollar amount to make things right. Can coupons work for this? When sincere, a free slushie or ice cream from the trading post can solve a small issue. How can you empower your staff to "make it right"? Who on your staff can you give this ability?

As an Example: A Scout was told that her food would be up in three minutes; but it took 10. When the food was taken to her, the staffer said, "Sorry it took so long. I gave you extra fries, because you had to wait. If there is anything else, I can do please let me know"

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

15 minutes	CUSTOMER SERVICE ROLE PLAY
	FACILITATOR
 Customer Service Role Play - One Positive and One Negative situation - How that failure or success was related to elements of Customer service - Look at all areas of service - Holding staff accountable - Customer service recovery plan - Identify actions to take to improve the experience (even in the positive) 10 minutes to discuss	Say: We are going to divide into groups. Using all the information you have learned so far are going role play some examples using the three positive and three negative experiences identified at the start of this session. Note: Take the examples and divide them among the groups, each group should have at least one positive and one negative. Look at each example and explain how that failure or success was related to the element of a positive (or negative) customer service experience. Identify actions you can take, based on the model for the customer service framework, to improve customer experiences at camp. Identify actions you can take, based on the framework, to maintain positive customer service experiences at camp. You will have 10 minutes to discuss one positive and one negative experience in your group. Do: Allow the groups to discuss. Then reform and debrief with each group. The debrief should not last more than two minutes total.
2 minutes	CUSTOMER SERVICE SUMMARY
	FACILITATOR
 Customer Service Models Disney – 7 guidelines 1. Be Happy— make eye contact and smile! 2. Be like Sneezy— greet and welcome every customer. Spread the spirit of Hospitality. It's contagious! 3. Don't be Bashful— seek out Guest contact. 4. Be like Doc— provide immediate service recovery. 5. Don't be Grumpy— always display appropriate body language. 6. Be like Sleepy— create dreams and preserve the magical Guest experience. 7. Don't be Doopy— thank every Guest! 	Say: Taking all the information shared with you in the last 60 mins, Let's look at two companies who are very well known for the customer experience. Disney follows Seven Service Guidelines • Be Happy— make eye contact and smile! • Be like Sneezy— greet and welcome every customer. Spread the spirit of Hospitality. It's contagious! • Don't be Bashful— seek out Guest contact. • Be like Doc— provide immediate service recovery. • Don't be Grumpy— Always display appropriate body language • Be like Sleepy— create dreams and preserve the magical Guest experience. • Don't be Doopy— thank every Guest! Ritz Carlton Three Steps of Service • A warm and sincere greeting. Use the guest's name. • Anticipation and fulfillment of each guest's needs. • Fond farewell. Give a warm goodbye and use the guest's name.
 Customer Service Models Three Steps of Service 1. A warm and sincere greeting. Use the guest's name. 2. Anticipation and fulfillment of each guest's needs. 3. Fond farewell. Give a warm goodbye and use the guest's name. 	

1 minute	CUSTOMER SERVICE CLOSING
	FACILITATOR
	Say: When it comes to delivering a great customer experience, there are a few companies that are consistently mentioned as role models. Numerous books have been written detailing how Disney, Ritz Carlton, Nordstrom, Harley Davidson and Amazon have created a customer experience that builds brand loyalty. Your camp can be anyone of these companies, train your staff so that the Camper and Leaders experiences are the most memorable times for them.



FACILITATORS GUIDE

CREATIVE PROGRAMMING/THINK TANK

NCAP standard: PD 100s series

COURSE OBJECTIVES

At the end of this session you will be able to:

- Consider creative ways to utilize program gear to deliver fun activities utilizing the EDGE concepts
- Consider the various levels of engagement in your camp programming
- Understand the key components of effective programming

Materials needed for this session:

- Flip Chart or white board
- Table of items - cones, balls, bandanas, lightsabers, string, flashlights, hammocks, axes, pool noodles, the more obscure the objects the better-but they should all be things readily available in a camp for program uses or from an overall camp inventory

SESSION TIMELINE: 30 MINUTES FOR INITIAL DISCUSSION and session 1

Time	Action	Delivery Method
1 minute	Introduction	Instructor
28 minutes	Awareness Activity #2	Activity/Breakout
1 minute	Closing	Instructor

1 minute	CREATIVE PROGRAMMING/THINK TANK INTRODUCTION
	FACILITATOR
   	This activity will be recurring throughout the week at different points. It is meant to be an icebreaker type of activity and will be scheduled at some specific times but may be added when there is a short break or a need to have a break in the content. While the programs designed may be fun and some funny, the objective of the activity is to push the participants to be creative in delivering the programs of the BSA while still following safety guidelines and the Guide to safe Scouting as well as the age appropriate guidelines of the BSA. • Institute a consistent way to start the activity throughout the week (IE- flip the board around with the specifics and the time allotment and GO!) • Institute a consistent way to evaluate and demonstrate the activities after their planning period • Optional: Explain prize rules and/or how you want groups to give feedback and evaluate the other groups Say: We are going to begin an activity during this session that we will revisit throughout the week. This activity is called think tank and will push your creativity to plan new and exciting programs for camp and maybe find a different way to deliver some camp programs. At the end of this session you will be able to: • Consider creative ways to utilize program gear to deliver fun activities • Utilize the EDGE method for program delivery • Consider the various levels of engagement in your camp programming • Understand the key components of effective programming

28 minutes	CREATIVE PROGRAMMING/THINK TANK ACTIVITY #1
	FACILITATOR
 	Say: It has been said that great camp staffs can operate camp in a parking lot. These think tank sessions are going to put that to the test. At the front of the room you may have noticed this table filled with lots of items. As we experience the think tank activity over the week you may use one or more of these objects. These objects may change as the week progresses and some objects may disappear after their use. Do: Feel free to add to the table throughout the week to change what is there for participant to choose.



The "rules" are simple.

- You will work in your assigned group to develop a program for one of the scenarios we choose.
- You will have a short amount of time and can choose any of the objects on the table to design a program or deliver a concept to Scouts using only objects on the table in some way. (Later in the week, the instructor can assign objects to make it more challenging or add or delete objects from the table as the week progresses)
- There will be points for innovation and for achieving the objectives assigned
- Each activity you design will be explained and demonstrated for the rest of the group
- Key components to remember when planning programming
 - Age group of the intended participants
 - Staffing requirements
 - Materials needed
 - Time needed
 - Risk assessments
 - Intended group size
 - Consider various interaction levels- Scout and Buddy, Scout and den or Patrol, Scout and unit, Scout and the Camp



Say: For this first Think Tank

You are to design an activity to teach Second Class requirement 2F to a group of five new Scouts in your first-year camper program. (Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.)

You will have five minutes to brainstorm and come up with your idea and then you will have two minutes for each group to present your idea.

GO!

Do: Make sure there is **NO ROPE or anything that resembles rope** on the table for this session. Give the participants 5 minutes to brainstorm and then allow each group 2 minutes to present. Lead a discussion about the methods designed and the items used.

NOTE to Presenter: Each group can be evaluated and scored by their peers for each Think Tank scenario. These points can be tracked throughout the course and a special prize or recognition given to the highest scoring team.

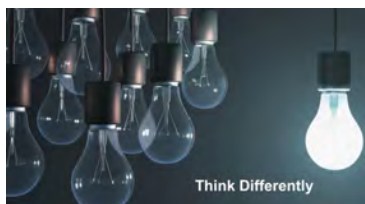
Consider each group's objective based on the scenario. Did they adequately present an activity or a program that would deliver the results needed? If there was a concept to explain and get across how effective was it delivered?

Have differentiation strategies been incorporated into the plan?

Use Think Tank to explore new ways to conduct parts of the check in progress, dining hall procedures, and more.

After the activity

	Say: Not everything needs to be a fun game, but not everything should be a lecture style class either. When a camper arrives at small boat sailing merit badge session, there is little doubt that they expect to sail. Our instructors and camp staff along with our program should be designed to allow Scouts to do those activities as soon as possible. Scouts do not want to spend the first few days talking about sailing, they want to sail. It is our job as program directors to help instructors be creative in delivering programs on day one that engage the Scouts in the activity. Take a moment to evaluate your camp program. How many programs do you have designed for various interaction levels- Scout with Buddy, Scout with Den/Patrol, Scout with unit, Scout with Camp? Remember Scouting is Fun with a Purpose. Think about how your daily program relates to the Scout's expectations of the camp experience. Consider why a Scout wanted to participate in that program from the Scouts point of view - why do they sign up for Small Boat Sailing? Is it to sit at a picnic table by the water? Or is it to sail? Is to sit and wait for others to show up while collecting blue cards and doing "homework?" Focus on the action associated with requirements and deliver the promise. This activity will be repeated throughout the week and you will be challenged to be creative in providing program experiences to the Scouts we serve by thinking creatively. Remember the goal is to help your program be delivered better. Maybe Monday at camp is not all lecture around a picnic table. Help Scouts want to come to the program on day one and worry that they might miss something if they do not. Remember that you only get one chance to make a first impression so make it a good one.

1 minute	CREATIVE PROGRAMMING/THINK TANK CLOSING
	FACILITATOR
	Say: Our role as program directors is to help the camp program be as innovative and fun as possible while still staying true to the principles of Scouting and if appropriate the advancement programs. Through the think tank this week we hope to give you some new and different ideas to be able to think differently about how we deliver the program of Scouting.

	CREATIVE PROGRAMMING/THINK TANK ADDITIONAL IDEAS
	FACILITATOR
NOTES FOR INSTRUCTOR	Additional Think tank ideas • Cub Scout handicraft for a space theme (1st graders) – craft takes no more than 10 minutes to complete • Instructing Cub Scouts in how to do an opening flag ceremony • Lashing a useful camp gadget for first class Scouts • A new way to play soccer for Scouts BSA • Finding your way at night • Teaching the rules of safe gun handling before a merit badge session • Teaching the hurry cases of first aid. • Instructing reaching rescues to a 16-year-old • The check-in processes • The dining hall clean-up program • Others?



FACILITATORS GUIDE

CAMPFIRE LEADERSHIP

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand why we have campfires
- Know the basic elements of a campfire
- Be able to plan a campfire experience that is appealing and meaningful to youth.

Materials needed for this session:

- Campfire program planner
- NCS – Ceremonies and Campfire guidance

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
6 minutes	Why Have a Campfire	Chat
25 minutes	Elements of Campfire	Instructor
15 minutes	Campfire Planning	Breakout Activity
12 minutes	Campfire Standards (inappropriate & unacceptable)	Instructor
1 minute	Closing	Instructor

1 minute	CAMPFIRE LEADERSHIP INTRODUCTION
	FACILITATOR
 CAMPFIRE LEADERSHIP Session Objectives - Understand why we have campfires. - Know the basic elements of a campfire. - Be able to plan a campfire experience that is appealing and meaningful to youth.	Say: Hello again and welcome to Campfire Leadership. We have an enlightening hour ahead of us, so let's get started.

6 minutes	CAMPFIRE LEADERSHIP - WHY
	FACILITATOR
 CAMPFIRE LEADERSHIP Session Objectives - Understand why we have campfires. - Know the basic elements of a campfire. - Be able to plan a campfire experience that is appealing and meaningful to youth. Why do we have campfires? WHY HAVE A CAMPFIRE - FUN— Enjoyment for all participants - ENTERTAINMENT—The best kind of entertainment in a camp setting - FELLOWSHIP—Brings the group together - ACTION— A time to let some steam off - ADVENTURE— Lasting memories - EDUCATION— Learn new things - INSPIRATION— A great opportunity to build character - LEADERSHIP DEVELOPMENT—An opportunity for a Scout to perform before a group	Say: At the end of this session, you will be able to do the following: - Understand why we have campfires. - Know the basic elements of a campfire. - Be able to plan a campfire experience that is appealing and meaningful to youth. Ask: Why do we have campfires? (Seek response but aim for the following): - FUN— Enjoyment for all participants - ENTERTAINMENT—The best kind of entertainment in a camp setting - FELLOWSHIP—Brings the group together - ACTION— A time to let some steam off - ADVENTURE—Lasting memories - EDUCATION—Learn new things - INSPIRATION—A great opportunity to build character - LEADERSHIP DEVELOPMENT—An opportunity for a Scout to perform before a group

25 minutes	CAMPFIRE LEADERSHIP – ELEMENTS
	FACILITATOR
ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs • Stories • Showmanship • Closing ceremonies  ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs • Stories • Showmanship • Closing ceremonies  ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs • Stories • Showmanship • Closing ceremonies  ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs • Stories • Showmanship • Closing ceremonies  ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs • Stories • Showmanship • Closing ceremonies  ELEMENTS OF A CAMPFIRE • Opening Ceremonies • Short Takes • Cheers • Applause • Run-ons • Songs – some comments... • Stories • Showmanship • Closing ceremonies  SONG LEADING • Songs can boost morale, build spirit and enthusiasm. • Know the song well and sing it alone and teach it confidently. • Practice the song in advance, regardless how well Scouts know it. • Project energy and enthusiasm. • Take charge, keep the introduction short, and stay in charge during the song. • Teach a new song a few lines at a time. • Give the pitch for the song.	Say: There are 9 elements of a campfire. The first is the Opening Ceremonies. • The opening ceremony sets the tone of the campfire program • Gets the attention of the audience • A great opening will use a lively song or cheer Say: The second is Short Takes • These are your stunts and skits • Skits last no more than 3-5 min each • Stunts should be shorter and could be magic tricks or appropriate other stunts that staff or campers can do (standing on their hands, juggling etc). Say: The third is Cheers • Cheers can be fun and build a friendly atmosphere. Cheers should be uplifting and should not make fun of anyone. Say: The fourth is Applause • Like cheers, applause can add fun and build atmosphere. A BIG HAND (staff leader holds out a single hand open) or a ROUND OF APPLAUSE (staff leader leads the group to clap while moving hands in a circular motion) add some action to a simple clap. Say: The fifth is Run-ons • Short skits to fill time between acts • Can be planned or impromptu • Should be ready to pull out when needed. Say: The sixth is Songs • Songs boost morale, build enthusiasm and excitement. • Know the song well and sing it alone and teach it confidently. • Practice the song in advance, regardless how well Scouts know it. • Project energy and enthusiasm. • Take charge, keep the introduction short, and stay in charge during the song. • Teach a new song a few lines at a time. • Give the pitch for the song.

SONG LEADING

- Lead with the entire body if it is an action song and just with the hands if it is a slow song.
- Avoid meaningless arm waving.
- Stand for action songs. Allow audience to remain seated for slow songs.
- Rehearse with other participants if they are also in the song.
- Start off on the right foot by announcing the song that you plan to lead.



SONG LEADING

- After singing, tell audience members what a great job they did.
- Avoid **yelling**, even with an enthusiastic group.
- Use song sheets or a songbook when possible so the participants have a copy of the words.



ELEMENTS OF A CAMPFIRE

- Opening Ceremonies
- Short Takes
- Chorus
- Applause
- Run-ups
- Songs
- **Stories – some comments**
- Showmanship
- Closing ceremonies



STORIES

- Practice, practice, practice...
- Ghost stories
- Adventure stories
- Humorous stories
- Heroic stories



ELEMENTS OF A CAMPFIRE

- Opening Ceremonies
- Short Takes
- Chorus
- Applause
- Run-ups
- Songs
- **Stories**
- **Showmanship – some comments**
- Closing ceremonies



SHOWMANSHIP

- Plan the order of acts so the pace of the campfire flows smoothly.
- All costumes must be in good taste – Make them SIMPLE
- Keep the following tips in mind when planning your campfire:
 - Follow the fire.
 - Plan the Program: Best show last and next best first.



- **Say:** Lead with the entire body if it is an action song and just with the hands if it is a slow song.
- Avoid meaningless arm waving.
- Stand for action songs. Allow audience to remain seated for slow songs. (every song does not require everyone to “stand up”)
- Rehearse with other participants if they are also in the song.
- Start off on the right foot by announcing the song that you plan to lead.
- Avoid **yelling**, even with an enthusiastic group. – Yelling is not singing. Do not announce that we are going to sing and then have a yelling contest. This is not a song.
- Use song sheets or a songbook when possible so the participants have a copy of the words.
- After singing, tell audience members what a great job they did.

Say: The seventh is Stories...and we have some additional comments.

Say:

- Practice, practice, practice...good storytelling isn't a natural talent for everyone.
- Ghost stories – while many Scouts, especially younger Scouts, ask for a ghost story as this is what they have been told you do at a campfire, make sure that any scary stories are age appropriate. You do not want to cause problems for unit leaders or parents of Cub Scouts with a ghost story that is so scary they do not want to stay at camp or never want to come back to camp. Use caution when telling ghost stories.
- Adventure stories – true, fictional, or historical.
- Humorous or Funny stories – true, or tall tales
- Heroic stories – is there a local hero you can tell about?

Say: The eighth is Showmanship...and we have some additional comments.

- Plan the order of acts so the pace of the campfire flows smoothly.
- All costumes must be in good taste. And simple
- Keep the following tips in mind when planning your campfire:
 - Follow the fire. This is rule No. 1: When the fire leaps high, make the program lively and loud. As it dies down, the program becomes quieter.
 - Plan the program by putting the “best” stunts or skits last and the next to best first. Put noisy, lively stunts early in the program.

SHOWMANSHIP

- Create campfire traditions.
 - Singing songs
 - Specific opening or closing songs (H)
- Maintain crowd control – even before they arrive at the campfire.
 - Use Scouts from the Order of the Arrow to serve as guides.
 - Be sure there is enough light for the Scouts and visitors to find seating.

SHOWMANSHIP

- Maintain discipline – Show respect
- Encourage audience participation – Songs work well here
- Use recognition during the program

SHOWMANSHIP

- Utilize inspiration..
- Leave campfires quietly.
 - Don't allow running or shouting.
 - Use Order of the Arrow Arrowmen to assist on the trail back to the campsites.
- Don't have campfires too frequently.
- Keep the program moving

ELEMENTS OF A CAMPFIRE

- Opening Ceremonies
- Short Talks
- Cheers
- Applaud
- Bull-calls
- Songs
- Stories
- Showmanship
- Closing ceremonies


Say:

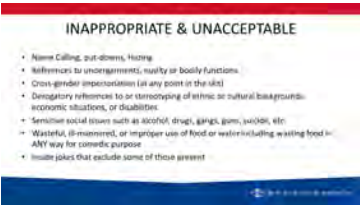
- Create Campfire traditions
 - Saving ashes from the fire at the end of each session and using them in the fire the next session or next season
 - Have a specific song that opens or closes your campfire each session
 - **Ask:** What others do you have? (Seek response)
- Maintain crowd control. This is not a problem with a small group, but organizers should control larger crowds before they reach the campfire area.
 - Use Scouts from the Order of the Arrow to serve as guides.
 - Be sure there is enough light for the Scouts and visitors to find seating.
- Maintain discipline – show respect. Explain at the outset that “We do not allow any razzing or booing here.” (If it starts, the leader should stop it immediately).
- Encourage audience participation. This is vital to almost any successful campfire. Songs work well.
- Use recognition during the program. Awards and appreciations should have a place on the campfire program.
- Utilize inspiration. – an inspiring story or guest speaker may be appropriate for the type of campfire.
- Leave campfires quietly.
 - Don't allow running or shouting.
 - Use Order of the Arrow Arrowmen to assist on the trail back to the campsites.
- Don't have campfires too frequently. Remember to supplement the unit program. Time should be given for units to have their own campfire programs in the campsites.
- Keep the program moving. Remember that Scouts are used to instant excitement and entertainment because of the fast pace of television and movies so campfire programs should move quickly and keep their attention.

Say: The ninth is Closing ceremonies

- Great chance for closing inspiration or “Scoutmaster minute”
- Opportunity to start or continue an appropriate camp traditional song.
- It is important to let Scouts know that the campfire has concluded
- As the campfire closes it is important to let participants know the expectation of leaving the area (quietly, no running, no walking on the benches etc.) – this should not be the last thing said but should be a part of the closing of the campfire program.

15 minutes	CAMPFIRE LEADERSHIP - PLANNING
	FACILITATOR
 CAMPFIRE PLANNING • Camp-wide campfires are planned, well-rehearsed productions staged by staff members. • Troop campfires allow patrols to put on songs, cheers, stunts, and skits. • Know your audience and campfire purpose. • When staff members are invited to troop campfires, they should be ready to lead a song, tell a story, or provide a stunt. CAMPFIRE PLANNING • Opening - song or cheer and light the fire. • Length: Campfires must move along at a quick pace and last no more than 45 minutes. • Written agenda. Always. • Three-second rule: At no time should there be a pause in the campfire program of more than three seconds. • Follow the flames: The pace and level of enthusiasm should follow the flames of the campfire. Program should build early and fade at the end. • Closing: Use Scoutmaster's Minute to train, inspire, and motivate. Group Project • Break into 4 groups • Plan a campfire experience • Report back to the group	Say: Successful campfires don't just happen, preparation is key! • Camp-wide campfires are planned, well-rehearsed productions staged by staff members. • Troop campfires allow patrols to put on songs, cheers, stunts, and skits. • It is important to Know your audience and the purpose of the fire • When staff members are invited to troop campfires, they should be ready to lead a song, tell a story, or provide a stunt. • Kick-off with an awesome Opening. Use a rousing song or cheer to build audience enthusiasm and participation, followed by a fire lighting ceremony. • Keep Length in mind. Campfires must move along at a quick pace and last no more than 45 minutes • Have a Written agenda. Always. • Always follow the Three-second rule. At no time should there be a pause in the campfire program of more than three seconds. • Remember to Follow the flames. The pace and level of enthusiasm should follow the flames of the campfire. Program should build early and fade at the end. Customize your Closing. Use Scoutmaster's Minute to train, inspire, and motivate. We are going to break into 4 groups. Let's spend 10 minutes planning a campfire experience. Each group will then share their plans. Do: Give 10 minutes to brainstorm then get the group back together to debrief. The point here is not about the skits or songs planned, but about the elements of the campfire. During the debrief lead the discussion to the following. • Did each group have several elements listed in the campfire program? • Do they know the purpose of the fire? • What about the plan for getting people to the campfire? • How will visitors know where to go? • Is there special seating for visitors? • How does the fire get lit? • Who builds it? when does it get built? The campfire program is where they will tend to focus but push the groups in the debrief to think about the overall campfire experience. NOTE: Make a note of any skits or songs listed here that do not meet the guidelines listed on the list of inappropriate or unacceptable and use these to drive the points of the list later. (ex. skits with water, skits that waste food) Say: Okay, let's hear from team 1: And, now team 2: Team 3: And lastly, team 4:

	Say: Planning the campfire program is not enough as you need to think about the overall campfire experience. As a program director your role is not just about the skits that happen, but how does the campfire get planned. You need to think through the details. You can have a great campfire program planned, but lack of planning may mean that the campfire was not built, or no one brought the matches to light it. Your role as a program director is to ensure the campfire experience is a good one for all.

10 minutes	CAMPFIRE LEADERSHIP CAMPFIRE STANDARDS
	FACILITATOR
 INAPPROPRIATE & UNACCEPTABLE - Name Calling, put-downs, Hazing - References to undergarments, nudity or bodily functions - Cross-gender impersonation (at any point in the skit) - Derogatory references to or stereotyping of ethnic or cultural backgrounds, economic situations, or disabilities - Sensitive social issues such as alcohol, drugs, gangs, guns, suicide, etc. - Wasteful, ill-mannered, or improper use of food or water including wasting food in ANY way for comedic purpose - Inside jokes that exclude some of those present	Say: One of the places in camps that traditions have sometimes become a concern is in our campfire programs. We want campfires to be fun and exciting and give youth the ability to perform, but campfire skits and songs need to also fit within the program guidelines of the BSA. There are numerous things that are inappropriate and unacceptable at campfires. While the following is not an exhaustive list, it will help you begin the discussion about appropriateness. You can these listed on the handout “NCS – Ceremonies – and-Campfire-Guidance on your flash drive. - Name Calling, put-downs, Hazing - References to undergarments, nudity or bodily functions - Cross-gender impersonation - at any point in the skit - Derogatory references to or stereotyping of ethnic or cultural backgrounds, economic situations, or disabilities - Sensitive social issues such as alcohol, drugs, gangs, guns, suicide, etc. <i>(be mindful of song lyrics as well)</i> - Wasteful, ill-mannered, or improper use of food or water including wasting food in ANY way for comedic purpose. <i>You may not know the current situation of youth and adults who are in the audience. Many may not have adequate food at home and the wasting of food in any way would further point out this disparity. Additionally there are parts of the world where water is not potable therefore the wasting of water is not appropriate.</i> - Inside jokes that exclude some of those present – <i>everyone should be able to enjoy the humor.</i> - Cultural exclusion – emphasis on the culture or faith of part of the group while ignoring the rest of the group - Changing lyrics to patriotic songs (“America”, “America the Beautiful”, “God Bless America”, “The Star-Spangled Banner”) or hymns and other spiritual songs - Embarrassing ANYONE – including staff or audience members (even if they are “in on it”) – just because the staff member is in on it, everyone in the audience is not aware of that fact and the appearance is that you are making fun of someone.

INAPPROPRIATE & UNACCEPTABLE

- Portraying violent behavior or any behavior not in line with the Guidelines of Safe Scouting (ex. Pointing "guns" at each other)
- Bathroom humor
- Water skits – **NO ONE** gets wet in any way (includes staff, and even if they are "in on it")
- Sexual overtones
- Including anything that is not in keeping with the ideals of the Boy Scouts of America.

CAMP STANDARDS

- If in doubt, take it out!
- All skits are vetted by the Camp leadership team

- **Say:** Portraying violent behavior or any behavior not in line with the Guide to Safe Scouting (ex. Pointing "guns" at each other)
- Bathroom humor or skits/songs where a toilet is the punchline or part of the skit.
- Water skits – **NO ONE** gets wet in any way (includes staff, and even if they are "in on it") – even with non-potable water.
- Sexual overtones
- Including anything that is not in keeping with the ideals of the Boy Scouts of America.

Say: Challenge your staff and campers to be creative and develop skits and songs that represent the best in the BSA.

Best motto to have is, "If in doubt, take it out!"

And remember, all skits and songs are vetted by the camp leadership team. Ask follow-up questions to the units or staff who are performing. Make sure you understand all aspects of the performance and what will happen. A unit may have the same name for a skit and have a different interpretation of it than you expected. You oversee what happens on stage and you call the shots.

We need to push ourselves to a higher standard. It is easy to get a laugh with off color jokes or inappropriate actions. Neither of these are in keeping with the ideals of the BSA. Strive for your campfires to represent the best in Scouting. Remember that the skits or songs that are performed at your campfire at summer camp will set the example and will be the ones that are performed at district events and troop events for years to come. Set the bar high and do not accept anything that could be deemed inappropriate.

Ask: What do you do when something goes wrong in a campfire? How do you respond?

In Scouting, we have standards and we must rise above unacceptable entertainment. If an unacceptable act does get "on stage," the leader must stop it mid-act and move on to the next act. Some camps use a "tree check" when an unacceptable act slips into the program. All the staff yells "tree check" and runs onto the stage. Some staff freeze and pretend to be "trees" while other staff starts looking into the "trees" while the camp director or program director goes on stage and explains to the unit that it is not appropriate and moves them off stage.

Many of these skits end up on stage as a result of staff members and Scouts over the years having "pushed the boundaries" of what forms appropriate Scout camp entertainment. Helping Scouts and younger staff members learn to exercise restraint and good sense in creating and delivering campfire programming offers one more opportunity for camp staff leadership to help youth grow into thoughtful and ethical young adults.

1 minute	CAMPFIRE LEADERSHIP CLOSING
	FACILITATOR
	Say: We have a very Helpful tool: “The Campfire Program Planner.” You will find this form on your flash drive. Use this or an electronic copy of this form to plan your campfires... Do: Go over information on the slide about the end of week campfire. Remember that a campfire program does not just happen by accident. It is well planned and rehearsed. A good campfire program “follows the fire” with a build up to the best skits and songs and then a solemn ending. When planning your program remember when in doubt leave it out.



FACILITATORS GUIDE

PURPOSE OF SUMMER CAMP

NCAP standard:

COURSE OBJECTIVES

At the end of this session, you will be able to:

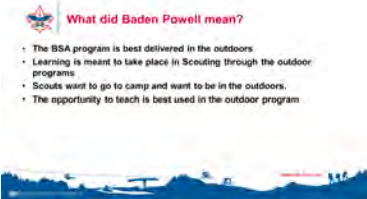
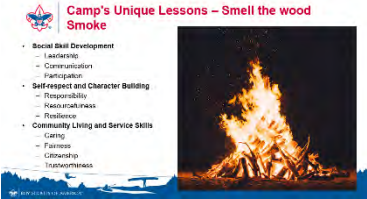
- Understand the importance of Summer Camp within the BSA & Unit Program
- Understand the importance of Outdoor Learning for youth
- Review the lessons learned that are unique to camp
- Maintaining the Scouting Brand

Materials needed for this session:

- Video link

SESSION TIMELINE: 15 MINUTES

Time	Action	Delivery Method
12 minutes	Introduction and why camp?	Discussion and video
2 minutes	Maintaining the BSA brand	Instructor
1 minute	Closing	Instructor

12 minutes	PURPOSE OF CAMP INTRODUCTION
	FACILITATOR
   Slide has animation for each point to appear when clicked  Slide has animation for each point to appear when clicked  Slide has animation for each point with subpoints to appear when clicked	Say: Hello and welcome to Purpose of Camp. For the next 15 minutes we will be discussing why we do summer camp. Baden Powell the founder of Scouting said, “We are not a club or a Sunday School Class, but a school of the woods.” He also said that “Camp is what the [youth] looks forward to in Scouting and is the Scoutmaster’s great opportunity. <i>Note: the original quote said “boy” but was changed to youth to fit today’s BSA.</i> Ask: What do you think Baden Powell meant by these words? (Seek response but aim for the following): • The BSA program is best delivered in the outdoors • Learning is meant to take place in Scouting through the outdoor programs • Scouts want to go to camp and want to be in the outdoors. • The opportunity to teach is best used in the outdoor program Ask: Why is summer camp and important element of the unit program? (Seek response but aim for the following): • Outdoor experience is a part of every unit program offering • Advancement opportunities that do not happen in the unit meeting or are best served through the outdoor programs • Develop the unit morale and camaraderie • Others? Ask: What do you see as the unique lessons learned in camp that cannot be learned elsewhere? What do we mean when we say we want Scouts to “smell the woodsmoke”? (Seek response but aim for the following): • Social skill development ○ Leadership ○ Communication ○ Participation • Self-respect and character building ○ Responsibility ○ Resourcefulness ○ Resilience • Community living and service skills ○ Caring ○ Fairness ○ Citizenship ○ Trustworthiness

 Mission of the Boy Scouts of America The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.  Aims of Scouting • Character Development • Citizenship Training • Fitness • Leadership	Do: show the video “The Benefits of Camp” from the ACA https://youtu.be/wlStTXktNbs (3:12) Say: The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law. The aims of Scouting are Character development, Citizenship training, fitness and leadership Ask: How do the skills learned at camp fit with the mission and aims of the BSA? (Seek response but aim for the following): • Camp provides an avenue for all the aims • By allowing youth to work through issues at camp we help them to understand moral and ethical decisions • As camp is a community, we help youth to learn how to be good citizens of the community of camp • By developing programs with a purpose, we allow youth to practice leadership through many camp activities • Being outdoors and walking, running, swimming, climbing, we stress the importance of fitness • Others?

2 minutes	PURPOSE OF CAMP THE SCOUT BRAND
	FACILITATOR
 Camp and NCAP 	Say: One of the purposes of camp is to provide opportunities to youth through the outdoor experience. This job affects us all through the BSA brand. It is important that you camp represents the BSA brand well. One of the ways we help to do this is through the National Camp Accreditation Program known as NCAP. We will discuss this more throughout the week, but the NCAP process helps us all to be able to represent the brand of the BSA to our customers. Whether your camp is for Cub Scouts, Scouts BSA, Venturing or Sea Scouting the brand of the BSA must be upheld. When we work together to provide experiences that follow the policies of the BSA and meet the minimum standards of the Guide to Safe Scouting and NCAP the brand of the BSA remains strong. As program directors one of our main roles is to make sure that the policies of the BSA are followed and that safety in all programs is at the forefront of the experience.

	Say: Meeting the brand of the BSA is the job of every staff member of your camp. We will work this week to help you understand more fully what that means and how to maintain that high level of excellence in your camp.
1 minute	PURPOSE OF CAMP CLOSING
	FACILITATOR
	Say: The purpose of any BSA camp is to supplement the unit program. When we make the units and the customer our focus, we plan camps and camp activities that help us meet the mission and Aims of the BSA. When we design programs based on the Guide to Safe Scouting, age appropriate guidelines, and the NCAP standards, we maintain the BSA brand. Our job as camp leaders is to make sure that our camps provide a safe and fun environment that meets these purposes. As we go through the week, we trust that you will think back to the why and focus on the purpose of Scout camping and of the activities that you offer at your camp through this lens.



FACILITATORS GUIDE

MAKING NCAP REAL

NCAP standard: Definitions pages and SA series focus.

COURSE OBJECTIVES

At the end of this session you will be able to:

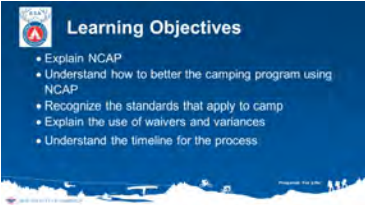
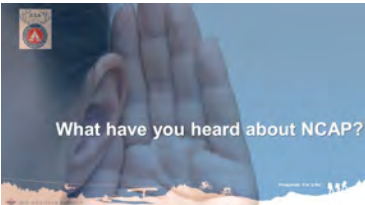
- Explain NCAP
- Understand how to better the camping program using NCAP
- Recognize the standards that apply to camp
- Explain the use of waivers and variances
- Understand the timeline for the process

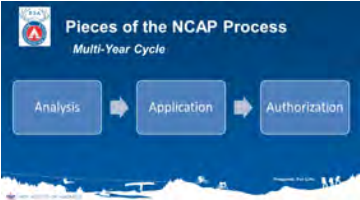
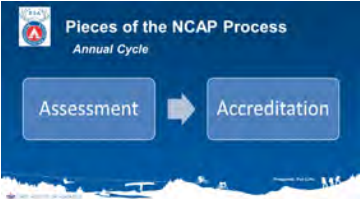
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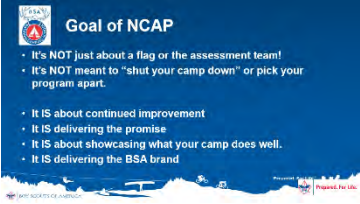
- NCAP standards (current year)

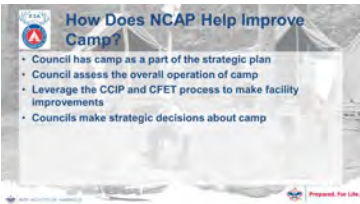
SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
3 minutes	Introduction	Instructor
10 minutes	Background	Instructor
10 minutes	What is NCAP	Instructor
10 minutes	Understanding the Standards	Instructor
15 minutes	Assessment	Instructor
5 minutes	Assessment Scoring	Instructor
5 minutes	Timeline	Instructor
3 minutes	Closing	Instructor

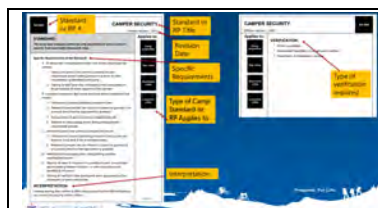
3 minutes	MAKING NCAP REAL INTRODUCTION
	FACILITATOR
   	Say: Hello and welcome to Making NCAP Real. For the next hour we will be discussing the National Camp Accreditation Program commonly referred to as NCAP and the NCAP process for camp and helping you think through how it applies to your camp operation. At the end of the session, you will be able to: • Explain NCAP • Understand how to better the camping program using NCAP • Recognize the standards that apply to camp • Explain the use of waivers and variances • Understand the timeline for the process Ask: What have you heard about NCAP and the NCAP process? How many of you have been involved in the NCAP process? <i>(Seek responses, but don't be surprised if you hear things like the following:</i> • <i>NCAP is HARD!</i> • <i>I hate NCAP!</i> • <i>They are only doing this to close us down.</i> • <i>You are the camp people; YOU deal with it.</i> <i>This is your chance to acknowledge that there have been some negative stereotypes with NCAP, but they are just that, stereotypes).</i> Say: NCAP is not meant to be hard for you, and YOU are not meant to be doing it alone. The NCAP process is year-round with a multi-year authorization component. It is NOT just the assessment day. You learned about this process and the basics of NCAP during the online training. If you have questions about the process, we can discuss, but this presentation will dive a bit deeper. The NCAP standards and the NCAP process are tools for the local council and represent the minimum safety and quality standards to operate camping programs. This is not meant to be the “pie in the sky” that only the elite camps meet. This is the point of entry to BSA camping. It is up to us to hold the camp to a higher standard to deliver the promise to our Scouts and Scouters.

10 minutes	MAKING NCAP REAL BACKGROUND
	FACILITATOR
  	Say: NCAP at its core is a set of criteria to measure safety, facility readiness, and program delivery in camp. • NCAP as a safety tool – NCAP has a set of standards to meet the minimum safety standards for our BSA programs. These are related to, but not separate from, the BSA Guide to Safe Scouting. • NCAP as a Facilities tool – NCAP strives to help councils develop strategies to make the facilities the highest quality and safest for our Scouts and Scouters. Minimum standards are in place in NCAP for cleanliness of program areas, restrooms, and the overall BSA brand identity of your camp. • NCAP as a program tool – NCAP helps assess the program elements present at BSA camps. The NCAP program standards are in place to set forth the standards for program delivery and the staff responsible for that delivery. Youth join Scouting for the program! NCAP helps to set the standards to ensure a consistent quality program throughout the BSA. Let's review some of the material discussed through the online course: NCAP has a multi-year and annual cycle. The Multi-Year Cycle has three parts – Analysis of Camp by the Council of program and facilities • A council will analyze the program and facilities and make decisions about the needs of the market and the council to determine which camp type, location, and programs to deliver at each of the council properties. • Councils will determine the budget and facility needs to run these programs as a part of the council strategic plan. • Decisions will be made as to the best programs and the best properties to serve the council needs. – Application Written by the Council • The council will then apply through the authorization process to operate one or multiple camps, locations, and programs based on the analysis done. • This process takes place through the council and the National NCAP Committee. • Your attendance at National Camping School says that your council has applied and been granted permission for this year to run BSA camps at your location. – Authorization to Operate is Given by the National Council (5 Years) • Once the application is received a group of volunteers will review and make recommendation for councils to be granted permission to operate a camp property, or camp for up to 5 years. • Authorization can be given for fewer years or with condition. Beyond the multiyear cycle is an Annual Cycle which involves the Assessment & Accreditation. • This is the point of the process where most Program Directors enter. • You may be involved in submitting the annual Intent to Operate and/or the Declaration of Readiness. • This is the assessment piece.

	• Each camp has an assessment to make sure we are meeting the promises made through the authorization and to assess how the camp is meeting the minimum standards set forth in NCAP. • This process takes place within the first week(s) of camp and should last long enough to evaluate how the camp is meeting the standards. • The Camp Director should work with your area assessment team for a long-term camp. • Criticism can be a good thing and a tool to help us move forward. • The assessment team is here to help us better the camp and to recognize the great things your camp is doing. • It is important to understand that the standards must be met all the time for properties and on day one of the camp NOT just by the time the assessment happens. • If you are acting as a short-term camp administrator (camp directors only) for a short-term camp, it will be up to you to assess the short-term camp during this annual cycle.
10 minutes	MAKING NCAP REAL WHAT IS NCAP?
	FACILITATOR
 This slide has animation that appears on click	Say: There are a few things NCAP is NOT: • It is not about a Flag or the assessment team. • It is not meant to “shut your camp down” or to pick your program apart While both pieces are a part of the process - • You receive a flag when your camp meets the standards to be accredited. • Your camp (or some program portion) could be closed due to a safety concern or lack of following BSA policies. <i>NOTE: There is a detailed process for this that is spelled out in the NCAP standards book.</i> This is NOT the Goal of the NCAP process. Ask: What is the Goal of NCAP? (Seek responses and then state the following): • It is about continuous improvement in camp. It has been said that if you are not moving, you are dying. So it is with BSA camps. We must continue to improve in order to meet the everchanging camp market and to best serve our Scouts and Scouters. • It is about delivering the promise of Scouting - When we recruit youth, we tell them they are going to go camping, fishing, hiking, etc. We tell them they are going to go to summer camp! We set the bar high with expectation and YOU must deliver on that promise. • It is about showcasing what your camp does well! And it is about looking for advice and ideas on how you can continue to build on your camp’s strengths. • It is about delivering the BSA brand. Each of you hold a piece of the BSA brand at camp. When you go to a BSA camp, you have an expectation of what this means just as you do when you stay at a Marriot Hotel or visit Disney. NCAP is a mechanism to help make sure we are meeting the brand of the BSA. The same standards or minimums are evaluated in all BSA camps.

	Say: As mentioned before, the NCAP standards speak to safety and staffing as well as the facility and the appearance of it. Ask: How Does NCAP Help Improve Camp? (Seek response then state): Following the NCAP standards will help your camp improve the programs that the camp offers and will make sure that it is safe and run within the guidelines of the BSA. • NCAP looks for the camp to be a part of the long-range strategic plan of the council to determine where camping fits into the council's goals for service to your community. • NCAP looks at the overall operation of the camp from a global perspective, not just program. NCAP deals with the budget as well as risk management and insurance. • NCAP can drive camp improvements with the continuous camp improvement plan as well as the council facilities evaluation tool: ○ These pieces of the NCAP standards will help you make plans for future development of program or camp facilities. ○ These pieces along with a Start – Stop – Continue approach can help the council make decisions about facility use moving forward. • NCAP can help a council to decide the best and right use of the property. ○ It allows the council to be strategic about the property. ○ It allows the council to put the best program on the best property to serve the most youth possible.

10 minutes	UNDERSTANDING THE NCAP STANDARDS
	FACILITATOR
 This slide has animation for each to appear when clicked	Do: Have your NCAP standards book out and reference the standards as you walk through how the standards are laid out. Say: The NCAP standards are used as the tool to measure the overall health and safety of a camp. They are broken into the following categories: SA-0xx- Standards Applicability PD 1xx – Program Design & Recommended Practices PS 2xx – Program Specific & Recommended Practices SQ 4xx – Staff Qualification & Training & Recommended Practices HS 5xx – Health & Safety FS 6xx – Food Service FA 7xx – Facilities & Recommended Practices AO 8xx – Administration & Operational NOTE: There is no 300 series as these were previously standalone trek standards that are now a part of the Program Specific (PS-200s) and the Staff (SQ-400s) standards. Now, let's walk through a standard and talk through how the standards are written.



Say: Every standard is broken into pieces which include the following:

- Standard or RP Number – each standard is numbered according to the category.
- Standard or RP Title – this is the name of the standard.
- Revision Date – This is important to see when the standard came into effect.
- Standard – The actual standard that you must meet is described.
- Specific Requirements – Details the specifics of the standard and lists any additional requirements of the standard.
- Interpretation – This clarifies how to interpret the standard for different camp types or specific situations
- Verification - How to verify the standard has been met and what to look for when completing the assessment.
- Type of Camp Standard or RP Applies To – This is the listing to which type of camp this standard applies.

So how do you understand and use the standards?

- Check first to confirm the standard applies to your camp and the programs you are offering. Not all standards apply to all camp types or programs offered.
- Review the standard, but also review the standard specific requirements. Many standards have specific requirements for long-term camps versus other camp types.
- The interpretation section is very useful tool to help you and the camp staff understand the standard.
- Finally, the verification portion is how you confirm the standard is being met. This could include the paperwork that is required or could be a simple visual verification of a program area. Each verification type is unique to each standard type.

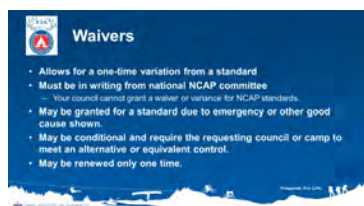
15 minutes	MAKING NCAP REAL ASSESSMENT
	FACILITATOR
How am I Assessed? Zone Assessment Teams Visit • Council Long-Term Camps for • Cub Scout • Scouts BSA • Venturing/Sea Scouts Council Assessment Teams Visit • Properties • Council Day Camps • Short-term Camp Administrator visits • Short-term camps No matter the camp type, each is assessed on ALL applicable NCAP standards.	Say: How are you assessed? (Seek response then say the following): Assessments are scheduled based on the type of camps the council has decided to offer. If your council is running a long-term camp for Cub Scouts, Scouts BSA and/or Venturing/Sea Scouting, the national council through its Zone Coordinators will assign an assessment team to visit your camp. This assessment takes place in the first week(s) of camp and is pre-scheduled. The Zone Coordinator will assign a team lead to your camp who will oversee this process. The assessment results are reported to the local Scout Executive and the National Council. If your council has a property that does not offer a long-term camp (for weekend use, or unit use only for example), or one or multiple day camps, or short-term camps; the council will conduct a self-assessment on these camps and camp properties.



Say: Assessment teams (whether national teams or local council teams) evaluate camps on ALL standards related to the type of program(s) the camp operates.

On the day of and prior to your NCAP visitation there are things you can do to make the process go smoothly. The Assessment team that will be coming to your camp are volunteers and are there to see your camp and make sure you are following the NCAP standards. To make this easier on the Camp Director there are a few things you can do.

- Prior to camp, attend the NCAP assessor meeting in your area. These are usually in the spring. It is normally a half a day, and you will learn a lot about the assessment process. This also gives you an opportunity to meet your team lead for your camp and to discuss the process and visitation with them.
- Have as much of your paperwork as possible completed a month prior to your scheduled visitation date. A proven practice is to share these documents in an electronic format through an online cloud sharing platform. You can share access to these files with your team lead and make periodic updates to the files as items become available. Sharing these items with the team lead in advance will allow them the opportunity to review the documents in advance and to ask questions or clarify any issues or discrepancies. It also allows for the camp director and team lead to acknowledge any missing or incomplete items before the visitation date. This precamp planning and document sharing will help to streamline the paperwork that needs to be presented on site at camp. Much of the paperwork for camps can be completed prior to the visitation day. Another proven best practice when developing an online system is to include folders for each NCAP standard. Within each folder upload the required verification documents. This filing system then becomes a historical record for the future.
- Prior to the visitation date, reach out to the team lead to discuss the paperwork and any files that you have sent/uploaded. Work with the team lead on any access issues if you choose a digital format. This communication should also include a conversation about the logistics of the visitation day. You should discuss when the team should arrive, where they should arrive and any camp specific requirements or protocols that they would need to understand or follow. Remind the team lead that all members of the visitation team are required to check in at the appropriate location.
- On the visitation day, you should expect to spend time with the team lead. Your priority is to complete any missing or incomplete paperwork. Having been in communication leading up to the visitation with your team lead, this process should move quickly.
- The most successful visitations are those where the council committees are involved. Camp staff members like the Program Director, Ranger, lead Commissioner should be involved in the visitation as well as council representatives from the camping committee, outdoor programs committee or other council committees who should serve as hosts for the assessors while they are in camp. The Camp Director can also guide members of the team to different areas of camp.



- The assessment team will ask, and you should expect, that they will need to see all the areas of camp and will also request to talk to Scouts and leaders on how their camp experience is going.
- At the conclusion of the visit, it is nice to have water, coffee, and/or small treats available to the visitation team. The team will gather to discuss the visit and share any concerns and observations. This meeting is led by the team lead and should include you. During this meeting you should take notes on anything mentioned that needs to be corrected immediately and any items that are “good ideas” that they share.
- After this meeting, the team will want to recognize you and your camp for a job well done. They may ask for a moment at an upcoming meal or gathering of your camp to present the recognition of the accreditation pennant and certificate.
- While not required, you may want to present each member of the team with a small token of appreciation for their participation in the camp visitation.

Ask: What Happens When If You Cannot Meet a Standard? (Seek response):

Say: First you need to SPEAK UP! – if you know that you will have a challenge to meet a standard, do not keep this a secret and hope it will just work itself out.

Address this with the assessment team leader as soon as you realize that there may be an issue.

Review the challenge with your Scout Executive and your council NCAP chair (a volunteer) who are there to assist you. Their experience may be able to help you solve a problem before it becomes an issue.

Keep your assessment team lead in the loop as well as they may be able to help you or give you guidance.

If you cannot find a solution, you will need to apply for a waiver or variance through the Request for Waiver or Variance form found on the NCAP website. Your assessment team lead can also help you in this process to help you meet the spirit of the standard through the waiver.

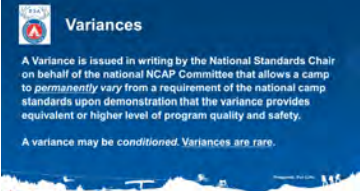
Let's discuss Waivers and Variances.

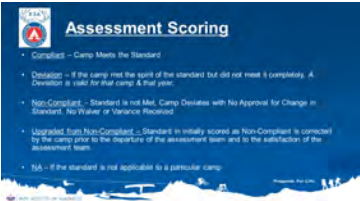
Waivers

- Allow for a variation from a standard for ONE season.
- Must be in writing from the National NCAP Committee. Your council cannot grant a waiver or variance.
- May be granted for a standard due to emergency or other good cause shown.
- May be conditional and require the requesting council or camp to meet an alternative or equivalent control.
- May be renewed for only one additional season.

Ask: What does a waiver mean? (Seek response, but aim for the following):

- Means that we know there is a standard.
- We understand the standard.
- We are KNOWINGLY not going to follow the standard, but we have a good reason to do so and we can meet the spirit of the standard in another way.

 	Say: Don't ask for a waiver just to save money...ex. we don't want to find an aquatics director because they would have to go to NCS. If you can't afford to send an aquatics director to school, you certainly cannot afford the lawsuit that comes when something happens. Make choices based on safety and doing the right thing, not on budget or convenience. There are a few ramifications of a waiver • If there is an incident at camp, this will be one piece of evidence that will be sure to be asked for. • This may cause further investigation of the camp operations. • For this reason, waivers will be granted with less frequency going forward. Ask: Then what is a variance? (Seek response, but aim for the following): A variance is issued in writing by the National Standards Chair on behalf of the National NCAP Committee that allows a camp to <i>permanently vary</i> from a requirement of the national camp standards upon demonstration that the variance provides equivalent or higher level of program quality and safety. A variance may be <i>conditioned</i>. Variances are rare. Do: Show Request for Waiver or Variance No. 430-083 from the NCAP website and discuss briefly.

5 minutes	MAKING NCAP REAL ASSESSMENT SCORING
	FACILITATOR Say: During your assessment each standard that applies to your camp will be scored. The standards can be scored one of five ways during your assessment: • Compliant – Camp Meets the Standard • You met the standard as described in the interpretation. • Deviation – The camp met the spirit of the standard but did not meet it completely. <i>A Deviation is valid for that camp & that year.</i> • A deviation does not mean that you run a poor camp, or that you are doing a bad job. • While we all strive to meet every standard, there are situations where you meet the spirit of the standard but did not meet it completely. An example would be you have all the fire extinguishers in camp, but one does not have an up-to-date inspection tag. This is something that you can fix quickly, but during the assessment it was out of compliance. You met the spirit but missed one. • If a camp exceeds 20% deviation findings the camp must prepare a timely corrective action plan and submit it to the area camp assessment chair. For more information see the NCAP standards manual. • Non-Compliant – Standard is not Met, Camp Deviates with No Approval for Change in Standard, No Waiver or Variance Received

 NCAP Website Resources • NCAP standards at a glance – • NCAP scoresheet	• You missed the standard. • Your assessment team lead will notify the Scout Executive and NCAP Zone Coordinator to assess the situation • Some portion of the program may be closed due to non-compliance, depending on the standard that was found non-compliant. • Upgraded from Non-Compliant – Standard is initially scored as Non-Compliant that is corrected by the camp leadership prior to the departure of the assessment team and to the satisfaction of the assessment team. • NA – The standard is not applicable to your camp. • The standard does not apply to your camp. • EX. The horsemanship standards and you do not have a horse program. Working closely with your team lead will help to alleviate misunderstandings and differing opinions of the interpretations of standards. Do: Show NCAP assessment scoresheet, and standards at a glance on NCAP website. Briefly discuss each. Once your camp is assessed, this assessment document will be sent to the Scout Executive, the assessment team, and the National BSA.

5 minutes	MAKING NCAP REAL TIMELINE
	FACILITATOR
 NCAP timeline	Say: There are a few items that have specific dates to be completed. • The Intent to Operate – September 30th Each Year • Submitted by the council through the online form • Lists all camp properties and all camps the council plans to operate in a given year • Post Camp / Pre-Camp Review by Council, Sept – April • Council assessment of the program and the facilities • Can be used as a list for the rangers, Order of the Arrow, or others to help camp prepare for the next season with facility needs. • Can be used to determine operational needs for the coming season. • Assessor Meeting – February – May, Each Year • All camp directors should attend this meeting to understand the assessment team training. It will help you understand the full assessment process. • Usually done locally with several councils. • It is a great opportunity to meet your assessment team lead and meet the team members who will assess your camp. • Declaration of Readiness – Due no later than May 15th each year or 30 days prior in a non-summer camp program. • States your camp is ready to operate. It must be signed by your council Scout Executive. • Work with your assessment team lead to get this information to them either digitally or meet in person to review.



- Use this to share many of the paperwork items that are required in the standards to make the assessment day go smoothly
- Do not worry if everything is not ready (ex. NCS certifications). Submit what you have and work with your team lead to get the rest in place prior to the assessment. However, work to ensure you can submit as much as possible on this critical due date.
- Assessment Visits – June – August, Each Year
 - All your hard work leading into camp comes to fruition
 - Needs to be a thorough look at your camp property and program offerings
 - Make sure to involve your camping committee, properties committee, and other key volunteers during the visit.
 - The best assessments happen with the council supports the assessment and does not leave it to the camp director alone.

Say: You may be asking yourself, what do I do NOW?

When you return from National Camping School you should do a few things:

- Reach out to your Assessment Team Lead
 - Call your team lead and set a meeting. This will speed up the assessment on site as well as allow you to understand their interpretation if there is a question about a standard or how it applies.
 - If you do not know who this person is, reach out to your council NCAP chair or council Scout Executive, and they can help you identify this person. You can also find their name on the latest circular on the NCAP website (last page)
- File your appropriate paperwork (on time)
 - Get your precamp paperwork done (if it has not been) as this will cause you to miss a standard before the assessment ever happens.
 - Make sure to include your registration code from your Intent to Operate on your forms
 - Send your registration code to your team lead as they will need it for the scoresheet. You will also need it on your Declaration of Readiness.
- If you did not submit your camps' Intent to Operate, reach out to the professional who coordinates this for your council and ask for a copy of what was submitted.

2 minutes	MAKING NCAP REAL CLOSING
	FACILITATOR
 The image shows a presentation slide titled 'Summary' with the NCAP logo. The slide has a blue background with a white border at the bottom. The text 'Summary' is in white, and the NCAP logo is in the top left corner.	Say: The NCAP process is not meant to be hard or scary. The process is about helping your camp be better and to continue to improve to deliver the promise of Scouting to the units and individuals who attend your camp. Use the process to help you make decisions. If someone wants to do something that you are uncertain about, make certain it is an approved BSA activity and make certain that you have the proper staff to operate the program. Use the resources of the council NCAP chair, your assessment team lead, and your Scout Executive to help in the process as this is not yours alone. Ask questions throughout the National Camping School experience and do not leave National Camping School with unanswered questions. For more information about the NCAP process and to access the forms visit www.scouting.org/ncap.

*Youth on Youth Abuse
Prevention Training will be
taught by your NCS Course
Director*



FACILITATORS GUIDE

EMERGENCIES AT CAMP

NOTE: This session will require 4 staff members to help facilitate the discussions and the breakouts. The Course Director and Council Liaison could serve as additional staff for this session.

NCAP standard: AO-805

COURSE OBJECTIVES

At the end of this session you will be able to:

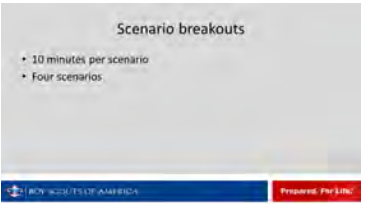
- Determine the types of emergencies in camp that require a plan
- Discuss potential emergencies at camp
- Discuss steps that should be included in an emergency plan

Materials needed for this session:

- SAFE checklist
- Guide to Safe Scouting
- PAUSE card
- Outdoor committee guidebook
- Video (YouTube)

SESSION TIMELINE: 67 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
45 minutes	Scenarios	Breakout
10 minutes	NCAP	Discussion
10 minutes	Communication	Instructor/video/discussion
1 minute	Closing	Instructor

1 minute	EMERGENCIES AT CAMP INTRODUCTION
	FACILITATOR
	Do: You will need to solicit the course director/staff liaison as additional staff to help with this session. The purpose is to have four breakout rotations for emergencies each led by a staff member. Their role is to facilitate the discussion for each type of emergency and to help the participants in developing a plan and steps in that plan for their scenario. The scenarios provided here are samples and the staff may choose to substitute a different emergency based on location (i.e. an appropriate weather-related emergency or communicable disease) Say: Welcome to Emergencies at Camp and for the next hour or so we will be discussing some common emergencies that happen at camp and how we can plan for them in advance. There will be emergencies that happen at your camp. These can be small things that affect only a small number of campers or staff, or they can be large scale events or outbreaks that affect the entire operation. Either way we need to develop a process and a plan to deal with and mitigate these emergencies in your camp.
45 minutes	EMERGENCIES AT CAMP SCENARIOS
	FACILITATOR
	Say: We are going to be moving through a few scenarios and discussing how you might handle these at your camp. These scenarios are examples that have happened at Scout camps across the country. We will give you a chance to talk about how you would deal with each one and to talk about the potential steps that should be included in your emergency plan to deal with each of these types of emergencies. We will not be able to discuss every emergency in camp but want to use these as a sample to get you thinking about the types of things that could happen and the steps you need to develop in your plan. So, let's break into four groups. We will each take a scenario and discuss for 10 minutes then rotate to the next station to discuss another scenario. We will do this through four scenarios and then get back together to debrief and talk about what we learned through the process. Sample scenarios Foodborne illness – Three Scouts who are all in the same cooking merit badge class arrive at the health lodge complaining of stomach pain and vomiting. They share that for lunch today the class was cooking chicken and vegetables. When they were ready to eat the dish, they noticed that the chicken was slightly pink, but the scoutcraft instructor said that “it is OK, that is how I like my chicken” You find out that each of these Scouts has been to two classes since cooking MB and have vomited while in each of these classes. - What are the steps that you need to take in this situation? - Whom do you need to contact? - What is your local law regarding an “outbreak”? - What can we learn from this incident? - What elements need to be in your emergency plan regarding foodborne illness? OR choose one of the incidents listed here https://www.scouting.org/health-and-safety/incident-report/incident-reviews/foodborne-illnesses/

2. Cardiac event – A 45-year old male leader is playing in the Scoutmaster volleyball game at camp when he begins to become short of breath. The other members of his team of adults and the staff begin to “poke fun” at the old man for not being in shape and able to compete. The 45-year old continues to play and says that he is now having chest pains, so he walks away from the court. The game continues without him.

- What are the steps that you need to take in this situation?
- Whom do you need to contact?
- What care do you need to provide for the adult?
- What can we learn from this incident?
- What elements of an emergency plan need to be in place for your camp regarding cardiac incidents?

Or choose one of the incidents listed here: <https://www.scouting.org/health-and-safety/incident-report/incident-reviews/cardiac-events/>

3. Communicable Disease – Camp begins on Sunday and on Monday morning you are informed that two Scouts from the same troop reported to the health lodge with vomiting and diarrhea. These youth had traveled together in the same car and had been sick on the way to camp. Their troop is sharing a campsite with another troop from a different state.

- What are the steps that you need to take in this situation?
- Whom do you need to contact?
- What is your local law regarding “outbreaks,” and when do you need to report to the local health department?
- *You may be asked by the health department to collect fecal or vomit samples.*
- What care do you need to provide for the youth?
- What cleaning needs to take place?
- What/whom do you need to quarantine?
- What impact does this have on the rest of camp?
- What can we learn from this incident?
- What elements of an emergency plan need to be in place for your camp regarding communicable disease?

Or choose one of the incidents listed here: <https://www.scouting.org/health-and-safety/incident-report/incident-reviews/communicable-disease/>

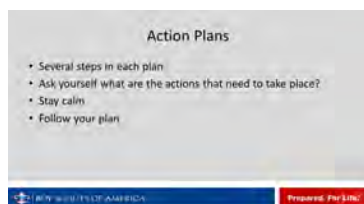
4. Severe Weather related based on your area – Lightning strike, flood, fire, hurricane, etc. Or loss of power at camp for an extended time.

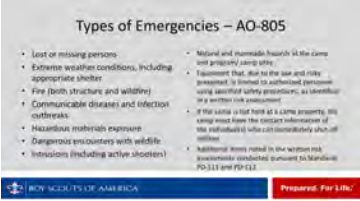
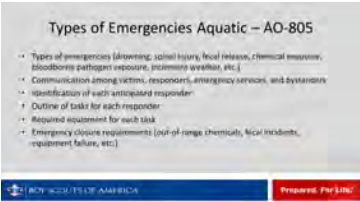
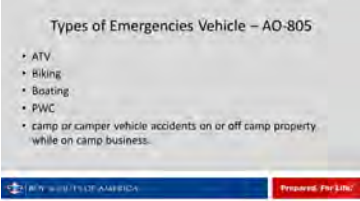
Or choose an appropriate incident from the list here:

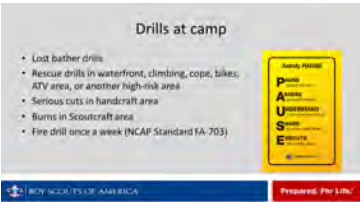
<https://www.scouting.org/health-and-safety/incident-report/incident-reviews/>

Do: Gather the group back together for a debrief.

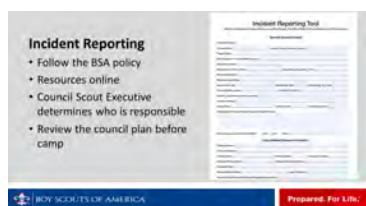
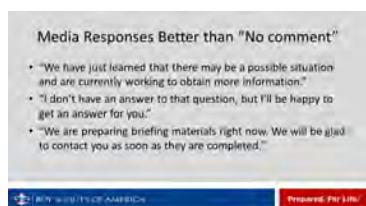
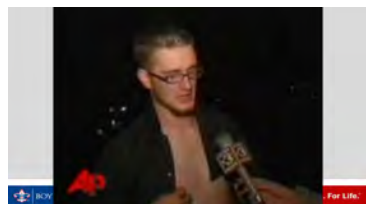
Say: As you can see there are several steps involved in our action plan for emergencies. Therefore the NCAP standards require a written plan so that in the emergency, you will not have to remember all the steps. They will be written, and you can follow the steps in order to walk through the emergency. When an emergency occurs, your ability to stay calm and follow the plan will help those around you to manage the incident as well.



10 minutes	EMERGENCIES AT CAMP NCAP STANDARDS
	FACILITATOR
 Types of Emergencies – AO-805 • Lost or missing persons • Extreme weather conditions, including appropriate shelter • Fire (both structure and wildfire) • Communicable diseases and infection outbreaks • Hazardous materials exposure • Dangerous encounters with wildlife • Intrusions (including active shooters) • Natural and manmade hazards at the camp and program/ camp sites • Equipment that, due to the use and risks presented, is limited to authorized personnel using specified safety procedures, as identified in a written risk assessment • If the camp is not held at a camp property, the camp must have the contact information of the individual(s) who can immediately shut off utilities • Additional items noted in the written risk assessments conducted pursuant to Standards PD-111 and PD-112  Types of Emergencies Aquatic – AO-805 • Types of emergencies (drowning, spinal injury, fecal release, chemical exposure, bloodborne pathogen exposure, inclement weather, etc.) • Communication among victims, responders, emergency services, and bystanders • Identification of each anticipated responder • Outline of tasks for each responder • Required equipment for each task • Emergency closure requirements (out-of-range chemicals, fecal incidents, equipment failure, etc.)  Types of Emergencies Vehicle – AO-805 • ATV • Biking • Boating • PWC • camp or camper vehicle accidents on or off camp property while on camp business.	Say: Now that we have had a chance to talk through some scenarios let's make a list of the types of emergencies that can happen at camp that we need to have an action plan to address. These can be found in NCAP standard AO-805. General 1. Lost or missing persons 2. Extreme weather conditions, including appropriate shelter 3. Fire (both structure and wildfire) 4. Communicable diseases and infection outbreaks 5. Hazardous materials exposure 6. Dangerous encounters with wildlife 7. Intrusions (including active shooters) 8. Natural and manmade hazards at the camp and program/ camp sites 9. Equipment that, due to the use and risks presented, is limited to authorized personnel using specified safety procedures, as identified in a written risk assessment 10. If the camp is not held at a camp property, the camp must have the contact information of the individual(s) who can immediately shut off utilities 11. Additional items noted in the written risk assessments conducted pursuant to Standards PD-111 and PD-112 Swimming pool and aquatic emergencies 1. Types of emergencies (drowning, spinal injury, fecal release, chemical exposure, bloodborne pathogen exposure, inclement weather, etc.) 2. Communication among victims, responders, emergency services, and bystanders 3. Identification of each anticipated responder 4. Outline of tasks for each responder 5. Required equipment for each task 6. Emergency closure requirements (out-of-range chemicals, fecal incidents, equipment failure, etc.) Vehicle emergencies 1. All-Terrain Vehicles (ATV) 2. Biking 3. Boating 4. Personal Watercraft (PWC) 5. Camp or camper vehicle accidents on or off camp property while on camp business. Say: This is not an exhaustive list of emergencies that can happen at camp, but they will give a list of the types of emergencies that you should have a plan to address. In your area there may be a need for additional emergencies that are camp specific.

 Drills at camp • Lost bather drills • Rescue drills in waterfront, climbing, cope, bikes, ATV area, or another high-risk area • Serious cuts in handcraft area • Burns in Scoutcraft area • Fire drill once a week (NCAP Standard FA-703) BOY SCOUTS OF AMERICA Prepared: Phil Lutz	Say: The council may decide if additional plans are needed to meet these specific concerns. This should be a step-by-step process to follow to help you make good decisions. You should conduct drills during staff week and throughout the summer to ensure staff know what their roles are during emergencies, and how to act when one occurs. Ask: What type of drill or practices should you do at camp to help prepare for when emergencies happen? (Seek responses, but aim for the following): • Lost bather drills • Rescue drills in waterfront, climbing, cope, bikes, ATV area, or another high-risk area • Serious cuts in handcraft area • Burns in Scoutcraft area • Fire drill once a week (NCAP Standard FA-703) The BSA has some resources to help you make your camps safe and avoid some emergencies such as the SAFE Checklist, the PAUSE card, and the Program Hazard Analysis along with the Guide to Safe Scouting.

10 minutes	EMERGENCIES AT CAMP - COMMUNICATION
	FACILITATOR
 Communication • Work with your council to develop the communication plan • Speak to unit leaders in an area away • Be clear on what is happening • Give updates as appropriate • Expect incidents to be shared • Have a plan for media coverage BOY SCOUTS OF AMERICA Prepared: Phil Lutz	Say: When you are dealing with a camp-wide emergency, remember to communicate with your unit leaders at camp, as well as the ones at home. Your council will help in developing the communication plan for any emergency at camp, and this should be a part of your emergency plan. When you are communicating with unit leaders at camp, make sure you speak to them in an area that is away from everyone and in a place that all the leaders can hear your voice well. You need to be clear on what is happening, whom you have contacted, and what the plan is currently. Remember these adults have a responsibility to keep their Scouts safe, so ensure the leaders that you have professionals helping you make the decisions to ensure that everyone is safe. You need to give them updates as you know them so that they feel included, informed, and know what to do with their Scouts. Say: When something happens at camp, expect that it will be shared immediately on social media pages of both youth and adults. A well-crafted message and communication strategy is important to keep the Scouts and leaders informed and to lessen the misinformation that is being passed on. Say: When an incident occurs at camp, the media may be informed and may arrive at camp to cover the event. It is critical that you have a plan for media requests and for media interactions. You should be familiar with the council policy and to whom media requests should be directed.



Say: Depending on the severity of the incident, you may need to establish a media area or schedule briefings to the media.

The following is a news report from a tragedy at a Scout camp wherein there were multiple deaths. As you will see in the video, the staff member who was interviewed was not the best person to make the statement to the media. Notice his attire, his demeanor and his messaging. Ask yourself “Is this the image of my camp that I want to have out?”

Do: Show the following video:

https://www.youtube.com/watch?v=wINSIzcu_y0&feature=youtu.be (2:05)

Ask: What do you think happened in this media scenario? (Discuss how the media found someone and asked questions and that the council was not able to control the message at that moment. Discuss that the council probably did not want things discussed the way they were on the video.)

Say: Having a media relations plan is important to getting the right message across to the right audience with facts and clear messaging.

Any requests for interviews should be referred to the Scout executive or to the individual who is familiar with the council crisis plan and is designated to handle media requests.

If a media person calls with questions, it is best not to say, “No comment,” but to respond:

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

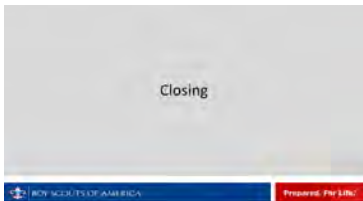
ASK: Why are these responses better than “no comment”?

Say: Besides emergencies that could involve serious accidents, illness, or loss of life and property, other emergencies of a more personal nature could arise, and you should be prepared to deal with them. If the camp has had a fatality due to an accident, a suicide, or another catastrophe, it may be wise to enlist the services of a grief recovery team.

Say: The BSA has specific reporting procedures to follow when a serious injury or fatality occurs. The Incident Report Kit can be found here

<https://www.scouting.org/health-and-safety/incident-report/>.

The local council Scout Executive determines who will be responsible for initiating these steps. Review your council’s emergency plan before camp opens so you will know what to do when a crisis occurs.

1 minute	EMERGENCIES AT CAMP CLOSING
	FACILITATOR
	Say: Emergencies will happen at camp. Many of them will be minor inconveniences that can be handled with little effect on the overall camp, but some may require much more effort. A well written emergency plan will allow you to be able to have a process to manage the incident in the best possible manner. Working with your council to develop a strong emergency plan for these incidents as well as a plan for communications will help you to be prepared when something happens at camp. Of course, no one wants to need the emergency plan at camp, but being prepared with a plan that is well thought out, well communicated, and well-rehearsed will allow you to be ready when an emergency occurs.



FACILITATORS GUIDE

HARASSMENT PREVENTION

NCAP standard: SQ-402

COURSE OBJECTIVES

At the end of this session, you will be able to:

- Understand what constitutes harassment
- Describe what do to if someone reports harassment
- Explain staff relationships and interpersonal relationships
- Explain cyber harassment
- Describe racism as a form of harassment

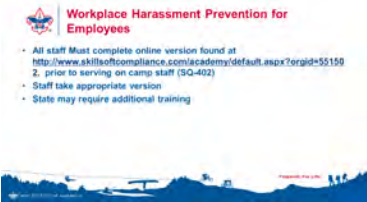
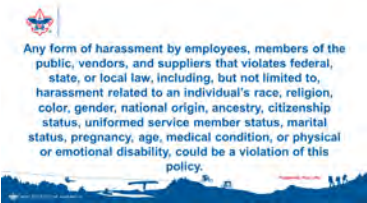
Materials needed for this session:

- None

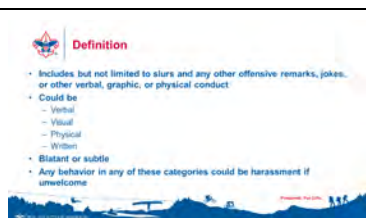
SESSION TIMELINE: 60 MINUTES (Have some time to add more content only 56 minutes used)

Time	Action	Delivery Method
5 minutes	Introduction	Instructor
10 minutes	Definitions	Discussion
15 minutes	Interpersonal Relationships	Discussion
15 minutes	Cyber-harassment	Discussion
5 minutes	Racial	Instructor
2 minutes	LGBTQ+	Instructor

Time	Action	Delivery Method
2 minutes	Non-employee	Instructor
2 minutes	Closing	Instructor

5 minutes	HARASSMENT PREVENTION INTRODUCTION
	FACILITATOR
  	Say: Hello and welcome to Harassment Prevention. For the next hour we will be discussing preventing harassment in the camp environment. This session is an extension of the Workplace Harassment Prevention for Employees training that discusses this topic and is required for each camp staff member of a long-term camp. This course can be accessed at http://www.skillsoftcompliance.com/academy/default.aspx?orgid=551502. It is also important that your staff take the appropriate version of the training. If you have staff who are managing others, like many area directors for instance, they will need to complete the manager training as well. There may be additional training that is required in your state to meet state regulations as well. Say: The Boy Scouts of America and your council are committed to providing as positive and productive a work environment as reasonably possible, prohibiting unlawful harassment, promptly addressing reports of harassment, and taking appropriate action when warranted. Any form of harassment by employees, members of the public, vendors, and suppliers that violates federal, state, or local law, including, but not limited to, harassment related to an individual's race, religion, color, gender, national origin, ancestry, citizenship status, uniformed service member status, marital status, pregnancy, age, medical condition, or physical or emotional disability, could be a violation of this policy. Your council is required to take appropriate action including discipline and discharge as appropriate. This includes any violations by camp staff whether paid or volunteer.

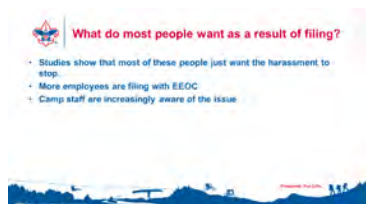
10 minutes	HARASSMENT PREVENTION – DEFINITION
	FACILITATOR



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Ask:

What does the term harassment mean? (Seek response then state the following):

- The term “harassment” includes, but is not limited to, slurs and any other offensive remarks, jokes, or other verbal, graphic, or physical conduct.
- Harassment could occur in a few different ways. – verbal, visual, physical, and written.
- The behavior can be blatant or subtle. Any behavior in any of these categories could be harassment if the behavior is unwelcome.

Say: Why do people harass others? (Seek response then state the following):

- Many people harass as a way of expressing dominance or power.
- It may be used as a method to control someone else.
- Others harass in front of peers to seek peer approval. This bullying tactic can be used to get what they want.

Who harasses and how can they be identified? (Seek response then state the following):

- There is no typical abuser.
- Anyone can harass just as anyone can be the target of harassment, regardless of sex, sexual preference, age, or position.

What do most people want as a result of filing a harassment claim? (Seek response, then state the following):

- Most people want the harassment to stop.
- More employees are filing complaints to employee rights agencies such as the Equal Employment Opportunity Commission (EEOC) because the employer failed to act.
- Many of our camp staff have become increasingly aware of this issue and are able to spot harassment when it happens.

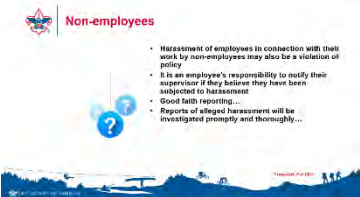
How can harassment be prevented? (Seek responses then state):

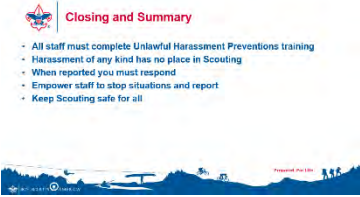
- The best method to stop harassment is to prevent it from happening
- Prevention begins with the attitude that it will not be tolerated.

	Do: Show the Consent/ Tea video. https://www.youtube.com/watch?v=pZwvrXVavnQ (2:49) Say: This may be a useful tool for you in having this discussion with your staff. Remember that in Scouting sexual activity is prohibited.
15 minutes	H A R A S S M E N T P R E V E N T I O N C Y B E R - H A R A S S M E N T
	FACILITATOR
	Say: In addition to sexual harassment there are other types of harassment that you should be aware of in a camp situation. With many youths having access to technology and the Internet while at camp the subject of cyber-bullying and cyber-harassment is also a concern. Along with the cyber-use policies of the BSA, your council could also have a policy in place about the use of technology at camp. Your camp staff manual should also address when and how your staff can use their phones while at camp. You will need to remind your staff about the “Barriers to Abuse” and the use of phones. It is recommended to address the use of phones and other devices up front with camp staff as this is a communication tool, a research tool and the way that our staff connect not only with one another, but with their friends who are not at camp. A policy of no phone use at camp would be unwise. Developing a policy about use of phones and other devices and setting expectations about when and how they can be used is appropriate. This, too, is an issue that needs to be addressed up front and not as a reaction when something happens. Ask: What is your council’s phone use policy at camp for your camp staff? (Seek response and discuss. Stress that councils need to develop a policy that they are willing to enforce. If a council has a policy of no phone use at camp, what happens when the staff members is using their phone? What about when they need to call 911? Stress that we are not here to write the policy only that councils need one.) What are the concerns about staff using their phones at camp? (Seek response and discuss. Stress the appropriate use of these devices like any other as a tool.) What is your policy about staff interaction on social media or in becoming online friends with campers? (Seek response and discuss. Stress that the council should do a risk analysis of any policy in place.) The access to devices also has the potential to open the staff to cyber-bullying and cyber-harassment. It is important to explain to staff about what to do if they are being harassed online. This should include reporting it to you, and the camp director, as well as saving the texts, emails, images, social media posts or other items that could be defined as harassing. Explain to staff that harassment of any kind will not be tolerated at camp and that this will result in their dismissal and additional disciplinary or legal action, if necessary.

5 minutes	HARASSMENT PREVENTION - RACIAL
	FACILITATOR
	Say: Another form of harassment that cannot be tolerated at camp or in the BSA is that of racial harassment. That is harassing someone based on race, culture, or ethnic background. This type of harassment has no place in society and certainly not in the BSA. The EEOC states: "It is unlawful to harass a person because of that person's race or color." Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially offensive symbols. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer. Racist slurs, remarks or inappropriate language, cultural references, or stereotypes cannot be tolerated. As we discussed in the campfire session and as we have discussed about all camp traditions, you should determine if any of the camp traditions you have at camp should be changed to eliminate inappropriate references. As we discussed in the diversity session earlier, the BSA is committed to diversity and sees it as an asset to the BSA.

2 minutes	HARASSMENT PREVENTION – LGBTQ+
	FACILITATOR
	Say: One group of individuals who have become targets of harassment are the members of the LGBTQ+ community. Like all other groups in Scouting, harassment based on gender identity cannot be tolerated. The BSA is committed to serving all youth in its programs and all youth need to feel safe and welcomed at all programs in Scouting. The addition of LGBTQ+ youth and adults may lead your council to make some determinations regarding your camp facilities and program and how you may need to address issues related to the youth protections policies of separate accommodations and privacy. Your council must be committed to keeping all youth safe and free from harassment. For additional information about serving LGBTQ+ youth, speak with your Scout Executive who has additional resources.

2 minutes	HARASSMENT PREVENTION NON-EMPLOYEES
	FACILITATOR
 Non-employees - Harassment of employees in connection with their work by non-employees may also be a violation of policy - It is an employee's responsibility to notify their supervisor if they believe they have been subjected to harassment - Good faith reporting... - Reports of alleged harassment will be investigated promptly and thoroughly...	Say: Harassment of employees in connection with their work by non-employees may also be a violation of policy. This can be from a vendor who comes to your camp or even a Scout leader who is a camp participant. Any employee who experiences harassment by a non-employee, or who observes harassment of an employee by a non-employee, should report such harassment to the camp director, Scout executive, or designee. Appropriate action will be taken against violation of this policy by any non-employee. It is an employee's responsibility to notify their superior if they believe they are being harassed during employment. An employee who does not believe the matter can be discussed with their manager should contact the next management level or the camp director, Scout executive, or designee. An employee who reports an alleged violation of this policy in good faith or who participates in any investigation will not be subject to adverse employment action or retaliation. Appropriate action will be taken if an employee knowingly makes a false accusation. Reports of alleged harassment will be investigated promptly and thoroughly, and action will be taken where warranted. The council prohibits employees from hindering the investigation. Complaints will be treated with as much confidentiality as possible, consistent with the need to conduct an adequate investigation.

2 minutes	HARASSMENT PREVENTION CLOSING
	FACILITATOR
 Closing and Summary - All staff must complete Unlawful Harassment Prevention training - Harassment of any kind has no place in Scouting - When reported you must respond - Empower staff to stop situations and report - Keep Scouting safe for all	SAY: All camp staff members must complete Unlawful Harassment Prevention online training prior to arriving at camp. Staff members are required to bring the certificate of completion with them when they arrive at camp. Harassment of any kind has no place in the workplace and certainly cannot be tolerated in a Scouting environment. When a staff member reports harassment of any kind to you, you must respond appropriately through informing the Scout Executive, the BSA, and law enforcement as appropriate. Our camp staff should be educated about the proper response and reporting methods in your camp and should be empowered to stop situations where they see harassment taking place. Remind all staff that in living the Scout Law we are called to be courteous, kind, and helpful. In following these, along with the other values of Scouting, we keep Scouting and each other safe.



FACILITATORS GUIDE

ETHICS 101

NCAP standard: N/A

COURSE OBJECTIVES

At the end of this session you will be able to:

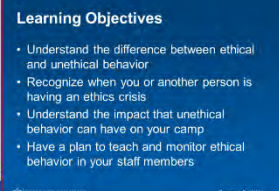
- Understand the difference between ethical and unethical behavior
- Recognize when you or another person is having an ethics crisis
- Understand the impact that unethical behavior can have on your camp
- Have a plan to teach and monitor ethical behavior in your staff members

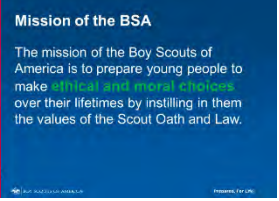
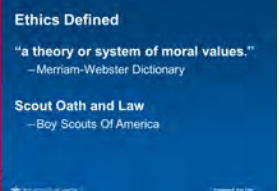
Materials needed for this session:

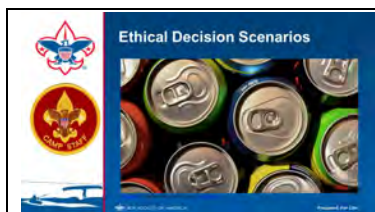
- Flip Chart
- Markers

SESSION TIMELINE: 45 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
15 minutes	Scenario #1	Group Breakouts
15 minutes	Scenario #2	Group Breakouts
14 minutes	Closing	Instructor

1 minutes	ETHICS 101 INTRODUCTION
	FACILITATOR
   	Say: Hello and welcome to our next session on Executive Leadership and for the next 45 minutes we will be discussing ethical actions in our programs. Having ethical behavior is one of cornerstones needed for your camp to be a favorite destination year after year. Ethical behavior will make the difference between a camp that helps Scouts and leaders grow themselves, and a camp whose participants leave worse than they arrived having not had a good time. At the end of the session you will be able to: • Understand the difference between ethical and unethical behavior • Recognize when you or another person is having an ethics crisis • Understand the impact that unethical behavior can have on your camp • Have a plan to teach and monitor ethical behavior in your staff members

15 minutes	ETHICS 101 SCENARIO 1
	FACILITATOR
   	Say: Stated in the mission of the Boy Scouts of America is to prepare young people to make ethical decisions. In order to do this, we must first define what that means and then determine how we go about facilitating that in the camp environment. The Merriam-Websters Dictionary describes ethics as “a theory or system of moral values.” Given this definition, it’s important for us to understand the system of moral values that is being followed in camp. Important considerations are the religious and political values that each of us follow individually, and for us in Scouting we have the Scout Oath and Law to help guide our interactions. When we follow these values, we display the ethical practices needed to lead and serve others, but when we go off-course and go against these values, we find ourselves in trouble. Do: Share a story of a time where you were faced with an ethical decision.



Say: Let's look at a scenario and talk through what you might do.

You have been a staff member at camp for some time and are now the program director. You have served as an area director with many of the staff whom you now are leading. Many of these staff are your friends away from camp and you have spent many nights with them. One evening you walk into the staff area of camp and notice several of your older staff drinking alcohol. You notice that for six of them there is one six pack of beer. You know that you have stood in that same spot last summer drinking with those same people. You also know that if you fire them all immediately that you will have no aquatics, or COPE programs, as they are two of your directors. They don't see you, so they do not know that you saw them.

What do you do? Do you say something? Do you let it go or pretend that you do not see them? Do you confront them now? Do you wait until the morning? They are your friends and firing them would have a huge impact on your camp and your relationship with them outside of camp.

We are going to take the next five minutes and get into groups of three to discuss all the options and be prepared to share your decision on what you plan to do.

Do: give the groups five minutes to discuss. After two minutes add "as you begin to leave two 16-year-old staff members walk up and join the group. It appears they have been here before." At the end of five minutes get back together and allow each team to present what they would do and why.

After the discussion ask

- What factors influenced your decision?
- Was this a difficult decision? (*discuss what made it difficult for people*)
- What is the big deal with how you deal with this situation?
- Did you call the police? If so why? If not, why not? (wasn't this illegal?)

NOTE: If the discussion is going one way with little discussion, use this opportunity to "argue" the other side. Push participants to understand that these decisions are not always easy to make.

Say: This is the basics of ethics. We use our background, values and moral code to make decisions that we believe are right. When we are working with our camp staff, it is imperative that we develop a culture of shared values that guide our decisions.

Young people do not always agree on what is right or wrong and often teens and young adults view situations on a degree of right or wrong. Establishing a set of guiding principles (the Scout Oath and Law) will help your camp staff understand the expectations of your camp.

15 minutes	ETHICS 101 SCENARIO 2
	FACILITATOR
 Ethical Decision Scenario #2 OFFICIAL DIVING BRICK	Say: Let's talk about another scenario. You have a Scout in camp who is 17 years old and working on the swimming merit badge as he has had trouble swimming for some time. He has been coming to your camp for many years and knows the staff well. He spends all his time at the aquatics area, as this is the last merit badge he needs to become an Eagle Scout. He came to camp for this badge only. He has finished all the other requirements for his Eagle Scout and turns 18 at the end of next week. It is Friday afternoon of camp and he has still not successfully been able to retrieve the object from the bottom of the pool. A thunderstorm is coming in and you are closing the area for the rest of the day and cannot open the area on Saturday morning. This is the last week of camp. Before he gets ready to leave the pool area, he asks the counselor to "just sign off on this one thing and I can be an Eagle Scout. I have been coming here for years and you know I should be an Eagle Scout. I promise that I will do it when I get home, but I turn 18 at the end of next week and won't have a chance to get it done before then. Don't you want me to be an Eagle Scout?" You know that being an Eagle Scout will carry with this young man his entire life and that he has some scholarship opportunities to go to college when he lists Eagle on his application. It is only one requirement. How do you guide your counselor in this decision? Get into groups of three again and discuss. You may not be in a group with the same people as before. You will have another five minutes and then a debrief. Do: Give five minutes and then debrief. After the debrief, Ask • Was this a difficult decision? Why? • How many Eagle Scouts are in the room? How many would sign off on the requirement? • How many non-Eagle Scouts in the room? How many would sign off on the requirement? • What made this one different than the first? (this is a participant not staff, long-lasting consequences, staff member seeking your advice) • What is our obligation in the Merit Badge process?

14 minutes	ETHICS 101 CLOSING
	FACILITATOR
 Closing Questions • What is the difference between ethical and unethical behavior? • What do you do when you are in the middle of an ethical crisis? • How do your decisions in either of the scenarios we discussed affect your camp and your camp culture? • What are you going to teach your camp staff about ethical decisions? Slide has animation for each question to appear on click to discuss individually	When we think about ethics in camp, we must develop a culture of common values and a common moral code. In Scouting we can use the Scout Oath and Scout Law as the guidance for these decisions. Ask and discuss the following: • What is the difference between ethical and unethical behavior? • What do you do when you are in the middle of an ethical crisis? • How do your decisions in either of the scenarios we discussed effect your camp and your camp culture? • What are you going to teach your camp staff about ethical decisions?



FACILITATORS GUIDE

STAKEHOLDER EXPECTATIONS

NCAP standard: PD-: 101, 102, 103, 104, 105, 108 ; RP-: 151, 156, 163; SQ-402; AO-: 807, 810

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand and be able to describe general expectations of each group of camp stakeholders
- Compare and contrast the needs and wants of each stakeholder group
- Be able to discuss the implications the expectations have for camp management
- Identify ways to use stakeholder expectations for camp marketing
- Identify ways to use stakeholder expectations to inform camp program

Materials needed for this session:

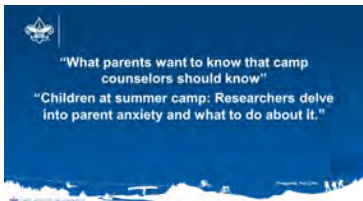
- Video: “Unhappy campers: Letters to Mom and Dad”
- Articles: “What parents want to know that camp counselors should know”
“Children at summer camp: Researchers delve into parent anxiety and what to do about it.”

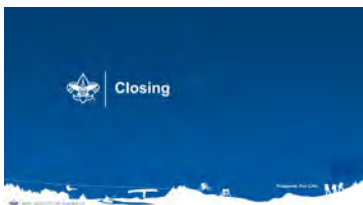
SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
15 minutes	Activity #1	Activity/Discussion
15 minutes	Activity #2	Video/Discussion
10 minutes	Activity #3	Discussion
3 minutes	Closing	Instructor
15 minutes	THINK TANK	Activity

1 minute	STAKEHOLDER EXPECTATIONS INTRODUCTION
	FACILITATOR
 The slide features the Scouts of America logo and the title 'Stakeholder Expectations'. It includes a small graphic of a camp scene at the bottom.	Say: Hello and welcome to Stakeholder Expectations. For the next 60 minutes we will be discussing Stakeholder expectations for the camp management team. Camp Management Teams have expectations placed on them by many different people. This session will focus on expectations from Scouts, parents, adult leaders, and camp staff. We will set the staff aside for a few minutes.

15 minutes	STAKEHOLDER EXPECTATIONS ACTIVITY #1
	FACILITATOR
 The slide is titled 'Group Discussion' and lists the following points: Three groups (Parents, Adult leaders, Scouts), Expectation of your assigned group, 5 minutes, and Be prepared to share.  The diagram is a Venn diagram with three overlapping circles labeled 'Scouts' (top), 'Parents' (bottom left), and 'Adult Leaders' (bottom right). The title 'Expectations' is at the top left.	Say: We are going to break into groups to talk about the different types of stakeholders we have at camp. Each group will have five minutes to brainstorm the expectations of the group you have been assigned. At the end of the five minutes we will ask each group to share some of the expectations for that stakeholder group. Do: - Break the participants into three groups (parents, adult leaders, Scouts). - Give the groups five minutes to brainstorm the expectations of the stakeholders they have been assigned. - Ask each group to write a different expectation on a separate sticky note. After the 5 minutes debrief the activity by asking each group to report. - Draw a large Venn diagram and ask each group to report their lists of expectations (place the sticky note from the lists in the appropriate spaces in the diagram). Do: Discuss the lists and identify overlapping expectations. Point out that although there are differences in the expectations, many of them overlap between groups.

15 minutes	STAKEHOLDER EXPECTATIONS ACTIVITY #2	
	FACILITATOR	
 	Do: - Show the video “Unhappy campers: Letters to Mom and Dad” https://www.youtube.com/watch?v=zwsDnihs6vg Have participants read the articles: “What parents want to know that camp counselors should know” “Children at summer camp: Researchers delve into parent anxiety and what to do about it.” DO: Discuss the materials by focusing on the expectations that may have been missed or the ones that may have been mislabeled. Ask the participants to update the diagram to reflect the discussion. Continue the discussion above until all the participants have listed all the expectations, they perceive each group holds. If needed use the following lists to prompt participation.	
Scouts	Parents	Leaders
Fun	Safe environment and programs	Logistics and program are organized
Friendships	Childs needs fulfilled (Security, food, shelter, cleanliness, emional security)	Opportunity for rank advancement
Age appropriate activities (challenge vs. ability)	Childs development (social, emotional, physical skills)	Upfront communication
New experiences and/or skills	Clear transparent communication from Camp and Child	Timely responses to quierries and concerns
Free time	Age appropriate activites	Access to camp leadership 24/7
Respect from staff and peers	Established emergency procedures	Pampered (they have used vacation time and/or time away from the rest of the family)
Achievement	Value (cost versus facilities and program experience)	Leaders lounge with plenty of Coffee
Recognition and approval	Welcoming in terms of diversity, inclusion, and accessibility	Treated like partners and customers
	Say: We have spoken about some of the customer stakeholders, now let’s talk about the internal stakeholder – the staff What are the staff members expectations of the camp management team? Use an open discussion and compare these expectations with the other stakeholder groups above. Ensure that the discussion covers the following general expectations: - Staff want to: - feel supported, be empowered (i.e., given appropriate responsibility and accountability) - be treated fairly and consistently	

	- o know what is expected from them (and perceive that these expectations are realistic - o be paid on time, have consistent time off • They also want to perceive that the Camp Management is approachable (e.g., has an open-door policy), organized, and in-control. • Finally, younger staff members want Camp Management to be empathetic towards staff members who are having their first job experience.
10 minutes	STAKEHOLDER EXPECTATIONS ACTIVITY #3
	FACILITATOR
 Meeting Expectations • How do we meet the stakeholder expectations for each of these four groups? • What are expectations that are hard to accommodate? • What can be done when specific expectations are unrealistic in the camp setting? • How can this information be used in camp marketing and program design?	Ask: How do we meet the stakeholder expectations for each of these four groups? • Brainstorm and discuss tips and techniques that can be used to meet all the stakeholder's expectations. • Ask participants to share their experiences at meeting the expectations of each group. Ask: What are expectations that are hard to accommodate? What can be done when specific expectations are unrealistic in the camp setting? How can this information be used in camp marketing and program design?
3 minutes	STAKEHOLDER EXPECTATIONS CLOSING
	FACILITATOR
 Closing	Ask: Participants to reflect on the session and ask them if they can: • Identify common expectations of each stakeholder group • Identify ways that they can meet most, if not all, of these expectations • Identify at least two new idea/technique to meet and exceed stakeholder expectations. • Articulate how they can improve their camp marketing through the knowledge of stakeholder expectations.
15 minutes	THINK TANK TIME
	FACILITATOR
 THINK TANK TIME!	Say: Speaking of expectations, I expect that it is time for another THINK TANK. You will have five minutes and then we will discuss. Do: use one of the think tank ideas below or develop one on your own. Additional Think tank ideas • Cub Scout handicraft for a space theme (1st graders) – craft takes no more than 10 minutes to complete • Lashing a useful camp gadget for first class Scouts • A new way to play soccer for Scouts BSA • Finding your way at night • Teaching the rules of safe gun handling before a merit badge session • Teaching the hurry cases of first aid.

What Parents Want to Know that Camp Counselors Should Know



acacamps.org/resource-library/camping-magazine/what-parents-want-know-camp-counselors-should-know

September 29, 2015



As a camp counselor, you are about to assume an important role. Parents are going to give you their children to take care of for the length of their stay at camp. The term used to describe this relationship is *in loco parentis*, which literally translates from Latin to “in place of a parent.” Although you cannot replace parents, you will need to assume this *in loco parentis* role and be clear about parent concerns and camp policies.

Consider Howe’s (2010) “classification” of today’s parents. Whereas parents used to be considered helicopter parents, they can now be described as stealth-fighter parents. They are often not only protective, but they are also prone to intervene to assure that their children are treated fairly. Therefore, parents are likely to have many questions not only before they sign their children up for camp, but when they arrive at camp. These questions, no matter how trite they may seem sometimes, must be seriously considered.



You must be prepared to answer these concerns, many of which relate to the safety of camps both physically and psychologically (e.g., homesickness, bullying) and how parents will maintain communication with their children.

The information for this article came from responses to a single open-ended inquiry — “Please identify the three most frequently asked questions that you received from parents/guardians this past summer” — that was sent to camp administrators regarding their perceptions of emerging issues at camp.

Major Questions

Five major categories of parent/guardian questions emerged from the qualitative data based on the relative frequency of the responses included. The number one concern was staff qualifications and supervision. Parents seem to recognize that staff will be taking on their parent roles and they are highly concerned that camp counselors have the skills and qualifications to be entrusted with their most precious children. In addition, however, parents and guardians are also concerned about the way that staff can facilitate camper health and safety, opportunities for communication with children, camper expectations and behaviors, and camp program logistics, which included transportation, weather, costs, and registration. [Table 1](#) provides an overview of some of the typical questions asked.

Staff Qualifications and Supervision

Most parents do not know the staff working at camp. Therefore, they asked questions about both the qualifications of staff as well as how staff supervises children. Questions about qualifications included: Are staff backgrounds checked? What are the counselors' ages? How are staff members chosen? Some questions were also raised about how supervision occurred at camps, such as: What is the camper-to-staff ratio? What kind of supervision do campers get from staff?

Camp directors also indicated on the survey that they did provide particular types of staff training. For example, specific camper behavior issues were addressed in staff training. Over 90 percent of the camps indicated that bullying was "somewhat" to "very significant" as an area of training for staff.

As camp staff, you should be able to communicate and instill confidence with parents that you have the skills and experience to be a camp counselor. You should know why you were chosen and what your goals are for the summer related to ensuring a positive experience for campers. You should feel as comfortable speaking with parents about the mission of the camp as you are about what the daily schedule looks like for their child.

Camper Health and Safety

A second major category of questions that directors were most frequently asked pertained to health and safety management at camp. These concerns related to the health care available as well as questions about food service and overall safety. Examples of questions included: What happens if my child gets sick? How do you handle campers' meds? Parents were also interested in food questions such as: Do you serve organic food? How do you handle food allergies? Safety issues related to whether or not the camp had twenty-four-hour security as well as how safe particular activities were, such as those activities around water areas.

Camp directors indicated in the quantitative part of the survey that they were addressing some of these questions. For example, over 70 percent of all camps said they tried to accommodate the specific dietary needs/allergies associated with peanut/nut allergies, vegetarian preferences, lactose intolerance, and gluten-free needs.

As staff, you must be aware of all the policies in place regarding the protection of the health and safety of campers. These policies should be clearly covered in your precamp training, but you should be familiar enough with them that you can respond confidently to these types of safety and dietary questions from your campers' parents.

Technology and Opportunities for Communication with Children

A third major area of questions from parents related to technology and communication, especially camper to parent communication. Common questions were asked about visitor policies and whether parents could spend time with children during camp sessions. Several parents asked about campers bringing a cell phone to camp so that campers could stay connected to their parents at all times. Other questions related to the availability of e-mail as well as whether other forms of social media were available, such as camp Web cameras.

Technology and communication are consequential to parents, just as they are to you. Many camps have policies regarding these issues that you must know not only for yourself but for the peace of mind of the parents with whom you may interact. In the 2011 survey, two-thirds of all camp respondents said they did NOT allow campers to use any personal electronic devices at any time at camp (e.g., cell phones, hand-held games). Camp directors, however, did indicate that the camp used social media outlets such as Facebook (87 percent), Twitter (39 percent), and YouTube (46

percent) for communication and marketing purposes. E-mail exchanges between campers and parents as well as Web sites with photos were allowed in almost three-quarters of the camps. Each camp may have slightly different policies regarding the use of technology and social media (even after you leave camp), so you must be aware of what they are—not only for your own convenience and protection—but also so you can aid in the communication that parents expect.

Camper Expectations and Behaviors

Questions about what campers could expect around procedures and specific behavior issues were frequently asked by parents. Concerns were expressed about how campers were placed in units/cabins and whether or not a child could be with a specific friend. The return rate of campers was inquired as well as what might be the other characteristics of campers. Although not a new issue, how homesickness was handled was also the concern of several parents, as was the discipline policy of staff.

Several parents again raised questions on how bullying was handled in the camp. As noted previously, staff should receive training regarding bullying. In addition, four out of five camps had written policies regarding bullying and two-thirds indicated that they communicated those policies to parents. As camp staff, you must be completely familiar with not only the policies but your role in confronting and managing any type of bullying that might occur in camp.

Camp Program Logistics

Some parents just want to know more about the logistics of camp such as: What activities are offered? How much time do campers spend outside? Related to this category of logistics were questions that we termed as other, including transportation, weather, costs, and registration.

Many of these questions are asked prior to coming to camp and a camp counselor may not have to address them. However, you should be aware that these questions are examples of the concerns parents have to assure that their son or daughter is getting a quality experience.

Specific Suggestions for Camp Counselors

Understanding something about the nature of parent questions can enable a staff member to do a better job of interacting with parents when and if that occurs. A common time when counselors may interact with parents is when they drop off their children at camp. They may have last minute or confirmatory questions at that time. Counselors must be responsive to parents' last minute questions to assist in easing their concerns, and to be sure parents are aware of policies and logistics. Specifically, camp counselors may want to consider several issues in any interaction with parents:

- Communicate confidently and professionally with parents when they drop off their children at camp. You may be able to lessen concern about your skills and qualifications if you shake parents' hands and look them in the eye while conversing.
Parents must feel that you are able to be in loco parentis.
- Know your camp's medication policy, how to work with the camp nurse, and which of your campers require prescription medication. You will want to refer parents to the camp nurse for questions you cannot answer.

Although the camp nurse may be the primary health care provider, you need to know what issues might exist among your campers and transmit that caring attitude to parents.

- Know and understand the reason behind your camp's communication and technology policies for campers. Knowing your camp's communication and technology policies will help you reinforce the policies and rationalize them to parents if needed. You must understand the reasons behind the camp policies and enforce them whether or not you agree with them.
- Be familiar with how your camp determines cabin and activity groupings. Knowing how your supervisor creates groupings can help you explain cabin and activity assignments to parents.
- Know and enforce your camps' homesickness and bullying policies. Both homesickness and bullying can be serious issues at camp and you should know as much as possible about how to address both issues. Remember that you can always contact your camp supervisor or the health care director if you have any questions or concerns.
- Know the daily schedule and how it is determined. You then can tell parents what both they and their children can expect.
- Direct parents to your camp director (or other designated staff member) and follow up with questions you cannot answer. As a camp counselor, you may not be able to anticipate and answer all the questions parents might ask you. The important aspect is to be responsive and honest. Parents must be assured that you always have the best interests of their children at heart.

Being a camp staff member can be tons of fun, but it is also a huge responsibility. Putting yourself in parents' shoes and being able to anticipate their concerns will ease their minds and likely make the whole summer more positive for you and your campers.

Reference

Howe, N. (2010). A new parent generation: Meet Mr. and Mrs. X. *Education Digest*, 75(9), 412.

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Photo courtesy of Victory Junction Camp, Randleman, NC

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Children at Summer Camp: Researchers Delve into Parent Anxiety and What to Do about It

 acacamps.org/news-publications/blogs/research-360/children-summer-camp-researchers-delve-parent-

July 22,
2019



When Bridget Trogden and her husband sent their son, Jacob, to camp last month, she was understandably nervous about sending her 12-year old to an overnight program. The week-long residential Adventure Camp, hosted by the Clemson University Youth Learning Institute (YLI), focused on outdoor activities and offered participants opportunities to build life skills including independence, social competence and resilience. Trogden, associate dean for engagement & general education in the Division of Undergraduate Studies, isn't any different from other parents who may experience anxiety when they are separated from their children in an out-of-school time setting.



"I know that camp is an important childhood rite of passage," she said. "But handing my only child over to a group of strangers for a week just feels unnatural to me."

Although much research exists surrounding the separation of parents and their young adult children (i.e. when their kids leave home for college), that research falls surprisingly short for adolescents, according to College of Behavioral, Social, and Health Sciences faculty Barry Garst and Ryan Gagnon. So Garst, an associate professor of Youth Development Leadership, and Gagnon, an assistant professor of Parks, Recreation, and Tourism Management, set forth to fill that research need.

"There is a research gap concerning the causes and possible solutions for addressing parental anxiety when children attend summer camp," said Garst. "There is research on overparenting in higher education settings, but the research is very limited for early adolescents in middle- and high school who participate in out-of-school time programs. So Ryan and I developed this research agenda."

"Emerging adults are *really* easy to study in higher education settings," added Gagnon. "For example, a psychology professor might have about 200 captive participants for study in their Psychology 101 or 201 course. So the preponderance of research in overparenting is with emerging adults, 18-24 year-olds. But when we look to adolescents, there is almost none."

The pair found an excellent partner in YLI, which not only offers program to children in kindergarten through 12th grade, it also serves a number of other important functions – namely research.

"YLI helps fulfill Clemson's goal of being a nationally recognized leader in innovative scholarship and creativity grounded in basic research and the land-grant mission," said YLI Director Stephen Lance. "Our sites serve as living laboratories that meet the needs of the participants, while also serving as a training tool for others in the industry."

Using YLI as a "learning lab," Garst and Gagnon conducted research using data gained from parents who sent their children to YLI-hosted camps. Through questionnaires developed by the researchers and administered to parents by the YLI staff, combined with questionnaires in another study sent to camp directors across the country, a number of compelling themes emerged.

Here are three.

Why Are Parents Anxious?

Parents themselves often have no camp experience. Research conducted by Garst and Gagnon in 2016 indicated that 40% of respondents surveyed did not attend camp as a child. Will their children get dirty? Will they be isolated? Are there wild animals that might threaten camper safety? “Experiences such as overnight camp are novel to many parents and therefore parents may be uncertain about what their child will experience at camp,” the researchers noted.

Parental styles can contribute to anxiety. Garst and Gagnon define “helicopter parents” as those “who excessively shield and problem-solve for their children rather than allow them to experience failure or challenge.” The researchers suggested that parents who “overparent” will be more likely to become anxious when their child attends camp.

Parents are afraid their children will get hurt. In fact, children are less likely to get injured while attending a residential camp, when compared to many common high school sports. As Garst and his colleagues reported in 2013, the American Camp Association’s five-year study of camp-related injury and illness concluded that kids are less likely to get injured in residential camps where they attend 24/7, than they would in primary youth sports like football or baseball or soccer, where they participate for just a few hours. “So the real issue is that parents are concerned their child is going to hurt themselves or break a bone,” explained Garst. “They don’t think their child is going to get a cold or a gastrointestinal infection. That’s actually more likely.”

What Can Camps Do to Help Parents?

Garst and Gagnon have advice for camp providers to help ease the fears of anxious parents.

Provide parents and kids with pre-camp opportunities to visit the camp, meet the staff and become familiar with the facilities. The researchers said this can be done in a variety of ways. Some camps offer an open house, and some even offer an overnight experience so that campers and their parents can familiarize themselves with the camp facilities, staff and procedures. For parents who are unable to travel to the facilities, many camps offer “virtual tours.”

Provide parents with information about camp administrators, staff and safety procedures. Parents will appreciate background information about camp personnel. Answering questions concerning training and supervision increase parental trust in administrators and staff.

Set expectations about communication. In this day and age of instant communications, parents may expect an instant response to a call or a text. Camps may limit the use of cell phones. Campers may be on full activity schedules. And what 12-year-old calls his/her parents regularly? “Make the information and expectations more transparent to better meet parents’ modern-day expectations,” said Garst.

What Can Parents Do?

Garst and Gagnon also have advice for parents who are anxious about sending their children to a residential camp setting.

Remember that children are resilient and are capable of coping with change and being away from home, probably more so than their parents.

Do research on camps and communicate. Garst and Gagnon said that most camps are well prepared to help parents and children separate. Many camps employ or have a volunteer parent liaison, ambassador or coordinator to directly support parents' needs and concerns. In addition, most camps employ highly qualified and well-trained staff. Parents should ask specific questions about how camp staff are trained and prepared for their roles. If camps offer a pre-visit or a virtual tour, parents should avail themselves of those options.

When selecting a camp, Garst and Gagnon recommend that parents start with camps accredited by the (ACA), the organization that provides the health, safety, and risk management standards for the camp industry. Camps that are accredited by ACA are required to provide evidence that they meet these rigorous standards.

Make sure children are well before they go to camp. Garst explained that 20% of illness in camps is brought in on the first day of camp. An illness can impact a camper's experience and potentially pose an issue for other campers. Parents should partner with camps to improve the overall health of the camp community, for example, informing camp administrators of recent illnesses or fever and providing the camp with full and complete information about a child's health history and current/recent medications.

mission and vision."

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Photo courtesy of Camp Kippewa in Monmouth, ME



FACILITATORS GUIDE

WORDS MATTER

Note: This session should be instructed after the camp staff have completed Unlawful Harassment Prevention training.

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand the importance of being intentional with terminology in the BSA
- Understand unintentional harm caused with words

Materials needed for this session:

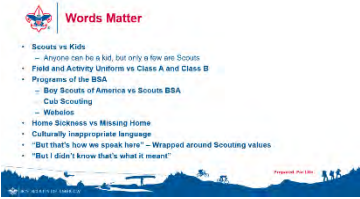
- NONE

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
1 minute	Set the stage	Instructor
12 minutes	Discussion	Instructor led
15 minutes	Activity	Instructor led
1 minute	Closing	Instructor

1 minute	WORDS MATTER INTRODUCTION
	FACILITATOR
 The slide titled "Words Matter" lists session objectives: "Understand the purpose of being intentional with terminology in the BSA" and "Understand unintentional harm caused with words". It features the BSA logo and a scenic background image.	Say: Hello and welcome to Words Matter. For the next 30 minutes we will be discussing several topics related to our language in the BSA. At the end of this session you will: • Understand the purpose of being intentional with terminology in the BSA • Understand unintentional harm caused with words

1 minute	WORDS MATTER SET THE STAGE
	FACILITATOR
 The slide titled "What makes a Scout different?" lists five points: Uniform, Behavior, Outdoor skills, Inclusion, and Everyone is welcome. It features the BSA logo and a scenic background image. Slide has animation for points to appear when clicked	Say: The Boy Scouts of America has a unique vocabulary that is weaved into the very culture of the program. From the terms Lion and Tiger to Senior Patrol Leader and Scoutmaster, these words create a vision of the participant or the leader about whom we are speaking. It is critical, as we are leaders in this movement, that our words are important to set the example for all who would follow. Ask: What makes a Scout different than other people? (Seek responses but look for the following): • Uniform • Behavior • Outdoor skills • Inclusion • Everyone is welcome Say: All of these are correct answers. Therefore we need to hold ourselves and our Scouts to a higher standard. There are some common words and phrases that we use that we need to take a few more minutes to discuss. Do: (add others specific to your situation, but discuss the following)

12 minutes	WORDS MATTER DISCUSSION
	FACILITATOR
 Slide has animation for each point to appear when clicked	Say: We are going to give you several examples. The first is Scouts vs kids At times we get sloppy and refer to our Scouts as “kids”. Anyone can be a kid, but only a few are Scouts. The word Scouts brings with it a connotation of behavior and level of morals. We let our Scouts off too easy when we refer to them as “kids”. While most of our Scouts are young, they are all more than just kids. They wear the uniform and are set apart for something more and more is expected of them. NEXT: Field and Activity Uniform vs Class A and Class B The BSA is a uniformed organization and even one of our methods of Scouting in the Cub Scout and Scouts BSA programs is the uniform. It is therefore important that we refer to it correctly. The BSA official uniform should be called the Field Uniform and when a BSA t-shirt is worn in lieu of the Official uniform shirt this should be referred to as the activity uniform. The terms “class A and class B” do not refer to uniforms in Scouting. The programs of the Boy Scouts of America: The Boy Scouts of America is the name of the organization and encompasses all programs. Some people often confuse the organization name with the name of the 11-17- year-old program called Scouts BSA. Scouts BSA is a program name and not the organization itself. The other programs of Scouting are also often misunderstood. The program for youth from kindergarten through 5th grade is called Cub Scouting. The program is not called “cubbing” nor are its participants “cubbies”. Within Cub Scouting there are Lions, Tigers, Cub Scouts (Wolves and Bears), Webelos and Arrow of Light. One often mispronounced program is the Webelos program. Webelos is an acronym (WE’LL BE LOyal Scouts). Webelos is not a plural word, so there is one Webelos or several Webelos and not ever a “Webelo.” In addition there are no Webelos one and Webelos two. The names are Webelos and Arrow of Light. Using the correct names for the programs and program participants is important to help reduce confusion. Home sickness vs missing home: We often refer to Scouts who are missing home as being “homesick”. This word has a negative connotation that by missing home the Scout has some form of illness. While missing home can sometimes become severe and cause physical illness, for most Scouts they are simply missing home and not sick. Using the phrase “missing home” instead of being homesick will help Scouts realize that this is normal and nothing to be ashamed of as there are times when we all miss home.

	Say: Culturally inappropriate language: There are times when we use language and words that to us “don’t matter” but to others may cause unintended harm. This is the case with some phrases that you may hear at camp. Things like “a belay monkey, or porch monkey” while not intended to be offensive have negative connotation. Phrases like “that’s so gay” or he/she is “so gay” are also inappropriate. These phrases must be eliminated from our vocabularies when speaking to one another or about one another. It is imperative that we not allow such language to go unchallenged or uncorrected. Another common phrase we hear is “sweetie” or “honey”. While on the surface these are nice, they can sometimes be meant to belittle and put down others. It is best to refer to others in a camp setting by name or simply “Scout”. Say: “But that is how we speak here” It must be acknowledged that with different parts of the country come different phrases and vernacular. Saying “bless your heart” in the South can have several meanings. In other places calling someone “Ma’am” or “Sir” is troublesome. While we can’t tell you what to say in every situation, we do encourage you to have a conversation with your staff about any common phrases that they may encounter and educate them on the proper response. Learning the local lingo is something that you may want to talk with your staff about. Again, this should all be wrapped around the values of the Scout Oath and Law and should reflect the positive image of the BSA. Say: “But I didn’t know that’s what it meant” There are many times our Scouts just follow the crowd. This is often the case for younger Scouts who are around older youth. It is important to talk with your camp staff about not sharing/repeating phrases that they do not understand. When in doubt ask the staff member or Scout “what do you mean?” by that. This small question often stops unwanted behavior and causes the staff member to think about what they are saying and if it is appropriate language to use.

15 minutes	WORDS MATTER ACTIVITY
	FACILITATOR
 The HOLE Truth about Put-Downs Written by and used with permission from Michael Brandwein	Say: We are not going to talk about the power of words and the harm they can sometimes cause when used inappropriately. Do: Follow directions on “The Hole Truth about Put Downs” by Michael Brandwein. <i>Used with permission from Michael Brandwein. No reproduction of the document is allowed without consent of Michael.</i> <u>You may not print this and hand out to the participants or make multiple copies for you staff at your camp. This is for NCS use ONLY.</u>

The HOLE Truth

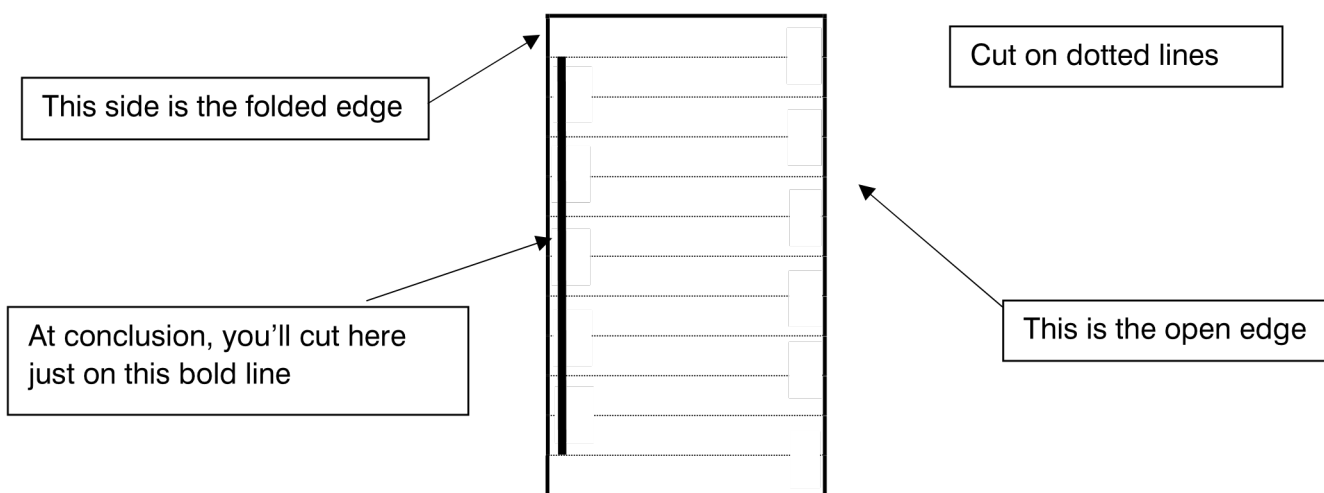
About Put-Downs

Michael Brandwein



1. You have a partner, “A,” with whom you’ve briefly rehearsed. “A” stands next to you when you present this. “A” holds a piece of paper and then folds it lengthwise. When you nod at the partner, “A” will use a scissors to make a cut in the paper that “A” is holding up. These cuts are made along lines as indicated in the picture on the back of this sheet. Important: *The cuts should end about an inch from the edge.*
2. Say: **“We always say that one of our most important responsibilities as leaders is to keep our program safe. When we say the word safe, we usually think about what we can call ‘outside safe.’ This means protecting young people’s physical self—their bodies. We don’t want them to fall, hit their head, get a cut, get hit by others, and so on.”** (“A” makes a couple of cuts.)
3. **“But there is another kind of safe that is every bit as important. We can call this ‘Inside Safe.’ This means emotionally and psychologically safe. It means protecting them from cuts of a different kind. (Make one or two more cuts.) These cuts include name-calling (cut), put-downs (cut), teasing, (cut) dissing—short for disrespect—and other things that hurt someone. These can be things that people say out loud. And sometimes put-downs or teasing are done silently, like a group of young people deciding to be mean by ignoring another person (cut).”**
4. **“In our environment, to keep everyone safe on the inside, we have a “no-dissing” rule. Put-downs are not allowed.”**
5. **“What would you say are the effects on a young person when they are put down? Let’s get some examples, please...”** (Make some cuts as you hear these.)
6. **“There are some people who say that this disrespectful stuff is just the way young people talk to each other. They say we should ignore it. Others say that it toughens kids up if they have to deal with being made fun of or being called mean names. What do you think about that?”** (After their comments, you can add your own thoughts as to why we don’t take that position.)
7. **“Just to be clear, here is our stand on that issue...”** (Explain that we don’t tolerate put-downs, even if people are joking. This is serious stuff and it’s not something we let people joke about.)

8. **“When we hear put-downs, we want you to say ‘That’s a put-down’ or ‘That’s name-calling’ and then say, ‘It’s not allowed.’ Please put on your most serious face when you say this and look them in the eyes to show you are serious. Then please explain in two or three sentences why we don’t allow this. I’m going to demonstrate that now and ask you to repeat what I say, so we can practice together.”**
9. “A” finishes any remaining horizontal cuts. Then the paper is cut along the folded edge. IMPORTANT: Begin at the first horizontal cut that reaches the folded edge and stop at the last one. (Please see the diagram.)
10. **“It may seem that these little cuts in another person don’t amount to much. But over time, this disrespect causes a hole in them that is much bigger than we might think.”** Carefully unfold the paper, displaying a big ring. **“Small cuts can make big holes in a person. Our job is to make sure that hole never forms.”**
11. Now tear the hole so that it is one line of paper. Hold one end and hand the other to a leader in front (or if presenting this to young people, one of them). **“One way to connect with young people is to show that we are really serious about keeping everyone safe. That will form a connection between us that is based on trust. Please repeat after me: Everyone’s safe. / To try new things. / To learn from mistakes. / To be ourselves. / So we can trust.”**
12. Now take back the line of paper. You and “A” hold it at the break so that it becomes a large ring again. Both of you put your heads in the middle of the circle and smile, saying together: **“And that....is the Hole truth.”**



1 minute	WORDS MATTER CLOSING
	FACILITATOR
 A graphic for the Boy Scouts of America closing. It features the BSA logo on the left, the word "Closing" in red text, and a silhouette of a mountain range at the bottom. The background is light blue with a subtle pattern.	Say: The Boy Scouts of America and its members are held to a higher standard so it should come as no surprise that our language must be held to that same standard. Words matter and what we say to and about each other is significant. Use your words to build up and make Scouting better.



FACILITATORS GUIDE

STAFF TRAINING

NCAP standard: SQ-401,SQ-402

COURSE OBJECTIVES

At the end of this session you will be able to:

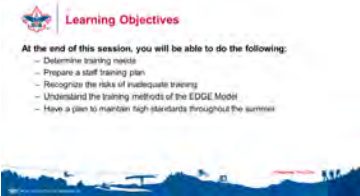
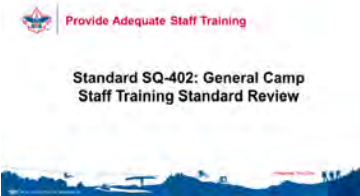
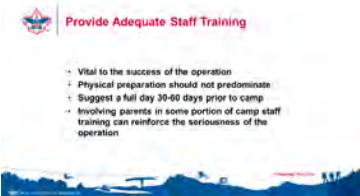
- Determine training needs
- Prepare a staff training plan
- Recognize the risk of inadequate training
- Have a plan to maintain high standards throughout the summer

Materials needed for this session:

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Objectives and overview	Discussion
30 minutes	Staff Training Schedule	Activity/Breakout
3 minutes	Maintaining Standards	Instructor
1 minute	Closing	Instructor
15 minutes	THINK TANK	Activity

1 minute	STAFF TRAINING INTRODUCTION
	FACILITATOR
 CAMP STAFF TRAINING	Say: Hello and welcome to Staff Training. For the next hour we will be discussing how and why staff training is important. We will be working together to help you develop a staff training plan. So let's get started.

10 minutes	STAFF TRAINING OBJECTIVES AND OVERVIEW
	FACILITATOR
 Learning Objectives At the end of this session, you will be able to do the following: – Determine training needs – Prepare a staff training plan – Recognize the risks of inadequate training – Understand the training methods of the EDGE Model – Have a plan to maintain high standards throughout the summer	Say: At the end of this session, you will be able to do the following: • Determine training needs • Prepare a staff training plan • Recognize the risks of inadequate training • Understand the training methods of the EDGE Model • Have a plan to maintain high standards throughout the summer
 Provide Adequate Staff Training If I had nine hours to chop down a tree I'd spend the first six sharpening my ax.	Say: Abraham Lincoln once said, "If I had nine hours to chop down a tree, I'd spend the first six sharpening my ax." • Why this is important to staff training? (<i>Seek responses</i>) • What is the standard for amount of time a long-term staff must be trained according to the NCAP standards NCAP? – what is the NCAP standard? (<i>Minimum of 28 hours, SQ-402</i>)
 Provide Adequate Staff Training Standard SQ-402: General Camp Staff Training Standard Review	Do: review NCAP standard SQ-402 and point out the specific requirements of the standard.
 Provide Adequate Staff Training – Vital to the success of the operation – Physical preparation should not predominate – Suggest a full day 20-60 days prior to camp – Involving parents in some portion of camp staff training can reinforce the seriousness of the operation	Say: Adequate staff training is vital to the success of the camp. Too often, the task of getting the physical plant ready to open takes priority over adequate staff training during staff training time. This must never happen. For each program offered, a minimum of three and one-half days (28 hours) of training must be provided. If possible, a full day of staff training should occur 30 to 60 days prior to the opening of camp.
Slide has animation for each point to appear when clicked	Staff training is also Vital to the success of the operation because our customers expect the best and deserve to have a trained staff. The campers on day one should not be the the test for how things will work out. Training is critical to have success from day one.

Say: Physical preparation should not predominate – physical set up of camp is not included in the 28 hours of camp staff training. Care should be taken to be able to deliver the 28 hours without the physical set up of camp.

We suggest a full day 30-60 days prior to camp for some initial staff training. Use this time to identify—and begin preparation for—summer camp responsibilities. Your council should determine how and where this meeting could take place. A visit to camp could be appropriate and can begin to help the staff get excited about the upcoming season and to see the physical area in which they will live, and work. If staff members are not able to meet in person due to location, distance or other factors, you may consider a virtual meeting for this purpose.

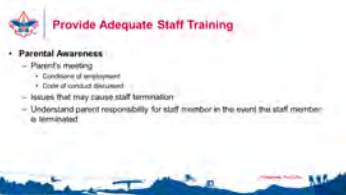
Involving parents in some portion of camp staff training can reinforce the seriousness of the operation. Working on camp staff is a job and parents need to understand that just as well as your camp staff. If parents are involved in the training, they understand the expectations of the management team as well as the time commitments for the staff member. They will understand what is and is not tolerated on your camp staff and will be more apt to respond when you need to dismiss a staff member for a policy violation. This conversation and understanding is especially important for parents of younger staff who may be working at camp as a first job.

Encourage the parents of younger staff to participate in appropriate staff training to be aware of the rules of camp. Parents may be invited to:

- Attend a camp staff orientation where the conditions of employment and the code of conduct are discussed;
- Understand that children will be dismissed and sent home if they do not live up to the terms of the code of conduct; and
- Understand that parent would receive a phone call from the camp director advising them of any termination of employment, and parent must arrange to pick up the child from camp.

During your staff week you will train your staff on the area in which they will serve. This could be a program area, or support role. In addition to training your instructors on how to lead sessions at camp, the following sessions are essential:

- Reviewing the camp staff manual
- Youth protection (for those not current)
- Understanding and Preventing Youth on Youth Abuse Training
- CPR training for staff (if not done prior to arrival)
- National camp accreditation process
- Emergency Procedures and Crisis Management
- Hazardous Weather Information
- Customer Service
- Program specific training
- Be sure to bring in local experts to help with training
- Additional considerations if your camp shares staff and facilities for additional program delivery.
- Additional trainings specific to program areas (lifeguard, COPE, etc.)

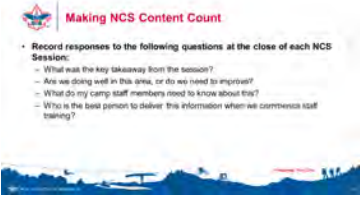


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	Say: Don't hesitate to bring in subject-matter experts when needed. Council committee chairs (camping, aquatics, shooting sports, advancement, special needs, etc.) are generally willing to visit with your staff and ensure that they are well prepared to deliver a great camping program. Your staff week should also train staff in any additional duties that may be required of them such as cleaning and use of chemicals in their area. Appropriate training may be required in handling some kinds of cleaning materials. Ask: Where do you find the information on what is required for your staff training? (<i>NCAP standards 400's level</i>)

30 minutes	STAFF TRAINING - TRAINING SCHEDULE
	FACILITATOR
	Say: Now We are going to breakout into 3 teams: You are going to have 15 minutes as a group to: • Develop an outline for camp staff training. • Develop consensus as to what staff members and subject area experts will lead training sessions • How will you use the teaching EDGE as a part of the training? • If you have a schedule already in place, what modifications do you need to make after hearing some of the items we discussed? Each team will then report back to the group. You do not have to have all the times set or the schedule on the right days. This is meant to begin the process of making sure you have all the trainings covered that are required and to help you think about who may help in this process. This is also a chance for you to think about what additional trainings you may need to add to help your camp staff sell the vision of your camp to your campers. Do: Allow 15 minutes to discuss and then allow groups to report. Give groups five minutes to report each. Say: Additional precamp training should include how to develop a lesson plan, maintain class control, and ordering necessary supplies.

3 minutes	STAFF TRAINING MAINTAIN STANDARDS
	FACILITATOR
 Slide has animation for question and answer to appear when clicked.	Say: Quality standards of instructions must be maintained throughout the entire summer program. What can staff leaders do to maintain quality standards throughout the camping season? <i>(Seek response but aim for Management by Walking Around):</i> Management by walking around (MBWA) is necessary. • How often and when should MBWA be used? <i>(daily)</i> • What should be on your checklist? <i>(NCAP items for each area. Other items that you want to review or follow up on given your knowledge)</i> • Make notes at each area to share at your next checkpoint meeting or observations to help make the program better. Ask who is the right person to deliver this feedback. • The camp director or program director may not be a program area expert, so be aware of common elements that should be in all program areas. Say: We will have the chance later in the week to do some management by walking around to the program areas here at National Camping School. We will look at each area and discuss what items are important from a safety and program perspective in each area of camp.

1 minute	STAFF TRAINING CLOSING
	FACILITATOR
  "Scouting is a Game with a Purpose" Baden Powell - Founder of Scouting	Say: Many of the sessions that are presented here at National Camping School you may also need to share with your staff. While the content may be similar, you may need to add or subtract some portions to meet your camp specific needs. As you participate in National Camping School, ask yourself the following questions and write down your responses at the end of each session so that you can prepare to share similar sessions with your camp staff. • What was the key takeaway from the session? • Are we doing well in this area, or do we need to improve? • What do my camp staff members need to know about this? • Who is the best person to deliver this information when we commence staff training? Say: Baden Powell the founder of Scouting said that Scouting was a "Game with a purpose". As you do activities this week and at your camp, ask yourself "What is the purpose of this game?" If you are not able to define the larger purpose, evaluate if this is the right game to play at the right moment to meet your objectives. Keep in mind that sometimes your larger purpose may be to have FUN.

15 minutes	THINK TANK TIME
	FACILITATOR
	Say: Speaking of games it is time for another THINK TANK. You will have five minutes and then we will discuss. Do: use one of the think tank ideas below or develop one on your own. Additional Think tank ideas • Cub Scout handicraft for a space theme (1st graders) – craft takes no more than 10 minutes to complete • Lashing a useful camp gadget for first class Scouts • A new way to play soccer for Scouts BSA • Finding your way at night • Teaching the rules of safe gun handling before a merit badge session • Teaching the hurry cases of first aid. • Instructing reaching rescues to a 16-year-old



FACILITATORS GUIDE

CAMP STAFF MORALE AND DISCIPLINE

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Develop a Camp Staff environment that will result in high morale
- Know how to handle common discipline problems
- Know how to share leadership and empower staff members

Materials needed for this session:

- none

SESSION TIMELINE: 30 MINUTES

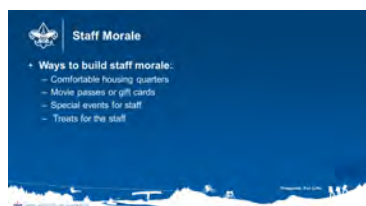
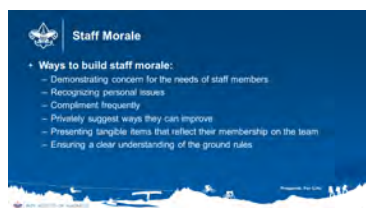
Time	Action	Delivery Method
5 minutes	Introduction	Instructor/video
10 minutes	Factors	Discussion
10 minutes	Empowerment	Discussion
4 minutes	Discipline vs Punishment	Discussion
1 minute	Closing	Instructor

5 minutes	CAMP STAFF MORALE AND DISCIPLINE INTRODUCTION
	FACILITATOR
 Staff Morale and Discipline Session Objectives - Develop a Camp Staff environment that will result in high morale - Know how to handle common discipline problems - Know how to share leadership and empower staff members 	Say: Hello and welcome to Camp Staff Morale and Discipline. For the next half hour we will be discussing how to help develop good staff morale and some common discipline issues that may arise at your camp. Our objectives for this session are to: - Develop a Camp Staff environment that will result in high morale - Know how to handle common discipline problems - Know how to share leadership and empower staff members As a camp staff manager one of your roles is to motivate your staff to be successful. There are several ways that you can go about this such as giving responsibility, providing opportunities for achievement and giving recognition. For some of your staff it may be helping them have some job experience so they may be ready to enter the competitive job market. Whatever their motivation, it is up to us to bring out the best in our staff and to help keep the morale high in our camp setting. Do: Show the video “This is what makes employees happy at work?” (4:09) https://www.youtube.com/watch?v=PYJ22-YYNW8&feature=emb_imp_woyt

10 minutes	CAMP STAFF MORALE AND DISCIPLINE FACTORS
	FACILITATOR
 Key Factors in High Staff Morale - How they are treated - Trust and Respect - Fairness - Consider their ideas? - Recognition Slide has animation for answers to appear when clicked	Ask: Based on the video we just watched, what are some key factors that bring about high staff morale? (Seek response but aim for the following): - How they are treated - Built trust and respect of the employee. - Fairness - Did you consider their idea? - Receiving recognition. It is critical that staff members are acknowledged for a job well done. Ask: What are some ways that you recognize staff members at camp? (Seek response and discuss) Don't be surprised if participants share some items that they give away, Free Ice Cream at the trading post for instance. Ask: What are some ways you can recognize staff that do not require you to spend any money? (Seek response and discuss) Say: All staff have certain needs that must be met to achieve success in camp. Of course the basics of this are food, and shelter. For them to be at their best they also require adequate sleep.



Slide has animation for answers to appear when clicked



Ask: What are some other needs that your staff may have to help them be successful? (Seek response but aim of the following):

- Administrative tools to do an effective job
- Proper equipment and supplies to accomplish the job
- A clear understanding of their job expectations
- Being a part of the team, on and off the job
- Shared leadership
- Recognition
- Others?

Say: To be able to help staff to achieve their best and stay motivated for success they must be able to trust that you will provide these needs.

When we discuss staff morale it hinges on several factors. What are the things you can do to build high morale? (Seek response but aim for some of the following):

- Demonstrating concern for the needs of staff members
- Recognizing that they may have personal issues at home with parents and friends
- Complimenting them frequently on what they do well
- Privately offering suggestions on ways they can improve
- Presenting staff T-shirts, caps, patches, and other tangible items that reflect their membership on the team
- Ensuring staff members have a clear understanding of the ground rules
- Developing position descriptions for every staff member
- Preparing and distributing a staff guidebook that includes the camp standards and rules
- Always presenting paychecks on time
- Scheduling and honoring days off
- Handling mail expeditiously
- Providing a staff lounge area away from campers
- Providing comfortable housing quarters
- Recognizing staff with movie passes or gift cards
- Planning occasional staff special events
- Occasionally providing culinary treats for the staff

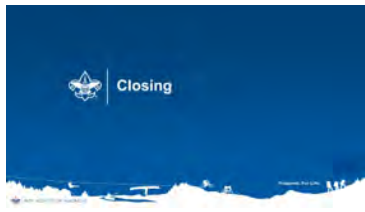
Say: As staff leaders, you must realize that you live in a glass house. Your every move is being observed by your staff. The staff will follow your lead in example and attitude, and they will model your behavior. You must show a positive attitude, enthusiasm, courtesy, and genuine concern for others always.

The Scout Oath and Scout Law are practical guidelines for the conduct of the staff. Every activity in camp can be related to Scouting's guiding principles.

10 minutes	CAMP STAFF MORALE AND DISCIPLINE EMPOWER
	FACILITATOR
 Shared Leadership • Delegate tasks • Set boundaries • Delegate authority to others	Say: One of the ways that you boost the staff morale and trust is in trusting them to complete tasks and delegating some of the authority to them. This is one way that you can help to motivate the staff and show that they are trusted and valued. Empower your staff to be able to solve problems and help them to understand when they need to pass an issue on to someone else. Empowerment is a strong motivator and a great way to motivate staff to be successful. Effective leaders set boundaries such as time, cost, and personnel, and they delegate the authority to do a job while remembering that they are still ultimately responsible. Camp leaders need to recognize that the style of leadership they provide should match the readiness level of the staff member. • A veteran staff member who has done the same job for several summers will require very little direction. Just give them the tools to do the job and stay out of the way. • On the other hand, the first-year staffer may need detailed explanations on the steps to do an assigned task, with regular follow-up, coaching, and encouragement. Ask: What are some practical things you can do to show your staff that they are empowered in your camp to make decisions? <i>(Seek response and discuss)</i> • Tell them • Show them how you want to have it done and allow them to follow on their own • Allow them to make some decisions without your approval • Others? Say: A camp staff with high morale is the direct result of sympathetic and understanding leadership. A happy staff produces a happy camp, which produces a happy program for the Scouts we serve.

4 minutes	CAMP STAFF MORALE AND DISCIPLINE – DISCIPLINE
	FACILITATOR
 Discipline vs. Punishment • Discipline = self control – Discipline can be positive or negative – Based on respect, group participation, a positive approach, shared responsibility – Staff should maintain • Punishment is negative discipline – Person Pays for what they have done	Ask: What is the difference between discipline and punishment? <i>(Seek response but aim for the following):</i> • Discipline is and exercise in self-control. • Discipline can be either positive or negative. • Punishment is a form of negative discipline in which the person “pays” for what they have done.

	Say: Good discipline is based on respect, group participation, a positive approach, and a relaxed atmosphere. Every Scout camp has rules and standards. If the rules and standards are reasonable and clearly understood, the staff will generally maintain its own discipline. Every camp will sooner or later encounter behavioral problems with one or more members of the camp staff. Camps deal with human beings, and none of us is perfect. Behavioral problems are most effectively met with counseling rather than punishment. In some cases, individuals with behavioral problems are found to be no longer able to make real contributions to the camp. As a result, it may be in the individual's best interest to depart from camp. If this occurs, it should for the most part, be the result of several thoughtful counseling sessions rather than a focus on expediency and lack of due process followed by dismissal. There may be a case in your camp setting where punishment is the right tool for the job and there is a need for some repayment based on a behavior. When this happens keep in mind that the punishment that is bestowed must be fair to all concerned and must be constructive. It is not appropriate to use someone else's job for instance as punishment for another staff member. An example of this is to have a staff member who has been late several times be punished by washing dishes in the kitchen. Without saying it, you have told the staff member who washes the dishes that their job is punishment. The same could be said for any use of punishment in this way. Using positive discipline techniques and using positive motivation for staff to be disciplined and to maintain their own discipline can be more effective than punishment in most cases.

1 minute	CAMP STAFF MORALE AND DISCIPLINE CLOSING
	Say: One of our roles as camp managers, is to make sure that the camp staff have the tools they need to do their job and to help them remain motivated through the summer season. When we build a culture of trust and a culture of empowerment, we help our staff to remain disciplined to do their best work. Through proper expectations staff will remain disciplined and behavior problems will be minimized. Remember to share why we are doing something with your camp staff as the building block of your staff culture and use this statement as a motivator for your entire staff.



FACILITATORS GUIDE

DIVERSITY AND INCLUSION

NCAP standard: PD-101, 102, 103 & 104; SQ-402

COURSE OBJECTIVES

At the end of this session you will be able to:

- Describe why diversity is an asset to the BSA that enables us to today's youth.
- Define unconscious bias and cultural competency.
- Describe the strengths of a diverse camp staff.

Materials needed for this session:

- Camp and Culture: The Core Competencies Deeply Engrained in Culturally Responsive Camp Leaders and Counselors (article)
- Diversity and Inclusion: Discovering Unconscious Bias (video)
- Why are Minnesotans the only ones to play Duck, Duck, Gray Duck (article)
- Video: <https://www.youtube.com/watch?v=mfAOjIYNZaM>

SESSION TIMELINE: 50 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Duck, Duck, Grey Duck	Activity/Discussion
10 minutes	Diversity Discussion	Discussion
10 minutes	Unconscious Bias	Video/Discussion
15 minutes	Cultural Competence	Discussion
1 minute	Closing	Instructor

1 minute	DIVERSITY & INCLUSION INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Diversity and Inclusion. For the next 50 minutes we will be discussing diversity and inclusion in camp programming.

10 minutes	DIVERSITY & INCLUSION DUCK DUCK GREY DUCK
	FACILITATOR
	Do: - Play “Duck, duck, gray duck” – Hint: it is just like “Duck, duck, goose,” but players say, “gray duck.” Insist on participants saying, “gray duck.” - Now, read aloud the handout titled “Why are Minnesotans the only ones to play Duck, Duck, Gray Duck?” Do: Lead a 5-minute discussion on how this activity is related to diversity and inclusion at camp. - Be sure the group discusses why it is critical to create a welcoming environment where everyone feels like they belong

10 Minutes	DIVERSITY & INCLUSION DIVERSITY DISCUSSION
	FACILITATOR
	Say: The following is the BSA’s statement on Diversity and Inclusion “The Boy Scouts of America promotes a culture where each youth, volunteer, and employee feels a sense of belonging and builds communities where every person feels respected and valued. Leading by example and encouraging each other to live by the values expressed by the Scout Oath and Scout Law, we welcome families of all backgrounds to help prepare young people to serve as successful members and leaders of our nation’s increasingly diverse communities.” Ask: What diversity related issues have you faced at camp? (Seek response and have an open discussion about issues of camp. These could include racism – real or perceived, open programs, gender issues, etc. Keep the discussion on topic and work for situations that you can discuss how diversity or inclusion can be helpful in the situation. This is not a time for judgement or attacks.)

10 Minutes	DIVERSITY & INCLUSION UNCONSCIOUS BIAS
	FACILITATOR
  Slide has animation for each point and “answer” to appear when clicked	Do: Show participants the video “Diversity and Inclusion: Discovering Unconscious Bias” https://www.youtube.com/watch?v=mfAOjIYNZaM Ask: After watching this video, what is unconscious bias? (Seek responses but aim for the following): Social stereotypes that we form from outside our own conscious awareness. Do: Have participants read the article “Camp and Culture: The Core Competencies Deeply Engrained in Culturally Responsive Camp Leaders and Counselors” Ask: After reading this article what is Cultural Competence? (Seek response but aim for the following): Ability to understand, communicate with and effectively interact with people across cultures.

15 Minutes	DIVERSITY & INCLUSION CULTURAL COMPETENCE
	FACILITATOR
	Do: Lead a discussion about how camp management can improve their camp staff’s and management team’s cultural competence in order to best serve their campers. Possible discussion points include: - o Reflect on your response to the following question: What must I start doing, stop doing, and continue doing to develop my cultural competencies? - o What is a diverse and inclusive community? Why is building an inclusive community important? ▪ <i>An inclusive community is one that: promotes respect, equal treatment and opportunities; eliminates all forms of discrimination; engages all citizens in decision-making; values diversity; and responds to racist and discriminating incidents.</i> ▪ <i>Building an inclusive camp community is important because: injustice should not be tolerated; each camper (staff member) has the right to express themselves and that their input is valued; and diversity enriches our lives.</i> - o Why is a diverse camp staff important? ▪ <i>To ensure that the staff has a wide range of knowledge, attitudes, skills, backgrounds and abilities to provide a quality program to the campers.</i> ▪ <i>To ensure that all campers feel welcome because they can identify with one or more of the camp staff. Discuss importance of respect & empathy.</i>

	▪ <i>To help shed light on areas of unconscious bias, improve the camp's cultural proficiency, and lead other Scouts by example in the area of diversity and inclusion.</i> - o What programs at camp can be used to teach campers at the importance of diversity and inclusion?

1 minute	DIVERSITY & INCLUSION CLOSING
	FACILITATOR
	Say: Diversity and inclusion is an important topic for all organizations, including the Boy Scouts of America (and more importantly given our mission and the Scout Oath and Law). Our strength is in our diversity and inclusion. We have only touched the tip of the iceberg on this topic during the past 45 minutes. Please reflect on the following and make sure you can: • Define: - o unconscious bias - o cultural competency • Describe the strengths of a diverse camp staff • Articulate how cultural competence can be incorporated into camp programs.



FACILITATORS GUIDE

ENTERPRISE RISK MANAGEMENT

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

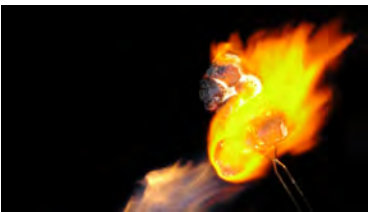
- Understand the concept of ERM and how it applies to your council and camp.
- Know what resources you should engage to review camp operations.
- Understand how to use the PHA to identify likely risks to your camp and form plans to mitigate them.
- Understand what response should be implemented in the event of a fatality, injury or illness

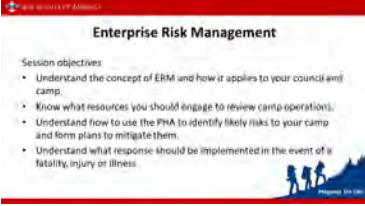
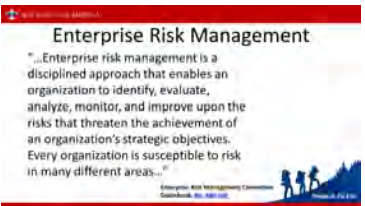
Materials needed for this session:

- Projector

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
6 minutes	Introduction	Instructor
10 minutes	The PD Series	Discussion
15 minutes	PHA form	Instructor
2 minutes	Other tools	Instructor
20 minutes	Practical application	Breakouts
2 minutes	Reporting	Instructor
5 minutes	Closing	Instructor

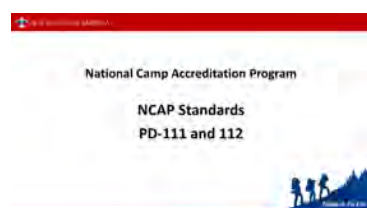
6 minutes	ENTERPRISE RISK MANAGEMENT INTRODUCTION
	FACILITATOR
 Enterprise Risk Management   "Risk is like fire: If controlled it will help you; if uncontrolled it will rise up and destroy you." Theodore Roosevelt	Say: Hello and welcome to Enterprise Risk Management. For the next hour we will be discussing risk management at camp. The adventure of Scouting activities often includes a certain level of real or implied risk. Enterprise Risk Management or ERM deals with all the risks facing an entire organization. Your camp is one of those risks. Rather than diminish the thrill of the new experience, leaders for health, safety, and risk management should recognize risks and hazards. Working together they should develop plans to manage the risk to help ensure that participants have a safe and successful adventure. Here is a risk scenario that happens at Scout camps all over the country. See if you can count the risks as we go through. It is late at night, dark (risk number one), lots of Scouts are gathered around a raging campfire (risk two), each of them has picked up a stick (risk three), many of them have pulled out a pocket knife (risk 4) to sharpen the end of the stick (risk 5), and just when the sticks are all sharpened, the Scouts sit down shoulder to shoulder with one another close enough to begin poking one another with the sticks (I stopped counting risk at this point). We then hand them each a squishy marshmallow and tell them to put it on the end of the stick and then to "stick it into the fire" and get it warm. They each take a newly sharpened stick and jab at the marshmallow until the pointy end is either in the marshmallow or poke all the way through the marshmallow narrowly missing plunging the stick into their palm. They then put those marshmallows into the raging fire and begin pushing and shoving each other to get the best roasting spot. At one point two of the marshmallows catch fire everyone yells, and the two Scouts begin shaking them overhead to put out the flames. The now flaming projectile flies off the sharp (and now burning) stick toward others gathered around to get a closer look at the burning marshmallow. The ones that do not catch on fire are pulled out of the fire and brought to a table where they pull the hot marshmallow off the stick with the dirty hands they just used to sharpen the stick. They then put the hot marshmallow between two graham crackers and burn their hands so they drop pieces of cracker on the ground which will no doubt attract the racoon that was seen lurking around last night when they arrived. This scenario can go on and on, but you can see that there are lots of risks in this seemingly simple activity that happens every time we have Scouts camping and has become a part of the camp culture. Not all risk is bad. We take risks every day to provide a positive return. However, in Scouting and camps, a fundamental lack of knowing and mitigating risk can, and has, resulted in serious injury and even fatalities.

	Say: By the end of this session you will be able to: - Understand the concept of ERM and how it applies to your council and camp. - Know what resources you should engage to review camp operations. - Understand how to use the Program Hazard Analysis to identify likely risks to your camp and form plans to mitigate them. - Understand what response should be implemented in the event of a fatality, injury, or illness.
10 minutes	ENTERPRISE RISK MANAGEMENT THE PD SERIES
	FACILITATOR
 	Say: Enterprise risk management is a disciplined approach that enables an organization to identify, evaluate, analyze, monitor, and improve upon the risks that threaten the achievement of an organization's strategic objectives. Every organization is susceptible to risk in many different areas. In order to understand risk management through this definition we need to understand what the strategic objectives are for our councils and our camps. Ask: What are the strategic objectives for the camp? (Seek response but aim for the following): - Provide program for youth that is safe - Support unit programs - Serve more youth this year than last - Have units return year after year - Others? Ask: What are the strategic objectives for the council? (Seek response but aim for the following): - Camp revenue exceeds expenses - Serve X number of campers - Increase attendance over last year - Year-round camp operation - Capital improvements and brand management - Others? Ask: What threatens the achievement of these objectives? (Seek response and then change slide to reveal the following): - Vehicle incidents - Including Golf Carts, ATV and UTV - Medical and Mental health - Cardiac - Medication and Allergies - Suicide Attempts - Youth Protection (Bullying, Abuse) - Falls of all types - Struck by flying objects - Employment/staffing

The following are not on the slide:

- Operational (staff issues?)
- Market (loss of membership, no one comes to your camp, large employer moves)
- Legal (camp involved in litigation or disputes)
- Environmental (local well problems, gas leaks, pollution)
- Reputational (abuse by staffer, past issues, discrimination)
- Brand
- Liability (losses from injury, or illness caused by camp)
- Financial (no more funds, large loss – dining hall burns)
- Property (fire, storm damage, loss of waterfront)

(Note: this picture was taken of the Tooth of Time at Philmont and shows the danger that lightening can have at a camp). Photo Credit Tom Wilson Atlanta Area Council.



Say: There are two NCAP standards that deal directly with Risk. They are PD – 111 and PD-112. After you identify the risks, you will need a solid plan to mitigate them.

Do: Open the standards and discuss PD – 111.

Now let's dream and imagine.

Ask: What is a new program that you are looking to develop in your camp? Nothing is off limits at this point. We are going to work as a group to use one of these to help develop the hazard risk analysis for this program in a few minutes.

Who has something that they would like to pursue?

Do: make a list of these ideas that you will work through in a few moments.

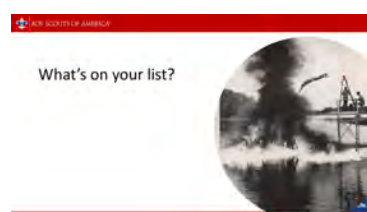
Do: Review PD-112

Ask: Who is the chair of your EMR committee that you are working with to evaluate programs at your camp? (Hint: If you do not know, you should put this on a list to find out ASAP)

When was the last time your Scout Executive signed off on the evaluation of your camp programs? Where is that Program Hazard Analysis?

Let's talk about some of the ideas that we have and how to analyze them.

Are they concepts or do you have a detailed plan?



This picture is of the "ring of fire" circa 1958. This scout camp no longer exists so you do not have to worry about it being at your camp. It does show us however that at some point a camp director thought that this was a good idea. If you did this today, what are the risks? **(Seek response)** At the very least, you could be arrested for EPA violations.

So let's review and walk through the BSA process to analyze the risk for activities called the program hazard analysis.

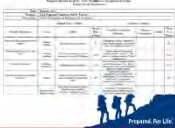
15 minutes

ENTERPRISE RISK MANAGEMENT PHA FORM

FACILITATOR

Program Hazard Analysis

- Process used to systematically identify, assess, and resolve hazards
- More formal process and good to use on large events
- Available on Scouting Safely as 680-009



These Screenshots are of the slides. Follow the slides and information under the screenshots for this section.

Ask: What is a Program Hazard Analysis? (Seek response then state):

It is a process used to systematically identify, assess, and resolve hazards.

- It is a more formal process for risk assessment and good to use on large events.
- This form is available on Scouting Safely as 680-009.

Do: Walk through the PHA form using the slide screenshots. Select an activity from the group to use an example to walk through the PHA process. Explain that this form should be used for any new program or any existing program that has not been evaluated in the last few years. Additional comments are listed below the screenshots here.

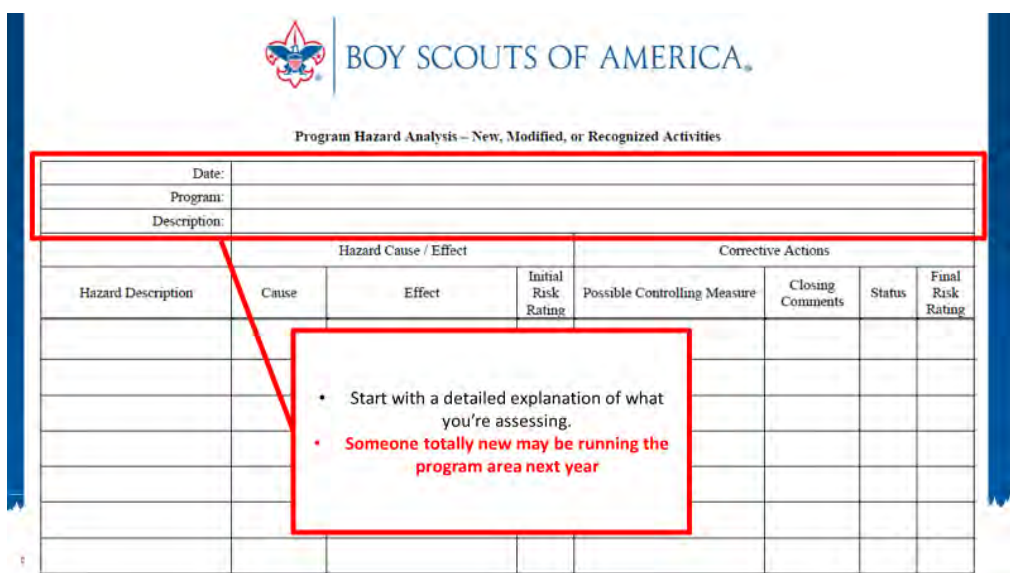


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Program Hazard Analysis – New, Modified, or Recognized Activities

Date:							
Program:							
Description:							
Hazard Description	Hazard Cause / Effect		Initial Risk Rating	Corrective Actions			
	Cause	Effect		Possible Controlling Measure	Closing Comments	Status	Final Risk Rating

This first slide shows the form.



BOY SCOUTS OF AMERICA

Program Hazard Analysis – New, Modified, or Recognized Activities

Date:							
Program:							
Description:							
Hazard Description	Hazard Cause / Effect		Initial Risk Rating	Corrective Actions			
	Cause	Effect		Possible Controlling Measure	Closing Comments	Status	Final Risk Rating

- Start with a detailed explanation of what you're assessing.
- Someone totally new may be running the program area next year

Start with the Date Program and description. Keep in mind that someone different may be running the program going forward so communicate clearly.



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Program Hazard Analysis – New, Modified, or Recognized Activities

Date:						
Program:						
Description:						
Hazard Description	Cause	Hazard Conditions		Mitigating Measures	Status	Final Risk Rating

- List the hazards separately
- Best to use actions or scenarios than just objects (e.g., "potential for scout to be hit by a vehicle" vs. just listing "vehicle")

List ALL potential hazards no matter how small that could happen in this activity. This is an opportunity to think about "What Could Happen"



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Program Hazard Analysis – New, Modified, or Recognized Activities

Date:						
Program:						
Description:						
Hazard Description	Hazard Cause / Effect		Initial Risk Rating	Potential	Mitigating Measures	Status
	Cause	Effect				

- What are the causes and effects if the hazard causes an incident?
- Cause – Parking allowed in middle of camp sites
- Effect – Fatality or serious personal injury

List the cause and effect relationship of the hazards. What would cause the hazard and what would happen as a result of the cause. Do this for each hazard listed.

 **BOY SCOUTS OF AMERICA**

Program Hazard Analysis – New, Modified, or Recognized Activities

Date:						
Program:						
Description:						
	Hazard Cause / Effect	Initial Risk Rating	Possible Controlling Measure	Closing Comments	Status	Final Risk Rating
- Rank the risk as if no protective measures were in place. - Risk rank using Frequency and Severity - Use most severe and LIKELY outcome						

This is the initial risk ranking if NO Measures are in place. This is before any mediation of risk or training requirements. How risky is this with no plan for implementation?

 **Risk Ranking**

		Hazard Severity Rating			
Category		Personal Injury/Illness	Vehicle, Property or Program Incident		
Catastrophic		- Fatality or hospitalization for a life-threatening or critical condition - Allegation of suspected sexual abuse - Victimization of Scout	- Vehicle accident, theft, or damage with a greater than \$1 million loss - Litigation anticipated - National publicity or media attention		
Critical		Risk Rating			
		Catastrophic	Critical	Marginal	Negligible
Marginal	Frequent	1	1	1	3
	Probable	1	1	2	3
	Occasional	1	2	2	4
Negligible	Remote	2	2	3	4
	Improbable	3	3	3	4

Probable	Will occur in the majority of councils conducting the program.
Occasional	Likely to occur in a couple of councils/the program annually.
Remote	Might happen once a year within the entire organization/program.
Improbable	Might happen once in the lifetime of the BSA.

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(THE SLIDE ABOVE HAS ANIMATIONS THAT APPEAR AT EACH STEP OF THE RISK RATING PROCESS)

Discuss each of these possibilities for risk. Do not spend much time, only to get the point across that some risks are different than others and some more severe and/or likely.



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Program Hazard Analysis – New, Modified, or Recognized Activities

Date:						
Program:						
Description:						
	Hazard Cause / Effect	Initial Risk Rating	Possible Controlling Measure	Closing Comments	Status	Final Risk Rating
- Control measures can come in many forms: - Facility layout - Limit exposure/time - Training/Procedures						

In this column list possible controls that would mediate the risks listed this could be facility layouts, training required etc. that would change the risk rating.



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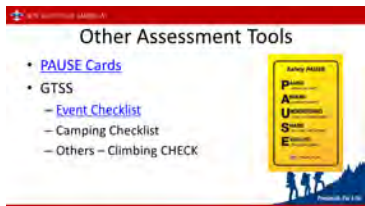
Program Hazard Analysis – New, Modified, or Recognized Activities

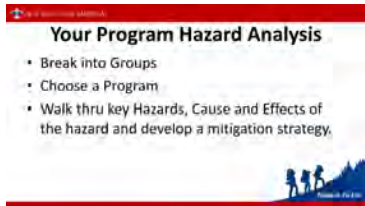
Date:						
Program:						
Description:						
				Corrective Actions		
Hazard Description			Controlling Measure	Closing Comments	Status	Final Risk Rating
- Capture any Closing Comments - Standards to be followed - Responsible people - Use Status to track closure - In Progress - Completed						

Use this column for any additional comments about staffing or more information needed to make a recommendation.

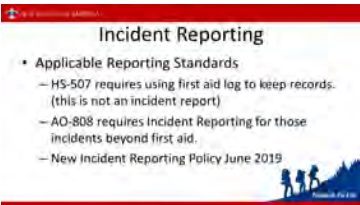
BOY SCOUTS OF AMERICA					
Program Hazard Analysis – New, Modified, or Recognized Activities					
Date:					
Program:					
Description:					
Hazard Description	Cause	Hazard	Actions		
			Closing Comments	Status	Final Risk Rating

This is the risk rating once the mitigation strategies are in place. This is the risk rating if the policies are followed in the plan for the proposed activity. This column uses the same risk scale as above.

2 minutes	ENTERPRISE RISK MANAGEMENT OTHER ASSESSMENT TOOLS
	FACILITATOR
	Say: There are some additional tools that can be used for risk assessment. They are a PAUSE card and the Guide to Safe Scouting. The PAUSE card causes us to do a pause before we begin any activity to make sure everyone knows the risk involved and that we are prepared for the event or activity. The PAUSE Card suggest that you demonstrate a safety pause, for example, at the start of an axe yard. The staff member does a pause, looks around for hazards, and then discusses the safety concepts, of a marked area, clear overhead, sharp axe, safety circle etc. before proceeding. The Guide to Safe Scouting has sample event and camping checklists as well as the chart showing age appropriate activities for each program level of the BSA.

20 minutes	ENTERPRISE RISK MANAGEMENT PRACTICAL
	FACILITATOR
	Say: Now we are going to give you a chance to practice this skill. You are going to be given 15 minutes to work with your group to walk through the hazard analysis for one of the activities that you listed earlier. You may not do the one that we have already discussed. Don't get bogged down at this point in the ratings, but think through the potential hazards and the mitigations to put in place to manage those risks.

	Say: Make sure to consider the Guide to Safe Scouting and any program materials that may be relevant to your plan. At the end of the 15 minutes, we will ask each group to give a brief overview of the program. This time is not meant for you to complete the entire analysis, but to get you to begin the process of evaluation. Do: Give 15 minutes in breakout groups. Then give each group one to two minutes to discuss the process and share risks for each. During the presentations look for opportunities to suggest additional risks that the team did not identify or mitigation strategies to help mitigate the risks.

2 minutes	ENTERPRISE RISK MANAGEMENT REPORTING
	FACILITATOR
	Say: There will be incidents at your camp. Some will be more severe than others, but there will be situations that happen at camp that need to be reported. There are two NCAP standards that outline reporting of incidents at camp. The first is HS-507 Which requires the first aid log to be kept as well as the first aid records. Say: This is not an incident report, but a way to log the injuries that happened at your camp. The camp director needs to review the health log once during each session and no less than once per week for patterns and issues. The second NCAP standard is AO-808 which deals with incident reporting. We will have a full session on this coming up, but this standard spells out what incidents needs to be reported and how using the BSA reporting system.

5 minutes	ENTERPRISE RISK MANAGEMENT CLOSING
	FACILITATOR
	Say: There are several resources that you have at your disposal to help with the risk analysis and risk assessment for your camp. Do: Briefly review each of the resources listed on the slide.



FACILITATORS GUIDE

INCIDENT REPORTING

NCAP standard: HS-507, AO-808

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand what comprises and serious incident
- Understand how to access and use the incident reporting tool

Materials needed for this session:

- Internet access

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
3 minutes	Introduction	Instructor
10 minutes	Serious and non-serious incidents	Instructor
25 minutes	Online Reporting Tool	Discussion
20 minutes	Incident Reviews	Discussion
2 minutes	Closing	Instructor

3 minutes	INCIDENT REPORTING INTRODUCTION
	FACILITATOR
   Slide has animation for answers to appear on click 	Say: Hello and welcome to Incident Reporting and for the next hour we will be discussing how to report incidents in the BSA system. Say: By the end of this course you will be able to: • Understand what comprises a serious incident. • Understand how to access and use the Incident Reporting Tool. SAY: The first part of this session will cover incident reporting. We will discuss what to report, how to report, and the resources available to staff and volunteers. Ask: Why is it important to report incidents that happen at your camp and in the BSA? <i>(Seek response but aim for the following):</i> • Required by NCAP standards HS-507 and AO-808 (BSA reporting requirement) • Helps us learn from one another • BSA has a commitment to safety and providing safe programs • To aid in the process when there is an insurance claim Revised incident reporting applies to you and other employees. Revisions can be found via MyBSA>Risk Management Notebook>Procedure to File an Electronic Liability Incident/Claim (or Lawsuit) under the National Liability Insurance Program Let's look at a decision tree to decide when to file a report and the reporting requirements Do: Walk through the decision tree on the slide.

10 minutes	INCIDENT REPORTING ACTIVITY #1
	FACILITATOR
	SAY: Let's discuss what is considered a serious incident. This information is found in AO-808. (NOTE: Give participants time to open NCAP standards to AO-808 as the following is directly from the standard. Take time to explain and answer questions related to reporting) The standard states that for Serious Incident Reporting Requirements (Notice ASAP and Report Within 24 Hours) - Serious incidents occurring in connection with Scouting activities, including travel to or from an activity, must be reported by the Scout executive by phone or email as soon as reasonably possible to the assigned national service territory director and by email to pr@scouting.org. (A copy of an email to the national service territory director is also acceptable for the PR notification.) - Serious incidents include, but may not be limited to, the following: - Sexual or physical abuse (after ensuring the victim is cared for and reporting to law enforcement) - Fatalities - Potentially life-threatening injuries (e.g., any amputation, brain injury, loss of sight, paralysis, etc.) or injuries requiring air-ambulance transportation or medivac - Accidents resulting in the hospitalization of three or more people - Communicable disease outbreaks (e.g., measles, norovirus, etc.) - Mass casualties (10 or more people who are injured or sick at a Scouting activity) - Explosions or events resulting in significant damage to property (e.g., wildfire, tornado, hurricane, etc.) - Incidents where media attention is anticipated - Applies to all Scouting activities, including transportation to and from an event. - An incident report on serious incidents must be submitted through the online reporting system within 24 hours. (See Incident Reporting, www.scouting.org/health-and-safety/incident-report/) - In cases of sexual abuse, the Scout executive or designee must also report the incident through the online reporting system within 24 hours. If immediate assistance is needed in the handling of a matter, contact Scouts First Helpline (1-844-SCOUTS1). - Do not delay reporting in order to collect additional information. Report the information that is available as soon as you learn that a serious incident has occurred. - Notwithstanding the preceding, a council that is the owner or operator of a recreational vessel must file a boating accident report with both the state reporting authority and the BSA if the recreational vessel is involved in an accident that involves any of the following: - A person dies - A person dies

- A person is injured and required medical treatment beyond camper rendered first aid
- A person disappears from the vessel under circumstances that indicate death or injury
- Damage to vessels and other property totals \$2000 (may be lower in some states or territories, see AO-801)
- The boat is destroyed
- “Vessel” includes sailboats, canoes, rowboats, paddleboards, kayaks and powerboats. Reporting is required within 48 hours if any of the first three sub-bullets occurs and within 10 days otherwise. Find reporting forms at www.uscgboating.org/recreational-boaters/accident-reporting.php

In addition to these there are also youth protection policy violations that must be reported.

Serious Youth Protection Policy Violations and Membership Standards Infraction Reporting Requirements (Report Within 72 hours)

- Applies to all infractions—not limited to Scouting activities
- Serious violations of Youth Protection policy or membership standards infractions where a member, leader, parent, or volunteer is required to cease participation pending an investigation or submission of a request to designate them ineligible. These include but are not limited to the following:
 - Serious violations of the Scouter Code of Conduct
 - Situations in which a member, leader, parent, or volunteer is required to cease participation pending an investigation
 - Assaults
 - Threats or acts of violence
 - An arrest for a crime that, if convicted, would disqualify the individual from participation in Scouting
 - Listing on a sex offender registry, etc.
- Reports on serious violations of Youth Protection policy or membership standards infractions must be submitted through the online reporting system within 72 hours. (See Incident Reporting, www.scouting.org/health-and-safety/incident-report/)

There are some less serious medical treatments and incident reporting requirements

Less Serious Medical Treatment and Incident Reporting Requirements (Report Within 72 hours)

- Less serious medical incidents are those occurring in connection with Scouting activities, including travel to or from an activity, that require medical treatment beyond Scout-given first aid.
- Any incident where an accident or sickness claim can be filed fits into this category.
- When a licensed health care official provides medical attention at the health lodge.
- Intervention of emergency-response personnel
- Those requiring a visit to a licensed health care provider
- Reports on less serious medical treatment incidents must be submitted through the online reporting system within 72 hours.



 Near Misses and Occupational Injury Other Incidents and Near Misses (Report within 72 hours) - Near-Miss incidents include incidents that did not result in injury, illness, or damage but had the potential to do so. - Should be reported in accordance with published guidelines at Incident Reporting: www.scouting.org/health-and-safety/incident-report/ - Online reporting is available 24/7/365. Occupational Injury Reporting - All work-related injuries of National Council staff must be reported as a workers' compensation claim. Scout executives are reminded to notify their council's workers' compensation insurer per their requirements. - All employers are required to notify OSHA when an employee is killed on the job or suffers a work-related hospitalization, amputation, or the loss of an eye. An in-patient hospitalization, amputation, or eye loss must be reported within 24 hours. Fatalities must be reported within 8 hours.	Other Incidents and Near Misses (Report Within 72 hours) - Near-Miss incidents include incidents that did not result in injury, illness, or damage but had the potential to do so. - Should be reported in accordance with published guidelines at Incident Reporting, www.scouting.org/health-and-safety/incident-report/ - Online reporting is available 24/7/365. Occupational Injury Reporting - All work-related injuries of National Council staff must be reported as a workers' compensation claim. Scout executives are reminded to notify their council's workers' compensation insurer per their requirements. - All employers are required to notify OSHA when an employee is killed on the job or suffers a work-related hospitalization, amputation, or the loss of an eye. An in-patient hospitalization, amputation, or eye loss must be reported within 24 hours. Fatalities must be reported within 8 hours. Note: It is important to conduct complete and thorough reporting. Medical treatment documented in the First Aid Log is not equivalent to injury, illness, or incident reporting. It is merely documentation of the treatment provided or the routine drugs administered. Additional Reporting The Interim Progress Report is filed by councils, typically during the third year of authorization, to report on whether they are making continuous progress on improving staffing, program and program equipment, facilities, sustainability, marketing and communication, and attendance and participation. It may also be used to revise the camp strategic improvement plan discussed in standard AO-810.

25 minutes	INCIDENT REPORTING ONLINE REPORTING TOOL
	FACILITATOR
 Tools to Use Incident Reporting Page https://www.scouting.org/health-and-safety/incident-report/ Incident Reporting Kit	Say: We will be doing a walk-through of the tool referenced on the slide in this session. SAY: This is the incident reporting kit. It contains information on whom to contact when an incident has occurred, an info graphic on what to report, and tools to gather the facts about an incident.



Link on PPT will open to the incident reporting page

SAY: This is the incident reporting card. This is a wallet sized card that contains a QR code, that when viewed through your cell phone camera lens, will take you to the link above. On the back, there is a series of steps on how to care for an injured person and report an incident.

SAY: These are the three reporting tools found in the incident reporting kit. They include Near Miss, General Liability, and Membership Infractions. These tools are used to help gather the facts and have a record for reference from an incident. These also follow the same reporting order found in the incident reporting portal. Ask participants to submit the information that is filled in on these forms, into the portal.

SAY: Let's now create an incident report. On this webpage <https://www.scouting.org/health-and-safety/incident-report/> is where you can select to Report an Incident. You will need to scroll to "report an incident"

Do: Open the page above and walk through the process "live"

NOTES ON CREATING THE INCIDENT REPORT:

- Create a General Liability incident
- Enter **"Test for National Camping School – Administrators Please Delete"** in incident description
- Location of incident – **"TEST - NCS"**
- Council/BSA Location – Enter **"National Offices"** into the search box and select the magnifying glass on the righthand side.
- Create false incident information as needed and submit. Please **do not mark this incident as a fatality or as catastrophic.**
- You may want to have a participant volunteer an example incident and provide info as you fill out the information.

Explain each step in the process and answer questions as they arise. Remind participants that they can always return to the incident (keep the incident number) to make updates or add to as appropriate. Do not wait until you have everything to submit. Gather as much as possible and submit according to the requirements of the incident type.

20 minutes	INCIDENT REPORTING – INCIDENT REVIEWS
	FACILITATOR
	Ask: Why do we have incident reviews? (Seek response but aim for the following): - They are a way to communicate what real injuries/illnesses are occurring in Scouting and how you can help to prevent/learn from them in the future. SAY: Let's look at how to use an incident review. - Assign a facilitator or moderator - Share the incident narratives - Hold the discussion
Slide has animation to zoom to points on slide 	Here is an example of an incident review on scouting.org. NOTE THAT THESE ARE ACTUAL INCIDENTS AT ACTUAL BSA ACTIVITIES. DISCUSS: Incident Review #1 ATVs and the Key points seeking comments/questions from participants
Slide has animation for Key point to appear 	DISCUSS: Incident Review #2 and the Key points seeking comments/questions from participants
Slide has animation for key points to appear 	SAY: The incident reviews page on scouting.org is a great resource for preventing future occurrences of these types of incidents by discussing these incidents and how you can execute the Scouting program safely as designed. SAY: Let's look at the lightning incident review on the slide. DISCUSS THE INCIDENT: - Ask about other key points - Ask about resources that might be available - Ask about training that may help
Slide has animation for key points to appear	

2 minutes	INCIDENT REPORTING CLOSING
	FACILITATOR
	Say: Timely, clear, concise, and complete incident reports allow for an appropriate response and an opportunity for analysis while promoting continuous improvement of our programs. You can report incidents, near misses, and youth protection/membership infraction incidents to your local council or enter them yourself. Remember any other mandatory reporting is still in place for incidents where this is required.



FACILITATORS GUIDE

STRESS MANAGEMENT IN CAMP

NCAP standard: SQ-402

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand factors that lead to stress in a camp environment.
- Identify indicators of stress in staff, leaders, and campers.
- Identify strategies to manage stress.
- Develop a personal stress management plan

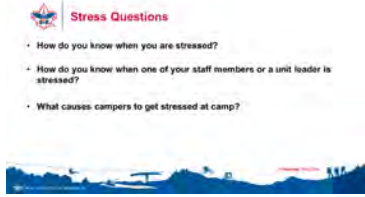
Materials needed for this session:

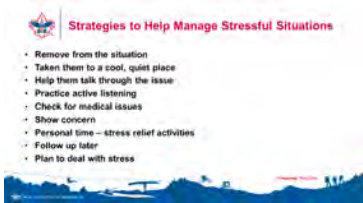
- Flip Chart x 2
- Easel x 2
- Markers
- Projector
- Screen
- Speakers
- Computer with internet access
- My Stress Management Plan worksheet for each participant.

SESSION TIMELINE: 60 MINUTES

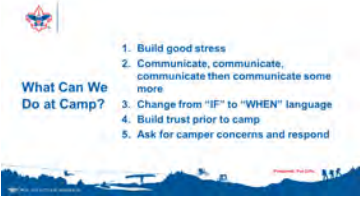
Time	Action	Delivery Method
4 minutes	Introduction	Instructor
10 minutes	Identifying stress and causes of stress	Discussion
15 minutes	Awareness Activity #2 – Stress management video and personal stress management plan	Video/Activity
15 minutes	Awareness Activity #3 – Further exploration of stress	Instructor
1 minute	Closing	Instructor
15 minutes	THINK TANK	Activity

4 minutes	INTRODUCTION
	FACILITATOR
	Say: There are times that camp living may create stress in staff members and in campers. It is important for you as a camp leader to understand stress and teach your staff how to manage it as part of your pre-camp training. Stress can be a powerful influence on the camp experience. Unchecked, it can lead to burn out, lashing out, and abuse. As camp leaders, we need to be able to monitor our own stress, understand how to monitor stress in others, and know when and how to step in should stress begin getting out of hand. Due to fatigue, stress can build over the course of camp leading to a blow up several weeks into the season. Proactively taking steps to keep morale high or reduce stress before it builds can work wonders. Let's talk more about stress in camp.

10 minutes	IDENTIFYING STRESS AND THE CAUSES OF STRESS
	FACILITATOR
 Slide has animation for each question to appear when clicked.	Ask: How do you know when you personally are stressed? (Solicit answers and write on flip chart or white board) Answers to look for include: • Bad temper/irritability • Extreme hunger • Hitting people or things • Overtiredness • Swearing • Throwing Things • Withdraw • Yelling • Excessive Sarcasm/Snarkiness • Inattentiveness Ask: How do you know when one of your staff members or a unit leader is stressed? Solicit answers and add anything new to the list. Answers may be the same as the first question. Ask: What causes Campers to get stressed at camp? Solicit answers and write on a second page or a second column. Answers to look for include: • Other people being angry (staff or unit leaders) • Bad weather • Over heating • Lack of sleep • Poor food/bad diet • Not having supplies • Feeling rushed • Unexpected/unplanned for changes to routines • Being away from home • Emergencies

	• Medical issues • Interpersonal issues • Lack of training/not knowing what to do.
15 minutes	MANAGING YOUR STRESS AND STRESS IN OTHERS
	FACILITATOR
   Slide has animation for each answer to appear when clicked	Say: At some point we are all going to be stressed in our role. Let's watch a quick video about stress and ways to manage it. Do: Show the video Show "Managing Stress – Brainsmart BBC" (2:23) https://www.youtube.com/watch?v=hnpQrMqDoqE Say: Now that we have talked about some of the signs of stress, some of the causes of stress, and learned some strategies to help deal with stress, it is time for each of us to develop a personal stress management plan for camp. Stress management starts at the top. We are going to talk about your personal stress management plan. Take five minutes and fill out this sheet about YOU and how you can deal with stress. (This sheet can be found on the flash drive.) Do: Pass out the Personal Stress Management Plan template or have participants open from the flash drive. After five minutes ask several participants to share for each area on the template. Say: Managing our own stress is one thing. Helping someone else to manage stress can be something quite different. Ask: What are some strategies to help others manage a stressful situation? Solicit answers and write on a flip chart or white board. Answers to look for include: • Remove them from the situation. • Take them where it is cool and quiet. • Help them talk through the issues at hand. • Practice active listening. • Check for medical issues and provide support if needed. • Show concern. Don't appear to blow it off. • Give them some personal time to cool down. Help them come up with several ideas for stress relieving activities. • Follow back up at an agreed upon time. • Have a plan in place ahead of time to deal with the situation. During staff week, have all your staff develop Personal Stress Management Plans.

15 minutes	FURTHER EXPLORATION OF STRESS
	FACILITATOR
 Slide has animation for each point to appear when clicked	Say: We've talked about causes of stress and discussed some strategies for managing stress in ourselves and others. Now, let's take a bit deeper dive into stress in camp. Much of the following is information that has been adapted from a presentation at the BSA's 2019 National Outdoor Program Conference by Dr. Deborah Gilboah (http://www.askdrg.com), a medical doctor and child development specialist who regularly consults for the camp industry. As we work with our staff, campers and parents, understanding stress and teaching them how to deal with it is becoming ever more important. One of the big buzz words in child development now is resilience which is defined as "the ability to recover readily from illness, depression, adversity or the like: (dictionary.com). Camps are incredible places to help young people, including your staff develop resilience. We all know that staff members are exposed to new challenges every day. Helping them learn both how to address those challenges and to recognize that they have overcome those challenges helps build resilience. Campers are taken "out of their element" and presented new challenges, whether it is taking on a challenging task or simply being away from home for the first time. These challenges both cause stress and build resilience. Stress is to resilience as exercise is to a muscle. Dealing with stress builds resilience but, in order to do that, you must be exposed to stress. Over the past several years, there have been five major shifts in our society's view on raising children that challenge our ability to build resilience. Not only does this apply to the campers coming to your camp, this is the world that your staff have grown up in and they are affected just as much. The first shift is to a focus on "Happiness Now." This is the belief that everyone must be happy all the time. Ultimately this is unattainable, however, many believe that if someone is unhappy everything must be done to remove them from that situation as soon as possible. A good example of this is the parent who wants to immediately jump in the car and come pick up their Scout from camp if they send a text that says, "I am not having a good time." Focusing on Happiness Now removes opportunities for resilience practice. No one will be happy all the time. Learning to deal with not being happy builds resilience. The second shift is the idea that "Uncomfortable" is the same thing as "Unsafe." Many parents have come to believe that if their child is uncomfortable, they are unsafe, and if their child is unsafe, they are a bad parent. Yes, before we go further there definitely are situations where "uncomfortable" equals "unsafe." For our discussion here, we are talking about the uncomfortableness you may feel being in a new place for the first time or facing a new challenge. When faced with a situation where their child expresses feeling uncomfortable, instead of saying "I know you're nervous, but it will be ok and you can make it" many parents now turn to saying "If you're nervous, I'll get you out of it!" Camp can be full of "uncomfortable" situations.

 Slide has animation for each point to appear when clicked	Say: Being “uncomfortable” can lead to learning, change, and growth. Being uncomfortable is stressful but remember, stress builds resilience. The third shift in parenting is a move toward Constant Tracking of children. Long gone are the days when many parents would let their child out the back door in the morning and say, “be back when the streetlights are on.” Parents want to know where their children are and what they are up to all the time. If they don’t know, in their minds they are being negligent. The mindset has shifted from “no news is good news, to no news means something terrible has happened.” The fourth change is related to problem solving. Parents and adults are expert problem solvers and children rely on them more and more to solve problems for them. Solving a problem for a child keeps them happy (remember the first shift to Happiness Now?) and helps keep them from being uncomfortable (remember shift three that uncomfortable equals unsafe?). Constantly solving problems for children, however, reduces a child’s practice at becoming a good problem solver. Instead of providing an immediate solution, help a child work through the steps to discover the answer. When it comes to your camp staff, if they have been provided the answers or direct instruction their entire lives, are they going to be ready to step up and tackle the new challenges camp presents without someone holding their hand? That can be exhausting and stressful for the “hand holder.” Finally, the fifth shift is to an absolute fear and vilification of stress. Stress causes physical, mental, and emotional strain. Stress is uncomfortable and, if uncomfortable equals unsafe, stress must be avoided at all costs. On the contrary, however, stress is needed to build resilience and if all stress is eliminated, how will a child build resilience? Within the camp environment, here are ways we can help address these five shifts so our campers and staff can harness the stress they may experience into growth and resilience. First, work to build good stress. Challenge individuals but make sure they know that there is a support network in place to help them overcome the challenges without doing it for them. Second, communicate, communicate, communicate, then communicate some more. Communicate with parents, campers, and staff so they know what to expect and can prepare themselves. Communicate that there will be times at camp that they will feel uncomfortable but that everything is being done to keep them safe and that there are plans in place. One technique you can use here is switching your language from “If” to “When.” As an example, instead of saying “If there is a storm, we do this” say “When there is a storm, we do this” Framing in terms of “When not If” helps send a message that you have a plan and have experienced that before. It builds confidence.

	Say: Forth, work to build trust prior to camp. Share information ahead of time and follow through on it. Consider activities such as open camp tours or “meet the staff” events so parents and campers can learn about you, your facility, and the program before their child attends. In the digital world we have become accustomed to this has become more attainable even throughout the “off-season”. Finally, ask what concerns your campers, parents, and staff and have responses ready to go.

1 minute	CONCLUSION
	FACILITATOR
	Say: Although we just talked a lot about stress and campers, your staff go through the same things. The same strategies can be used to address their stress. By understanding stress and being proactive about it, we can make sure everyone has a successful camp experience. Don't forget, though. Managing stress starts from the top. How you manage your stress will be noticed. If you can manage your stress even during the camp hurricane, you can better help everyone else manage their stress and have an incredible camp experience.

15 minutes	THINK TANK TIME
	FACILITATOR
	Say: One way to manage stress is to play a game so with that in mind it is time for another THINK TANK. You will have five minutes and then we will discuss. Do: use one of the think tank ideas below or develop one on your own. Additional Think tank ideas • Cub Scout handicraft for a space theme (1st graders) – craft takes no more than 10 minutes to complete • Lashing a useful camp gadget for first class Scouts • A new way to play soccer for Scouts BSA • Finding your way at night • Teaching the rules of safe gun handling before a merit badge session • Teaching the hurry cases of first aid. • Instructing reaching rescues to a 16-year-old

My Stress Management Plan

Name: _____

How do I know I am getting stressed?

Are there specific situations that I know trigger my stress?

Who can I talk to when I'm feeling stressed? (List one or multiple people)

If I have 5 minutes, what can I do to relieve my stress?

If I have 30 minutes, what can I do to relieve my stress?

If I have 60 minutes, what can I do to relieve my stress?

If I have a full day, what can I do to relieve my stress?



FACILITATORS GUIDE

MICROLEARNING

NCAP Standard: SQ-401

COURSE OBJECTIVES

At the end of this session you will be able to:

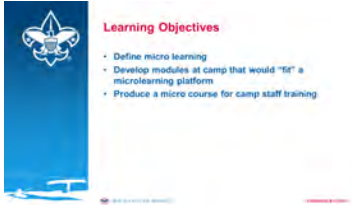
- Define micro learning
- Develop modules at camp that would “fit” a microlearning platform
- Produce a micro course for camp staff training – (Shoot the video on your phone)

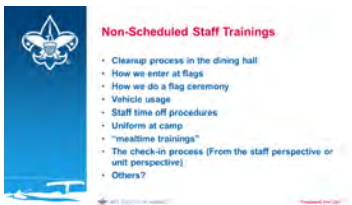
Materials needed for this session:

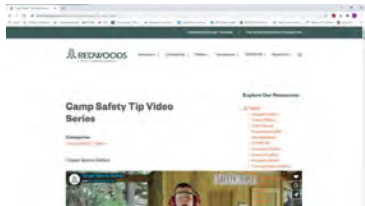
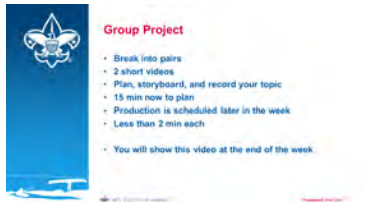
- Internet
- Phone with video capability
- Handouts <http://www.acacamp.org/handouts/Micro-Learning%20-%20Aycok.pdf>

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
6 minutes	Engage and explore	Video and Discussion
22 minutes	Video activity	Video/Activity/Breakout
1 minute	Closing	Instructor

1 minute	MICROLEARNING INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to Microlearning. For the next 30 minutes we will be discussing the concept of microlearning and how it can help us meet the training needs of staff. The learning objectives are: • Define micro learning • Develop modules at camp that would “fit” a microlearning platform • Produce a micro course for camp staff training – (Shoot the video on your phone)

6 minutes	MICROLEARNING ENGAGE AND EXPLORE
	FACILITATOR
  Slide has animation for answers to appear when clicked	Say: Through this session we are going to look at the concept of microlearning and how this can help us change our staff training and make it more engaging. What is Microlearning? – Let’s look at a quick video to help us understand. Do: Show the Intro of Microlearning video: https://www.youtube.com/watch?v=KlbsuPAibfY (2 min 32 sec) Ask: What trainings do you do at staff week that are not on the schedule and may fit into this type of learning? (Record the answers on a whiteboard or flip chart) Some answers may include: • Cleanup process in the dining hall • How we enter at flags • How we do a flag ceremony • Vehicle usage • Staff time off procedures • Uniform at camp • “mealtime trainings” • The check-in process (From the staff perspective or unit perspective) • Others? Ask: What short training topics could be made into short videos that you could use to train your staff? (same as above)

22 minutes	MICROLEARNING ACTIVITY
	FACILITATOR
 Click on picture to get to website 	Do: Show video from http://redwoodsgroup.com/resources/camp-safety-tip-video-series/ (pick any video to explain the point that staff training does not have to be hours in a chair and can be done in short spurts.) (2 min) Say : This is also a great opportunity to involve your senior staff in the training process and use their talents. We are going to do a microlearning activity. I would like you to break into pairs and with your partner decide on two short training videos that you can do, each of which should showcase one process or training that you can use microlearning to perform. With your partner, plan, storyboard, and record your topic. You will have 15 minutes now to brainstorm and decide on the topics that you would like to present. You do not need to use this time to record anything as you will have time later in the week for production. This time should be used to plan and storyboard your training topic. You will show this video (shoot it on your phone) to the class at the end of the week. Use props as appropriate and ask for items that you will need if there are things we can provide. The video should be no more than about two minutes in length. Don't worry if you are not the best actor, this is about getting the information across in a fun and quick way. We will share each of these videos around the class so that we may choose to use some of these in our staff trainings. Each pair will present two short trainings at the end of the week. Do: Allow 15 minutes for the breakout and then gather the group back together. Ask: Who would like to share with us some of the topics you plan to discuss? Do: Allow participants to share ideas and encourage participants to not choose the same topic as another pair so that we can have resources of as many topics as possible. AT THE END OF NCS – Please send these videos or a link to them to NCS@scouting.org.

1 minute	MICROLEARNING CLOSING
	FACILITATOR
	Say: Many of the topics we need to train our staff can be better shared in short bursts rather than hours of instruction in a classroom. Use your staff members to help you make the training relevant and fun. Use the talents of your staff to help you and you will be impressed with what they produce. For more information about Microlearning, refer to the files on the flash drive.



FACILITATORS GUIDE

ALL ABOUT THE CUB SCOUT

NCAP standard: PD 101, 102, 106, RP 106

COURSE OBJECTIVES

At the end of this session you will be able to:

- Describe how the Cub Scouting Program works
- Explain the Purposes of Cub Scouting
- Describe the types of camping that is available for Cub Scouts

Materials needed for this session:

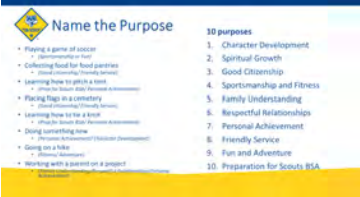
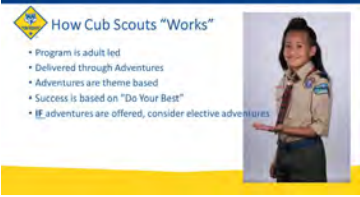
- Flip Chart/White Board w/markers
- Any theme-based items, costumes, table decorations etc.
- Paper & markers
- Cub Scout Handbooks (for reference)
- Handouts

SESSION TIMELINE: 55 MINUTES

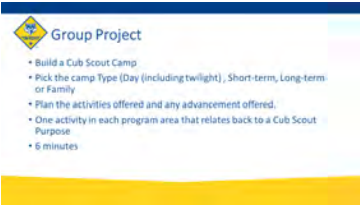
Time	Action	Delivery Method
5 minutes	Introduction	Instructor
10 minutes	Defined	Question/Discussion
15 minutes	Adventures	Instructor
10 minutes	Types of Cub Camps	Discussion
14 minutes	Plan a camp	Team Activity
1 minutes	Closing	Instructor

5 minutes	ALL ABOUT, THE CUB SCOUT - INTRODUCTION
	FACILITATOR
 All About the Cub Scout	Note to instructor: This session is designed to see who has some knowledge of the Cub Scout Program and to learn the basics. There may be participants that will not have any prior knowledge or experience with the Cub Scout Program. We want participants to have a general understanding of the program and how it is supposed to work by the time this session is over. - Take a brief survey of participants to get a feel for the experience level in the room - Once taken you can alter your conversation by knowledge of participants - To begin this session the instructor should be in a costume related to a theme popular with Cub Scouting (Cowboys, Space, Circus, etc.) Say: Who has ever run a Cub Scouting program before? How about a Cub Summer Camp program? How many years? Who has never run any Cub Scouting programs? (make mental note or jot down answers) What words describe a Cub Scout? (Seek response but may include the following): - cute - Little - Energetic - Young - Smiling - Uniform - Boy or Girl Say: Those are all correct and it is important to point out that Cub Scouts can be each of these things and more. They come in different shapes and sizes and have different needs based on their age and ability levels.

10 minutes	ALL ABOUT, THE CUB SCOUT - DEFINED
	FACILITATOR
 Slide has animation for each purpose to appear on click	Say: The Cub Scout program is for boys and girls, grades K-5. It is based off 10 Purposes that relate back to the aims of the Boy Scouts of America – to build character, learn citizenship and develop personal fitness and leadership skills. What are the 10 purposes of Cub Scouting? Do: Write down on white board/ flip chart or use PPT slide to fill in the gaps. - Character Development - Spiritual Growth - Good Citizenship - Sportsmanship and Fitness - Family Understanding

 Slide has animation for “answers” to appear when clicked	6. Respectful Relationships 7. Personal Achievement 8. Friendly Service 9. Fun and Adventure 10. Preparation for Scouts BSA Say: Now we are going to do a small activity. I’m going to name a few activities and you will tell me which purpose(s) it fulfills. (Some of these can fall into multiple categories) • Playing a game of soccer (<i>Sportsmanship or Fun</i>) • Collecting food for food pantries (<i>Good citizenship/ Friendly Service</i>) • Learning how to pitch a tent (<i>Prep for Scouts BSA/ Personal Achievement</i>) • Placing flags in a cemetery (<i>Good citizenship/ Friendly Service</i>) • Learning how to tie a knot (<i>Prep for Scouts BSA/ Personal Achievement</i>) • Doing something new (<i>Personal Achievement/ Character Development</i>) • Going on a hike (<i>Fitness/ Adventure</i>) • Working with a parent on a project (<i>Family Understanding/Respectful Relationships/Personal Achievement</i>)
15 minutes	ALL ABOUT, THE CUB SCOUT - ADVENTURES
	FACILITATOR
	Say: Now that we know about the Purposes let discuss how the program works. The Cub Scout program is meant to be fun and is Adventure based; advancement is not the primary concern. However, when we do activities, we should keep track of the activities that Cubs complete that are related to advancement. (I.E. Cub Scout Adventure Requirements). The Cub Scout program is adult led. When designing a cub Scout program care needs to be taken to design programs that a Scout can do with a parent (or guardian). The Cub Scouting Program is delivered through Adventures. These adventures are similar in concept to the Merit Badges of Scouts BSA. Adventures are theme based and contain activities that Cubs can do with the parent or leader. • Adventures are like mini Merit Badges; some are required, and some are electives. • Adventures do not need a trained Counselor to “sign off”, they need Parents or Leaders to say it was completed. • Cub Scouts need to “do their best”, not “do”. So, if there is a requirement that the Cub tried to do but couldn’t, if the adult feels the Cub tried their best, they could mark the requirement as completed. • If Adventures are offered as a part of your program you should focus on the elective Adventures. The required Adventures should be a part of the year-round program of the Pack and each Den.

10 minutes	ALL ABOUT, THE CUB SCOUT- TYPES OF CAMPS
	FACILITATOR
 Slide has animation for all camp types to appear on same click	Say: Cub Scouts have opportunities to go camping in multiple ways. Do: Write down on white board/ flip chart answers to all questions Ask: What are some types of Cub Camps that Councils usually offer? (Seek response but aim for the following): - Cub Day Camp/ Twilight Camp, Short-term camp, Long-term Camp, Family Camping Ask the following and discuss. Elaborate as needed using NCAP standard SA-001 What is a Cub Day Camp? - A day camp is a council-organized program designed for Scouts for two or more days, under council-retained leadership at an approved site with no overnight. A council may choose to treat a one-day event (without an overnight) as a day camp. What about a Twilight Camp? - Same as a day camp but happens in the evening. No overnight component What is a Short-term camp? - A short-term camp is any council-organized overnight camping program, whether one-time or continuing, that is one, two or three nights in length where the council or its agents provide the staffing and may provide program and food services, and includes camps conducted off council properties. National training courses are subject to the short-term camp requirements regardless of format or duration. What is a Long-term Camp? - A long-term camp is a council-organized camp of four nights or more that operates under council-retained leadership and can include static campsites, transient campsites, adventure or trekking programs, or some combination thereof. A long-term camp may operate at multiple age-appropriate Cub Scout, Scouts BSA, Venturer, or Sea Scout levels, but each program level must be offered a separate camp experience meeting the relevant program design standards and cannot be combined into a single camp experience. And finally, Family Camp? - Camps in which all family members are encouraged to participate, usually an overnight experience. Each of these definitions of Camp types can be found in the NCAP standard SA-001. What about camping that is not Council sponsored? - Pack Overnights- not Council sponsored but put on by the Pack in an approved location

	Say: Programming for these camps can vary depending on what age group and purpose for the camp. Your camp could be designed for just Cub Scouts, just Webelos, packs, or families. We need to make sure that what we offer follows the Guide to Safe Scouting and the age appropriate guidelines. Each camp will also need to meet the applicable NCAP standards as defined by the NCAP program. The use of theme also helps us develop a dynamic program that Cub Scouts will enjoy.
14 minutes	ALL ABOUT THE CUB SCOUT- PLAN A CAMP
	FACILITATOR
 Group Project • Build a Cub Scout Camp • Pick the camp Type (Day (including twilight), Short-term, Long-term or Family) • Plan the activities offered and any advancement offered. • One activity in each program area that relates back to a Cub Scout Purpose • 6 minutes	Do: Split the group up into 2 teams. Give each team a large piece of paper and a marker. Say: We are going to divide into two teams. Each team will now build a very basic Cub Scout camp. You can pick between Day, Twilight, Short-term, long-term or Family Camp. You'll need to pick: • Type of camp • Duration • Activity areas offered • At least one activity in each program area that relates back to the purpose of Cub Scouts Do: Give each team 10 minutes to complete activity and then have two minutes each to present their camp Say: Why did you pick that type of camp? What purpose did the activity relate to (if not stated in presentation)?

1 minutes	ALL ABOUT THE CUB SCOUT- CLOSING
	FACILITATOR
 Closing	Say: Cub Scouting is a building block of the Boy Scouts of America. Strong Cub Scout Camping and Cub Scout experiences help youth stay in Scouting longer. Planning for your Cub Scout camp should be FUN, be theme based and excite the imagination of Cub Scouts. Consider elective adventures if the program is designed to include advancement. Depending on the knowledge of your participants use this time to summarize the session based on feedback from the participants during your activities/ discussions. If time allows insert a CUB SCOUT THEMED THINK TANK here (5 min)



FACILITATORS GUIDE

ADVANCEMENT

NCAP standard: PD -102, PD-103, PD-104, PD-106, PD-112,

COURSE OBJECTIVES

At the end of this session you will be able to:

- Describe the role of advancement as a method of Scouting and how it is achieved in camp.
- Compare and contrast advancement and recognition from Cub Scouting through Venturing.
- Describe the role of Advancement for Cub Scouting at a Long-term Cub Scout camp.
- Describe the role of recognition for Venturers in a Long-term Venturing camp.
- Tell how to achieve a balance of advancement with other camp programs.
- Describe the role and importance of a well-run First Year Camper Program in camp.
- State the importance of maintaining advancement standards and records.

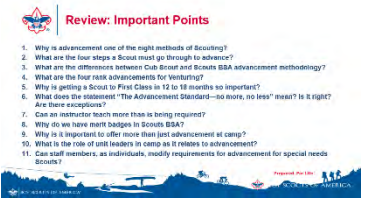
Materials needed for this session:

- BSA Guide to Advancement - <https://www.Scouting.org/resources/guide-to-advancement/>

SESSION TIMELINE: 67 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
15 minutes	Background	Breakout
20 minutes	Program Advancement	Instructor
10 minutes	Program Director Role in advancement	Breakout
2 minutes	Guide to Advancement	Instructor
15 minutes	Preparing the Unit/MB Process	Discussion
4 minutes	Closing	instructor

1 minute	ADVANCEMENT INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to Advancement. For the next hour or so we will be discussing the advancement program of camps. Our objectives for this session are: • Describe the role of advancement as a method of Scouting and how it is achieved in camp. • Compare and contrast advancement and recognition from Cub Scouting through Venturing • Describe the role of Advancement for Cub Scouting at a Long-term Cub Scout Camp. • Describe the role of advancement for Venturers in a long-term Venturing camp. • Tell how to achieve a balance of advancement with other camp programs. • Describe the role and importance of a well-run First Year Camper Program in camp. • State the importance of maintaining advancement standards and records.

15 Minutes	ADVANCEMENT - BACKGROUND
	FACILITATOR
	Say: We are going to breakout into five groups to answer the questions on the screen. Each team will have two questions to answer. Group one the first two, group two the second two and so forth. You will have five minutes to discuss and come up with the answers and then we will get back together to discuss. Do: Allow five minutes in groups and then bring group back together. Allow each group to answer the questions but be sure to make the points below if missed. - Q: Why is advancement one of the eight methods of Scouting? - It recognizes a Scout for making and achieving a goal. It allows adult role models to say, "Well done, we're proud of you," as the Scout stands before his peers, when he has done something positive. In turn, he builds his self-confidence by meeting these measured challenges. - Q: What four steps must a Scout go through to advance? - The Scout learns. The Scout is tested. The Scout is reviewed. The Scout is recognized.

3. Q: What are the differences between Cub Scout advancement and Scout BSA advancement methodology?
 - A. Cub Scout advances when they do their best and Cub Scout leaders approve the progression. They are passed primarily by parents or occasionally by the den/pack leader and then approved by the leader.
A Scouts BSA member advances when they met criteria set forth under "Scout BSA Advancement" in Guide to Advancement.
4. Q: What are the four rank advancements for Venturing?
 - A. Venturing Rank, Discovery Rank, Pathfinder Rank, Summit Rank. Each of these is based on the ALPS model for Venturing (Adventure, Leadership, Personal Growth, and Service).
5. Q: Why is getting a Scout to First Class in 12 to 18 months so important?
 - A. When a Scout becomes First Class, national studies have found these things to be generally true:
 - The Scout will stay in the program an average of 18 months longer.
 - The Scout will adopt the ideals of the program and use them throughout life.
 - The Scout will reflect on Scouting as a positive experience.
 - As an adult, the Scout is significantly more likely to become an involved citizen, including becoming a Scout leader.
6. Q: What does the Advancement Standard—"no more, no less"—mean? Is this right? Are there exceptions?
 - A. In order to achieve national consistency and to be recognized for instilling skills and values, the BSA has set specific standards a Scout must meet. Leaders and counselors can teach more than the requirements stated. But when it comes to testing and reviewing, a Scout must meet the requirements as stated—no more but no less—and leaders are expected to adhere to this standard. The exception is when a Scout has a medically recognized and documented disability certified by a physician and the council advancement committee has given that specific Scout an alternative standard to achieve. Refer to the Guide to Advancement for details
7. Can an instructor teach more than is being required?
 - A. YES – Great instructors often go outside the requirements of an advancement; however, these additional items cannot be required as a part of the Scout's advancement. Enrichment to the topics is encouraged.
8. Q: Why do we have merit badges in Scouts BSA?
 - A. There are several important reasons:
 - Earning merit badges allows a Scout the opportunity to explore a variety of vocational and avocational fields in some depth.
 - Merit badge counseling is career counseling and mentoring by an expert adult in each field.
 - Earning a merit badge forces a Scout to reach out, network, meet other people's expectations, and expand.
 - It parallels adult real-life expectations.
 - Six of 10 Scouts who earn merit badges will find a vocational or avocational interest that will last a lifetime.
 - Merit badge advancement gives a Scout an opportunity to relate to adults other than one's parents or Scout leaders.

Say: It is important to understand these reasons because they become the basis by which a camp selects and explains the merit badges it teaches. Often, camp leaders are asked to offer additional merit badges beyond those suited best to an outdoor setting. Merit badges required for the Eagle Scout rank are the most requested. Many of these merit badges may not fit within the BSA outdoor program experience. Each camp uses their camp strategic plan and their why statement to help determine the appropriate advancement opportunities if any in the merit badges they offer. Merit badge selection should consider:

- The interests of Scouts
- Resources of your camp and the outdoor setting
- The abilities of your staff members
- Camp leaders also must realize that many of the required merit badges take more time to complete than is available in camp.
- Camp Directors and Program Directors must work to keep standards high and ensure that all requirements are met before a merit badge application “blue card” is approved.

9. Q: Why is it important to offer more than just advancement work at camp?

A. In many camps, 60 percent of the Scouts are first-time campers. Advancement is important, but there should be more to camp for a Scout just to experience and enjoy. There are lots of lessons of life to be learned; not all them come through advancement. Convince leaders of this by offering other exciting programs in which Scouts will want to participate in addition to the advancement opportunities. That way, the Scouts help to make their own choices. Scouts won't just choose advancement because it's the only thing to do. Strive to achieve a balance between fun programs and advancement.

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

A. Remember that the camp and its staff are in support of a unit's needs. Camps don't take over the unit. For rank advancement to First Class, a Scout can either learn in their troop site or attend a session sponsored by the camp, such as those present in a First Year Camper program. But it is up to troop leadership to test, review, and pass a Scout trying to meet the standard. For merit badges, a troop leader must approve a Scout taking a merit badge by first signing a merit badge application (Blue Card). For Cub Scouts, the unit leader is the approver of the advancement.

11. Q: Can staff members, as individuals, modify requirements for advancement for special needs Scouts?

A. Deviations from requirements as written are considered on a case-by-case basis by the local council advancement committee. Adjustments are not to be made by staff members or camp staff leadership.

20 Minutes	ADVANCEMENT – PROGRAMS
	FACILITATOR
 The graphic titled "Advancement Profiles: Cub Scouts" features a yellow diamond with a blue border containing a blue Cub Scout head. To the right of the diamond is a list of advancement requirements: "Do your best" measure of success, Camp experience around Outdoor Adventures, Lion – (Not eligible for long-term camp), Bobcat, Tiger, Wolf, Bear, Webelos, Adventure Pins – an important consideration, and Arrow of Light. At the bottom, it says "Presented By: [illegible]" and "© 2018 BSA, Inc."	Say: If your camp is like most, you will probably offer camp programs that support Cub Scout, Scout BSA, and Venturing programs. For the next few minutes, we will cover the essentials of what the recognition and advancement systems look like in Cub Scouting, Scouts BSA, and Venturing. Keep in mind that recognition and advancement are used differently in each level of programming, so a “one size fits all” approach to organizing and delivering program at camp will not work. Say: Advancement in Cub Scouting is home- and family-centered, and the measure of success is “Do Your Best”. If a Cub Scout has done their best, even if they did not complete the requirement as written, the Cub Scout leader can mark the requirement as complete. Activities at camp should supplement the advancement program for Cub Scouts and focus on requirements that are appropriate to earn at camp. The youth’s den leader or parent is responsible for confirming that a Cub Scout has done their best to meet the requirements for each advancement. Camp staff may help facilitate this by identifying for parents and pack leadership the camp activities that provided a Cub Scout with the opportunity to take part in and demonstrate their proficiency in new skills. The Cub Scout advancement program is organized around earning a series of adventures. Camp experiences should be centered on the outdoor, often elective adventures that lend themselves to a camp setting. Cub leaders may be challenged to cover the outdoor adventures in a den meeting setting, while they may be easier to facilitate in camp. Cub Scout ranks in general correspond to the grade in school. The Lion rank is for kindergarten-age children (or who are 5 years old). Lions begin at the start of the school year and are not eligible for resident camp until the following spring, after they join a Tiger den. Bobcat is the first adventure for Lion, Tiger, Wolf, Bear, or Webelos and Arrow of Light. A new Scout must complete the Bobcat requirements before earning the Tiger, Wolf, Bear, Webelos, or Arrow of Light ranks. The Tiger rank is for youth who have finished kindergarten (or who are 7 years old). The Wolf rank is for youth who have finished first grade (or who are 8 years old). The Bear rank is for youth who have finished second grade (or are 9 years old). Webelos dens are for youth who have completed third grade (or reached age 10). Arrow of Light dens are for youth who have completed the fourth grade. The Arrow of Light award is highest rank in Cub Scouting. This award is the only Cub Scout badge that can be worn on the Scout BSA uniform when a Webelos Scout moves into a troop.



Say: Adult leaders who earned the Arrow of Light Award when they were youth may also show their achievement by wearing a special square knot on their adult uniform.

Many well-meaning camp staff members, grounded in the experiences of Scout BSA, have built an entire Webelos camp experience around earning adventure pins. The year-round program of most Webelos dens is based on earning adventure pins. Helping Webelos to earn all the adventure pins over one long weekend undermines the year-round program of their den.

In general, the adventure loops and adventure pins that make the most sense for use at camp are elective adventures that are appropriate to the outdoor setting.

Say: Archery, BB gun shooting, and slingshot shooting are restricted to day camps, Cub Scout/Webelos Scout long term (resident) camps, council managed short-term camps, or council activities where there are properly trained supervisors and where all standards for BSA shooting sports are enforced.

All shooting ranges in the Cub Scout program must be supervised by a qualified range master who is at least 18 years of age and meets the minimum requirements.

Archery, BB gun shooting, and slingshot shooting are **not approved unit activities**. The use of pellet air rifles is restricted to Webelos Scouts in a Boy Scouts of America long term camp setting only.

Airsoft guns are not approved for use in the Cub Scout shooting sports program. All local, state, and federal laws for BB guns, archery, and slingshot shooting must be followed.

The Cub Scout Shooting Sports program was designed to be accomplished in a camp setting. The requirements may be completed in both on-range, and non-range activities, such as exhibiting the proper techniques, or explaining the proper range commands and actions.

See the National Shooting Sports Guide and your council shooting sports committee for implementation details.

Say: Scouts BSA advancement is different from Cub Scouting in several ways. One of the first ways is that both adult and youth leaders may approve some Scout BSA advancement. This permits greater emphasis on standards and more consistency in measurement, but it also places another level of importance on teaching and testing. As Scouts work with one another, learning takes place on both sides of the equation as they play teacher and student in turn. Parents are involved at home encouraging, mentoring, and supporting, but they do not sign for rank advancement requirements unless they serve as leaders or Lone Scout counselors.

Advancement at this level is subtle. It presents a Scout with a series of challenges in a fun and educational manner. As the Scout completes the requirements, they achieve the aims of Scouting. It is important to remember that in the end, a badge recognizes what a young person can do and how they have grown. It is not so much a reward for what has been done. It is instead, about the journey.

Say: As a Scout advances, they are measured and grow in confidence and self-reliance. The badge signifies a young person— through participation in a series of



educational activities—has provided service to others, practiced personal responsibility, and set the examples critical to the development of leadership, all the while working to live by the Scout Oath and Scout Law.

The camp program that you lead provides resources to help Scouts advance. The role of the staff is to create opportunities to help mentor and guide Scouts seeking advancement opportunities at camp. Staff members, whether in a first-year camper program, in the merit badge program, or in any of the specialized programs are to help build skills and confidence in Scouts as they explore new activities and refine their skills in areas where they already possess some expertise. Your staff is a resource along the way. While they may certify that a Scout has met the requirements of a merit badge to their satisfaction as a counselor, recording and recognizing what has been accomplished remains the responsibility of the leadership of the troop.

Say: In Venturing, advancement is based on the experiences that the Venturers have participated in with their crew. Venturing does not lend itself to a merit badge program – obviously, since Venturing does not use merit badges – but there are program opportunities that can be fulfilled at camp that support Venturing program.

The Venturing advancement program has four rank advancements – Venturing, Discovery, Pathfinder and Summit. These awards are based on the ALPS model (Adventure, Leadership, Personal Growth, and Service).

- All Venturers should earn the **Venturing Rank** soon after formally joining the program.
- Venturers then proceed by earning the **Discovery Rank** and **Pathfinder Rank**.
- Finally, Venturers earn the **Summit Rank**, in which a young person formally serves as a mentor to other Venturers in their crew.

In addition to the four rank advancements Venturers also have several specialty awards.

The Ranger award, Quest Award, Trust Award, Nova and Supernova awards, Shooting Sports Outstanding Achievement Award and the World Conservation Award all work to recognize a Venturer for work they have done over and above the rank advancements. These allow each youth to focus on an interest and learn more about it through these programs.

Say: The BSA’s oldest senior Scouting program is Sea Scouting. It is a specialized program, organized to address a youth members' boating skills and promote knowledge of our maritime heritage. Sea Scout units, called “ships,” focus on sailing and cruising either sailboats, power vessels, or paddle sports.

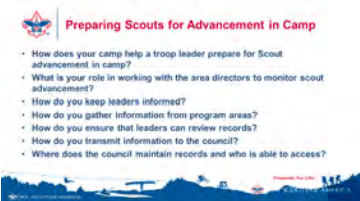
While Sea Scouts are not commonly participants at long term camps, some local councils offer specialty Sea Scouting weeks to support developing the technical skills associated with Sea Scouting – sailing, first aid, boating skills, navigation and the like. The highest recognition in the Sea Scout program is the Quartermaster award.

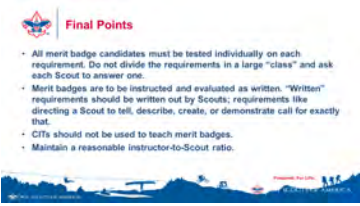
Say: The highest award for Sea Scouts presents a challenge that, when met, will affect a young person lifelong. The Quartermaster candidate must think analytically

 Recognition Sea Scouting • Apprentice • Ordinary • Able • Quartermaster Award 	about how the program is delivered and supported, while developing a deeper understanding of Scouting ideals. Most requirements represent intensification of what was learned for previous ranks, but with significant additions in the quartermaster project, cruise, and study of weather and forecasting. The project requirement is nearly identical to the Eagle Scout service project, but does not call for a workbook. The cruise involves taking long-term command of a vessel and crew and conducting critical drills.
10 minutes	ADVANCEMENT – PROGRAM DIRECTOR ROLE
	FACILITATOR
 Preparing Camp Staff as Counselors and Instructors 1. How does a program director ensure that the staff is prepared to teach? 2. Once camp is in session, how does a program director ensure standards are being maintained? 3. Once hired, what does a program director do prior to camp related to advancement? 4. What does a program director do during staff training week? 5. What do national standards say about minimum time required in staff training? 6. What instructional resources are available from the BSA? 7. How does a program director ensure staff members effectively use the training week to prepare, adapt, and become thoroughly familiar with the lesson plan? 8. What can a program director do to strengthen leading techniques of the staff? 9. How does a program director get staff out of classroom lecture mode and into a hands-on mode? 10. How does a program director instruct staff members in classroom discipline? 	Say: Let's get back into those same groups as before and answer the questions on the screen. Group one takes the first two, group 2 the second two and so forth. You will have 5 minutes to discuss and then we will regroup and discuss together. Do: give 5 minutes for groups and then discuss the following: 1. How does a program director ensure that the staff is prepared to teach? a. Instruction during staff week on lesson planning and classroom controls 2. Once camp is in session, how does a program director ensure standards are being maintained? a. MBWA b. Get out and see things c. Talk to leaders and Scouts d. Watch program staff in action e. Plan what to look for – and look for it 3. Once hired, what does a program director do prior to camp related to advancement? a. Work with the area directors to develop lesson plans for advancement activities b. Develop a program schedule as appropriate 4. What does a program director do during staff training week? a. Ensure staff are being prepared b. Lead sessions related to advancement standards c. Monitor area directors and instructors to meet the requirements for each advancement 5. What do national standards say about minimum time required in staff training? a. Minimum 28 hours not including physical set up of camp 6. What instructional resources are available from the BSA? a. NCS resources in each program section b. Program materials for each program (handbooks, merit badge pamphlet etc.) 7. How does a program director ensure staff members effectively use the training week to prepare, adapt, and become thoroughly familiar with the lesson plan? a. Observation and scheduling

	8. What can a program director do to strengthen teaching techniques of the staff? a. Training programs in Staff week as well as ongoing instruction opportunities 9. How does a program director get staff out of classroom lecture mode and into a hands-on mode? a. Well written lesson plans b. Bring in subject matter experts to help develop lesson plans 10. How does a program director instruct staff members in classroom discipline? a. Staff week or other trainings b. Consider bringing in classroom teachers to help design a plan

2 minutes	ADVANCEMENT – GUIDE TO ADVANCEMENT
	FACILITATOR
 The Guide to Advancement is your basic resource for answers to questions related to advancement policies.	Say: The Guide to Advancement is your basic resource for answers to questions related to advancement policies. During staff training week you will need to make sure that program staff members understand the standards. If your camp chooses to offer advancement opportunities, you must follow the guidelines outlined in the Guide to Advancement. One of the roles of a program director is maintaining the quality of instruction related to advancement. Ask: How does your camp verify who can offer instruction? <i>(Seek response but aim for the following):</i> • The council advancement committee has certified who can be counselors for each badge. • The program committee and other appropriate committees have been involved in planning the program as outlined in the program standards.

15 minutes	ADVANCEMENT – PREPARING THE UNIT
	FACILITATOR
 Preparing Scouts for Advancement in Camp • How does your camp help a troop leader prepare for Scout advancement in camp? • What is your role in working with the area directors to monitor scout advancement? • How do you keep leaders informed? • How do you gather information from program areas? • How do you ensure that leaders can review records? • How do you transmit information to the council? • Where does the council maintain records and who is able to access? Slide has animation for each question to appear when clicked	Ask: How does your camp help a troop leader prepare for Scout advancement in camp? <i>(Seek response but aim for the following):</i> • Prerequisites listed in the leader guide. • List of materials the Scout will need in the leader guide. • Sell merit badge books or other items needed in the trading post/share that they will be available. • Direct communication with the units to see what they need. Reach out in advance – good role for a commissioner. • Publish the program schedule and share with leaders coming to camp • Tracking system for advancement (especially for Cub Scouts) • Conversation in the pre-camp leader meeting • Other? Ask (and discuss each) • What is your role in working with the area directors to monitor Scout advancement? <i>(help to develop a plan to track and communicate)</i> • How do you keep leaders informed daily of their Scouts progress? • How do you gather information from program areas on Scout progress? • How do you ensure that leaders can review records prior to leaving camp so issues can be solved immediately? • Who will and how do you transmit information to the council? • Where does your council maintain records of advancement, and who is able to access the information after camp is over when there are questions? Say: These next slides deal with Scouts BSA advancement and tracking. Your role is to implement them at your camp. DO: REVIEW THE SLIDES AND THEIR POINTS. REMIND PARTICIPANTS THAT SCOUTBOOK IS AN ACCEPTABLE METHOD TO TRACK THE ADVANCEMENT AS WELL AS THE “BLUE CARD”. • Partial merit badge completion facts: • A Scout has until age 18 to finish a merit badge • Approved requirements on a “blue card” may not be re-tested • Keeping advancement records • Establish a system in advance of camp • Ensure that staff are ready to use the system • Be sure that there is time for “appeals” and clarification—and time to act on it • The “blue cards” are used in all councils—it can make it difficult for visiting units to manage records if a proprietary system is in place

 Final Points - All merit badge candidates must be tested individually on each requirement. Do not divide the requirements in a large "class" and ask each Scout to answer one. - Merit badges are to be instructed and evaluated as written. "Written" requirements should be written out by Scouts; requirements like directing a Scout to tell, describe, create, or demonstrate call for exactly that. - CITs should not be used to teach merit badges. - Maintain a reasonable instructor-to-Scout ratio.	Final Points - All merit badge candidates must be tested individually on each requirement. Do not divide the requirements in a large "class" and ask each Scout to answer one. - Merit badges are to be instructed and evaluated as written. "Written" requirements should be written out by Scouts; requirements like directing a Scout to tell, describe, create, or demonstrate call for exactly that. - CITs should not be used to teach merit badges. - Maintain a reasonable instructor-to-Scout ratio.

4 minutes	ADVANCEMENT CLOSING
	FACILITATOR
 Summary	Say: In this session we have discussed how the advancement program is implemented in camp. There are a few things that you should keep in mind as you decide if and how to implement advancement programs in your camp. - The standard for Cub Scouts is "do you best" and leaders can decide if this standard has been met - For Scouts BSA, counselors and merit badge instructors are not permitted to substitute group responses – each Scout must complete the requirement. Just being present for a day does not mean the Scout did the requirement that day. Keep in mind that written tests have no place in Scout camp unless specifically stated as a requirement for a merit badge. - For Scouts BSA, the requirements must be completed as written with NO more or NO less. This means that the MB counselor cannot require more than the badge asks; in addition, they cannot accept anything less than what the requirement asks. While advancement may have a place and be one goal of your camp, the purpose of camps is to supplement the unit program. Care needs to be taken to provide advancement opportunities that the camp is designed to provide (shooting sports for Cub Scouts for example) but not at the risk of interfering with the unit program. Each camp, in using the program design standards of NCAP, should be able to communicate the purpose of the camp to the participants. Some camp programs may be designed as advancement opportunities (<i>first year camper programs designed to help Scouts earn basic Scouting skills, or merit badge sessions</i>) this purpose should be clearly communicated to the participants in the marketing of the camp so that units know what to expect. This is especially important at the Cub Scout level. While it may be tempting to provide opportunities for dens to finish many required adventure loops in camp setting, many den leaders follow the BSA plan for den meetings that gives guidance to complete these required adventures. Camp should supplement the den program, not take the place of it. IF a Cub Scout camp is designed to offer an advancement component, the camp should consider those adventures related to outdoor skills and not those that could be otherwise accomplished through a den program.

Say: This is even more the case for camps who are offering Webelos and Arrow of Light programs. There is a temptation to offer all the Webelos activities at camp. This dilutes the unit program and makes it difficult for den leaders to oversee the den programs. If a camp is designed with an advancement component, this should be clearly communicated with den leaders so they can plan appropriately in their schedules.

Advancement is only one method of Scouting and should not be the complete focus of a Scout's experience at your camp. Planning your camp program and being intentional about the advancement offered will help your camp meet the expectations of your customers and ultimately help you meet your strategic purpose of camp.



FACILITATORS GUIDE

SERVING YOUTH WITH SPECIAL NEEDS

NCAP standard: Primary: PD-110 Secondary: PD-101, 102, 103, 104, 106, 108; RP-151, 155; SQ-402; HS-504

COURSE OBJECTIVES:

At the end of this session you will be able to:

- Develop a plan to gather the necessary resources, prior to camp, to serve campers with special needs and disabilities.
- Articulate the necessary training that camp staff need to have to prepare them to serve campers with special needs and disabilities during the camp season.
- Identify strategies that camp staff can use to adjust the camp program and services while serving campers with special needs and disabilities.
- Describe how to use a “pre-participation form” as a tool for a pre-camp conversation via phone or web conference to prepare for a pre-camp site visit with the Scout.
- Be able to help develop a plan of action for campers as they leave camp based on their camping experience in a form that can be communicated to parents and leaders.

Materials needed for this session:

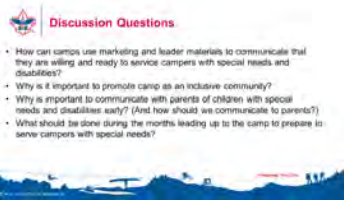
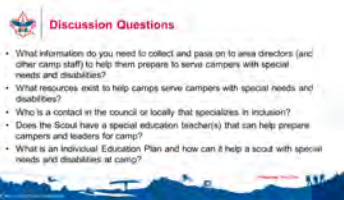
- PDF Book: A camp for everyone!: A guide to including children of all abilities in summer camp programs (on Flash Drive)
- Handout: Example questions to be included in a pre-participation form.
- Note: Resources also available at <https://www.Scouting.org/resources/disabilities-awareness/>

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
20 minutes	Activity #1	Activity/Breakout
15 minutes	Activity #2	Discussion
11 minutes	Activity #3	Read/Discussion
11 minutes	Activity #3	Read/Discussion
2 minutes	Closing	Instructor

1 minute	SERVING YOUTH WITH SPECIAL NEEDS INTRODUCTION
	FACILITATOR
 Serving Youth with Special Needs 	Say: Hello and welcome. For the next 60 minutes we will be discussing Serving youth with special needs and disabilities.

20 minutes	SERVING YOUTH WITH SPECIAL NEEDS ACTIVITY #1
	FACILITATOR
 Group Project • 2 teams — Camp Leadership — Units and Parents of Scouts with Special needs • 10 minutes • Ideas for preparing for a Scout with special needs 	Do: Divide the participants in to 2 teams. Camp Leadership (camp director, program director, commissioner, medical staff), and Unit (Leaders and Parents of Scouts with special needs and disabilities). Say: You will have 10 minutes to come up with as many ideas for preparing to have a Scout with special needs at camp role playing as the camp medical staff and the camp leadership, or the unit, parents, and Scouts. At the end of the 10 minutes we will come back together, and you will report to the entire class. As a total class we will look at all the ideas and discuss the pros and cons of the list as well as discuss anything we see missing from the team's list. Do: Allow 10 minutes for group breakouts and a two minute debrief for each group. See potential responses and additional comments in the supplemental materials at the end of this session. Ask: Why is it important to plan with each of these groups when talking about special needs Scouts? (Seek response but aim for the following): • Each of these groups has a part to play in the Scout's camp experience • Each of these need to know about the needs of the campers • These groups must work together to meet the needs of the campers • Others (see BSA disability awareness committee Document in the appendix or the end of this session)

15 minutes	SERVING YOUTH WITH SPECIAL NEEDS ACTIVITY #2
	FACILITATOR
 - Dr. Laura Eisenman, Associate Professor, School of Education, University of Delaware  Discussion Questions • How can camps use marketing and leader materials to communicate that they are willing and ready to service campers with special needs and disabilities? • Why is it important to promote camp as an inclusive community? • Why is important to communicate with parents of children with special needs and disabilities early? (And how should we communicate to parents?) • What should be done during the months leading up to the camp to prepare to serve campers with special needs?  Discussion Questions • What information do you need to collect and pass on to area directors (and other camp staff) to help them prepare to serve campers with special needs and disabilities? • What resources exist to help camps serve campers with special needs and disabilities? • Who is a contact in the council or locally that specializes in inclusion? • Does the Scout have a special education teacher(s) that can help prepare campers and leaders for camp? • What is an Individual Education Plan and how can it help a Scout with special needs and disabilities at camp?	Say: It's not about adding people in after the fact. It's about planning for differences up front." - Dr. Laura Eisenman, Associate Professor, School of Education, University of Delaware Do: Lead a 15 minutes discussion about the following questions related to the engagement activity (Allow a free discussion, but make sure to highlight the main points listed after each question. More details can be found in the resources associated with these lessons): Ask: • How can camps use marketing and leader materials to communicate that they are willing and ready to service campers with special needs and disabilities? • Why is it important to promote camp as an inclusive community? ◦ <i>Inclusion means there is an opportunity for every camper to play and excel in every activity.</i> ◦ <i>Everyone feels like they belong when we anticipate differences and plan for inclusion.</i> ◦ <i>Inclusion increases the fun everyone has at camp.</i> • Why is important to communicate with parents of children with special needs and disabilities early? (And how should we communicate to parents?) ◦ <i>Parents know their children and their abilities best.</i> ◦ <i>They often have already worked through many of the accommodations necessary to ensure their child has the best experience possible.</i> ◦ <i>They also may be able to direct camp staff to resources that will help the camp provide an inclusive program.</i> • What should be done during the months leading up to the camp to prepare to serve campers with special needs? ◦ <i>Review physical facilities and resources and program plans to ensure they are as inclusive as possible.</i> ◦ <i>Actively market to Scouts and adults of all abilities.</i> ◦ <i>Inquiry with unit leaders and parents of any needs their Scouts will have.</i> ◦ <i>Identify accommodations that need to be made and develop a plan to implement them.</i> • What information do you need to collect and pass on to area directors (and other camp staff) to help them prepare to serve campers with special needs and disabilities? ◦ <i>This will be context specific to the program, facility, and Scout or adult.</i> • What resources exist to help camps serve campers with special needs and disabilities? • Who is a contact in the council or locally that specializes in inclusion? • Does the Scout have a special education teacher(s) that can help prepare campers and leaders for camp? • What is an Individual Education Plan and how can it help a Scout with special needs and disabilities at camp?

11 minutes	SERVING YOUTH WITH SPECIAL NEEDS ACTIVITY #3
	FACILITATOR
	Do: Hand out “A Camp for Everyone!” Review with the group page 10 of “A camp for everyone?” and lead a discussion of the following: Ask: What do these points suggest about training your staff to serve campers with special needs and disabilities? Besides what has been discussed and what is in the staff training guide, what other topics should we cover with our staff to train them to better serve campers with special needs?

11 minutes	SERVING YOUTH WITH SPECIAL NEEDS ACTIVITY #4
	FACILITATOR
	Do: Review with the group page 11 of “A camp for everyone?” and ask the group to brainstorm: Ask: • Many instances when mistakes have been made by camp staff occurred when unanticipated needs arise during the camp season. How can we prepare staff to succeed in these situations? • What tips and suggestions does the group have for handling unanticipated needs? • How do we encourage other Scouts to work with Scouts with special needs and disabilities? (the buddy system works well here)

2 minutes	SERVING YOUTH WITH SPECIAL NEEDS CLOSING
	FACILITATOR
	Say: By its very nature our organization is inclusive. Please reflect on this session and make sure that you leave NCS with the ability to: • Describe the resources you need to successfully serve campers with special needs and disabilities. • Develop a training plan about serving campers with special needs to use with your staff prior to the start of camp. • Identify tips and strategies to use to deal with unanticipated needs during the camping season.

Engagement activity - Possible ideas to list

Like every Scout, a Scout with special needs wants to have fun at camp. Identify particular things the Unit and Camp Leadership should do to prepare summer activities with Scouts with special needs.

Medical Have a plan for handling medications on unit activities and at long-term camp; this will depend on local rules for handling medications.

Ensure that medical forms are up to date.

If possible, make sure the doctor has stated what the Scout can and cannot do.

Make sure Scouts stay hydrated. Often special needs Scouts can't or don't communicate their needs. Many of these Scouts are inside in the summer only to be out in the hot sun for the first time when they arrive at camp.

Make a call to the council and let the camp director, program director and medical officer know what the needs of the Scout are. Review these issues with the camp leadership or camp commissioner upon arriving at camp.

Camp Leadership Make sure Scouts stay hydrated. Often special needs Scouts can't or don't communicate their needs. Many of these Scouts are inside in the summer only to be out in the hot sun for the first time when they arrive at camp.

Make a call to the council and let the camp director, program director and medical officer know what the needs of the Scout are. Review these issues with the camp leadership or camp commissioner upon arriving at camp.

Plan time in the staff-training program to offer an overview of disabilities awareness, like the new training module NDAC has created.

If preparing for a deaf or hard of hearing (HoH) Scout, having written material is useful. Also visuals are nice and helpful when explaining things. Always remember one cannot watch TWO things when lip reading so take pauses between explaining and pointing out something. Consider circle set-ups over group bunch or square lines. One on one is another avenue in directions/ explaining stations yet let them do the activity part with all the Scouts.

If possible (for week-long camp) have the Scout visit the camp beforehand. Also, if there's mobility or fatigue issues, a map of camp when selecting activities may be helpful or check if the camp has an ATV that can be used to transport the Scout.

“Cool zone” in each area for Scouts to go to when feeling overwhelmed, over-stimulated, fed-up etc. This is good for any Scout, not just Scouts with special needs. It is also good modeling for leaders to show that sometimes everyone needs a break to gather them together. These “Cool Zones” should be in site of the Camp Staff/ adults running the area.

Unit, Parents and Scout Inspect and repair any special equipment used for mobility, canoeing, bike travel, etc.

Make sure the Scout has a buddy from the troop who will work with the Scout.

Spend some time with the parents and if possible his special needs teacher to know what the Scout can and cannot do. Work on a plan to work around issues.

Make a call to the council and let the camp director, program director and medical officer know what the needs of the Scout are. Review these issues with the camp leadership or camp commissioner upon arriving at camp.

Make sure the troop has a plan to include the Scout in as many camp activities as possible by reviewing the camp program guide before leaving for camp.

Invite the parent(s) to come along to camp as a leader.

Have the Scout work on some project work for merit badges before camp.

Make sure the Scout feels safe so they can enjoy activities.

For Scouts in wheelchairs, it is a good idea to have a few tools in case something comes loose. Scout trails are hard on wheelchairs.

Travel time- For example, a special needs Scout would go to camp, walking all over camp would tire a Scout out (low muscle tone makes for quicker fatigue than typical kids). After lunch, instead of walking all the way back to their campsite to "rest" for an hour then walking all the way back to program areas, have the Scout hang out in the dining hall & wait for the afternoon activities.



FACILITATORS GUIDE

CAMPER SECURITY

NCAP standard: FA-711, AO-804

COURSE OBJECTIVES

- Identify camper security information that should be communicated to unit leaders and parents prior to camp and at registration.
- Explain camper security check-in procedures.
- Explain procedures for handling unwanted or unexpected visitors.
- Explain how to handle visitors from the media.
- Explain procedures for youth checking out early.
- Identify areas in camp that pose potential security problems.
- Identify transportation security issues. (NCAP standards FA-711)

Materials needed for this session:

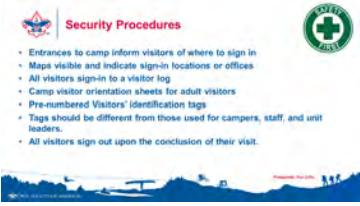
- Sample nametags, wristbands, and other forms of camp identification
- Sample sign-in sheets and visitor orientation sheets (Provided by host council.)

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
5 minutes	Camper Security & Check-in	Discussion
15 minutes	Security Procedures for Visitors, Media and Government Agency Visitors/Early Checkout	Instructor
9 minutes	Security Problem Areas	Instructor/activity
1 minutes	Communicating Camper Security	Instructor
3 minutes	Transportation issues	Instructor
1 minute	Closing	Instructor

1 minute	INTRODUCTION
	FACILITATOR
 Camper Security Objectives - Identify camper security information that should be communicated to leaders and parents prior to camp and at registration. - Explain camper security check-in procedures. - Explain procedures for handling unwanted or unexpected visitors. - Explain how to handle visitors from the media. - Explain procedures for youth checking out early. - Identify areas in camp that pose potential security problems. - Identify transportation security issues. (NCAP standards FA-711)	Say: Welcome to the session on camper security. Each camp should have a working camper security plan designed to protect campers. Identification methods for campers, leaders, staff, and visitors are a necessity. Monitoring access to the camp and the boundaries of the camp setting is very important, as are prudent check-in and checkout procedures. Planning and preparing for traffic risks will help secure the camp setting for the campers. Implementing BSA Youth Protection policies will help provide safety for all campers. We will discuss these security elements during this session. Say: At the end of this session, you will be able to do the following: - Identify camper security information that should be communicated to unit leaders and parents prior to camp and at registration. - Explain camper security check-in procedures. - Explain procedures for handling unwanted or unexpected visitors. - Explain how to handle visitors from the media. - Explain procedures for youth checking out early. - Identify areas in camp that pose potential security problems. - Identify transportation security issues. (NCAP standards FA-711)

5 minutes	CAMPER SECURITY & CHECK-IN PROCEDURES
	FACILITATOR
 Identification YOUR NAME	Say: One of the first steps in camper security is to be aware of who is in camp at all times. This starts with making sure that everyone at camp is registered to be there or is registered as a visitor. Make sure the way to your registration area is well-marked. A Camp map can also indicate this and be given to leaders prior to their arrival. Security at check-in can be as simple as developing a way to identify campers, leaders, staff, and visitors who are authorized to be there. (NCAP standard AO-804) Ask: What ways might your camp use to identify staff, campers and visitors? <i>(Seek responses and note on the flipchart or whiteboard. Aim for the following):</i> - Name tags - Wristbands - Bolos - Special Shirts - Hats - Logbook for visitors

 No shows • Unit or camp responsibility? • Local law may dictate Why is this important to know?	Say: Whatever system you decide to use, make sure your staff and all participants are familiar with it. Consider using different identification tags for each subgroup. Make sure the leaders are aware of this method as they check in their campers during registration. During check-in it is also important to remind leaders of the importance of campers wearing their identification during the session. Remind leaders that all forms of identification should be removed upon leaving the camp to protect the camper. In addition, in a multiple session camp, items that can be easily copied should change color or style from session to session. Determine how verification of absentees or no-shows will take place. Will units manage this, or will this be done by the camp leadership? Please be aware there may be state laws that dictate the camp leadership track down no-shows. Ask: Why is it important for the camp to track down no-shows? (Seek response, but aim for the following): • To make sure that the roster from a unit matches who is in camp – this is not only a security issue, but a camp administration function for fee collection. • To make parents aware that the youth did not attend camp • Reason may be required for your council's refund decisions • Others?
15 minutes	SECURITY PROCEDURES FOR VISITORS
	FACILITATOR
 Security Procedures • Entrances to camp inform visitors of where to sign in • Maps visible and indicate sign-in locations or offices • All visitors sign-in to a visitor log • Camp visitor orientation sheets for adult visitors • Pre-numbered Visitors' identification tags • Tags should be different from those used for campers, staff, and unit leaders. • All visitors sign out upon the conclusion of their visit.	Say: Camps need to have written procedures in place to address possible intrusion of unauthorized visitors into camp. Both campers and staff are to be coached about steps to take in such situations. (NCAP standard AO-804) All visitors who enter the camp need to be identified. <i>Review and discuss the following procedures used in camp:</i> • Entrances to camp should include signs that inform visitors of where to sign in and be officially welcomed to the camp. ○ Does your camp signage need to be addressed? ○ Would a first-time visitor to your camp know where to go to check-in? ○ Is the camp office the “right place” for visitors to check-in or is there some location closer to the camp entrance or parking lot? • Maps should be readily visible to indicate sign-in locations or offices. ○ Are maps of camp on your website? Is this a good thing? ○ Is there a map of camp near the parking area to indicate where to check-in? • All visitors to the camp must sign in at the designated location (camp office or trading post for example). A guest book for this purpose should be maintained, and positive identification should be required. Note areas for a driver's license number, an address, a phone number, time in, time out, a tag number, and a reason for the visit. ○ How is this being monitored at your camp? ○ Do you have someone assigned to the welcome area of your camp? ○ What happens on family night or other times when high visitor attendance is anticipated?

- **Say:** Camp visitor orientation sheets could be provided for adult visitors.
 - Do you have a handout with some quick references for visitors?
 - Where are bathrooms located? Which if any are “off limits” to visitors?
 - Where is the dining hall?
 - What are the mealtimes?
 - How does a visitor purchase a meal?
 - Where is the trading post? (and what does that word mean?)
 - Where is the smoking area?
 - What is the policy about pets in camp?
 - What does a visitor need to do to check out a camper?
 - These questions and others may be addressed in a simple visitor guide
- Pre-numbered identification tags are helpful to keep track of tags and guest book information.
 - These IDs should be easily identifiable
 - Explaining the tag and where it should be displayed should be a part of the visitor check-in process
 - Do you have enough tags for the highest demand, or is there a different identification for a high-volume situation?
- Visitors’ identification tags should be different from those used for campers, staff, and unit leaders.
 - Do the staff and all campers know what the visitor tag looks like?
 - Do the staff and campers know what to do if they see someone who does not have the identification on?
- All visitors should sign out upon the conclusion of their visit.
 - This process should be explained upon check-in of the visitor

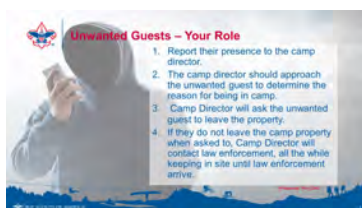
Do: Distribute sample sign-in sheets and visitor orientation sheets. (provided by the host council.)

Whenever a person is spotted in camp without a visitor’s name tag or camp participant identification that person should be escorted to the office to sign in so staff personnel can determine why that person is on camp property. Be attentive to the personal appearance, posture, mannerisms, vocal tone, and facial expressions of any visitor.

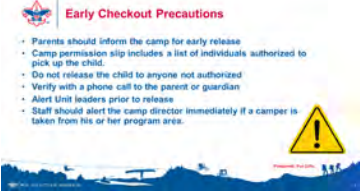
Ask: What should you do if you have a potential unauthorized visitor at camp?

Discuss ideas which could include:

- Report the unauthorized visitor’s presence to the camp director and/or professional advisor.
- The camp director or professional advisor approaches the unwanted guest to determine why they are at camp.
- Ask them to leave the property. Keep them in sight until they are gone.
- Contact law enforcement if they refuse to leave all while keeping them in sight until authorities arrive.



	MEDIA AND GOVERNMENT AGENCY VISITORS
	FACILITATOR
 Media/Government Agency Visitors • Ask visitors to check in with the office • Be cautious • Escort official visitors always • Know the official spokesperson for camp • Follow the camp emergency plan • Camper photographs only if there is a signed release	Say: There may be a situation at camp either positive or negative where a government official or government agency representative (the health department for instance) or the news media arrives at your camp. When government officials and members of the media visit camp, keep the following in mind: • Be friendly with all visitors. Ask visitors to check in at the appropriate office or check-in location. The camp or program director should accompany the media or government agency visitor. • Be cautious. Remember that anything said could be on the record, even in an informal setting. • Escort official visitors always to help avoid independent contact with volunteers, staff members, or other potential sources of incorrect information. • Remember that the camp director or the professional staff adviser or their designee is the official spokesperson for the camp. A good response to questions asked by a media or government agency person is: "I am sure you would like to get all the information correct. Let me take you to the camp director". • Be attentive to the camp's emergency plan if a major accident or problem has prompted the visit by the media or government agency. • Photographs of campers may be taken only if their parents have signed a release.

	EARLY CHECKOUT
	FACILITATOR
 Early Checkout Precautions • Parents should inform the camp for early release • Camp permission slip includes a list of individuals authorized to pick up the child • Do not release the child to anyone not authorized • Verify with a phone call to the parent or guardian • Alert Unit leaders prior to release • Staff should alert the camp director immediately if a camper is taken from his or her program area	Say: It might be necessary, either expectedly or unexpectedly, for a camper to leave camp before the end of the camp session. The custodial parent must provide authorization by signing a permission slip. (This authorization should be already addressed in camp information fliers and/or medical forms.) With the rise in single-parent families, abductions by noncustodial parents have become more common. It might be necessary to verify the custodial status of a parent prior to surrendering the child. Say: Take the following precautions: • Parents should inform the camp leadership if a child will be picked up from the program early. This should include youth who leave camp after the closing ceremonies if the camp session ends the following morning. In some states the camp is considered responsible for the campers until they arrive back to their homes, so it is critical to know when campers leave camp. • A permission slip for a planned early departure should include a list of individuals authorized to pick up the child if a camper must leave before their unit's departure. • In cases of emergency, the parental permission slip should tell who is authorized to take the child. Camps must not release a child to someone who is not on the authorized list without first contacting the custodial parent.

	• Say: Unexpected departures should be verified with a phone call to the parent or guardian who signed the permission slip. • Unit leaders should be made aware of the situation, and their signatures also could be secured verifying the release of the minor to that individual. • Staff should alert camp leadership immediately if a camper is taken from their program area.

9 minutes	SECURITY PROBLEM AREAS
	FACILITATOR
	Say: When evaluating a camp's security policy, pay special attention to potential problem areas. Examine the camp program and the physical setup for the camp. Monitor access to the camp, determining how to control, monitor, and identify entrances and exits, gates, registration areas, headquarters, and where visitors should report. Understanding some area of camp are hard to see and are prime locations for predators to hide is important to keeping youth safe. As a camp manager our guard must always be up to seek out locations and situations where campers may be at risk. Encourage your camp staff and campers to also be on the lookout for one another and can spot things that are not safe. When you can have everyone looking out for safety concerns and unauthorized individuals, your camp will be a safer place. It is important as a camp manager to identify areas of Potential risk and figure out what steps you will take to minimize risks of abuse (quiet or secluded places) or abduction (busy, congested areas). We are going to look at some common areas of camps. Ask: How would each of these be a potential security problem area? Which ones are more likely to be places for abduction or abuse? Do: Discuss each of these areas of concern and why they are a concern. Note that participants should consider each of these for their camps and may need to develop written plans for each. • Swimming pool dressing areas (<i>Abuse</i>) • Behind cabins (<i>Abuse</i>) • Busy roads (<i>Abduction</i>) • Public parks (<i>Abduction</i>) • Public access areas (<i>Abduction</i>) • Congested registration centers (<i>Abduction</i>)

	Ask: what youth protection policies are in place to protect youth in these situations? (Seek response but aim for the following): - No one-on-one contact - Separate changing areas for youth and adults (privacy) - Appropriate clothing for activities - Use of the buddy system for all activities in Scouting - When campers arrive, take time to review the buddy system and the Youth Protection policies related to pertinent areas of each camp setting. See NCAP Standard HS-511.
1 minute	COMMUNICATING CAMPER SECURITY
	FACILITATOR
 Communicating Camper Security - Camp transportation plan, vehicle safety, map and directions, and parking - Camp identification plan for campers, leaders, and visitors - Permission slips and authorization forms for early release of campers - BSA policies concerning the buddy system and camper supervision - Parent participation - Other safety information pertinent to the camp's program	Say: Implementing a camp security plan requires support from the unit leaders and parents. In camp information literature, orientation pieces, and registration packets, be sure to explain the following to unit leaders and parents: - Camp transportation plan, vehicle safety, map and direction and parking - Camp identification plan for campers, leaders, and visitors - Permission slips and authorization forms for early release of campers - BSA policies that will be enforced concerning use of the buddy system and camper supervision - Parent participation - Other safety information pertinent to the camp's program
3 minutes	TRANSPORTATION ISSUES
	FACILITATOR
 Camp Transportation - Traffic areas secure and monitored - Camp provided transportation is safe, complying with applicable law. (NCAP standard PS-216) - Seat belts required - Law Enforcement for traffic flow - Use "back-in" parking system - Communicate safe traffic rules to pedestrians and drivers. - Council owned vehicle usage according to NCAP standard FA-711 - End evening events at reasonable time	Say: Be certain that parking areas and through-traffic areas are secure and monitored. Watch for areas that are close to busy streets. Use bus monitors if using buses for transportation. Please emphasize the following with any drivers: - If a camp provides transportation service to its participants, it does so in a safe fashion, complying with applicable law. (NCAP standard PS-216) - All passengers should be secured by a seat belt—one per passenger when in passenger vehicles. - Consider using local law enforcement to help direct traffic flow to keep it orderly. - Consider using a "back-in" parking system that will help drivers exit at the end of the camp. This system would also be ideal in an emergency evacuation. - Communicate safe traffic rules to pedestrians and drivers. - All council-owned or -operated motor vehicles used in camp are kept in safe mechanical order and operated in a safe and legal manner. Vehicles are maintained to state inspection standards, whether licensed or not. Policies are in place to address motor vehicle use. (NCAP standard FA-711) - Time evening events to end early enough so that everyone can get home at a reasonable hour. Consider "The Risk Zone" found in the Guide to Safe Scouting.

1 minute	CLOSING
	FACILITATOR
	Say: Camper security is a key component of a safe camping operation. Monitoring access to the camp and the boundaries of the camp setting is very important, as are prudent check-in and checkout procedures. Planning and preparing for traffic risks will help secure the camp setting for the campers. Implementing BSA Youth Protection policies will help provide safety for all campers. Keeping our youth safe is the number one priority. Each camp needs to have a plan for check in and check out and a way to verify participants and visitors to camp. This policy needs to be communicated to the participants.



FACILITATORS GUIDE

TEACHING EDGE

NCAP standard: RP-156

COURSE OBJECTIVES

By the end of this session, learners will:

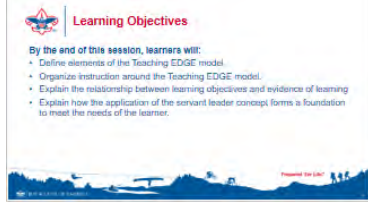
- Define elements of the Teaching EDGE model.
- Organize instruction around the Teaching EDGE model.
- Explain the relationship between learning objectives and evidence of learning
- Explain how the application of the servant leader concept forms a foundation to meet the needs of the learner.

Materials needed for this session:

- Flip chart paper and markers
- Two 18-inch pieces of three-strand laid rope per learner
- *Pioneering* merit badge handbook with instructions for tying a crown knot

SESSION TIMELINE: 70 MINUTES

Time	Action	Delivery Method
5 minutes	Engagement	Instructor
20 minutes	Exploration of Teaching EDGE Concepts	Discussion/ Demonstration/Practice
20 minutes	Explanation of Teaching EDGE Concepts	Discussion
10 minutes	Explanation of Teaching EDGE Concepts - Assessment	Discussion
8 minutes	Elaboration – Teaching EDGE as a Leadership Tool	Discussion
7 minutes	Summary	Instructor

3 minutes	TEACHING EDGE: ENGAGEMENT
	FACILITATOR
 Teaching EDGE  Learning Objectives By the end of this session, learners will: • Define elements of the Teaching EDGE model. • Organize instruction around the Teaching EDGE model. • Explain the relationship between learning objectives and evidence of learning. • Explain how the application of the servant leader concept forms a foundation to meet the needs of the learner.	Say: Hello and welcome to The Teaching EDGE. For the next 70 minutes we will be discussing the Teaching EDGE. Say: These are the learning goals for the session. Please note them now – we will review them at the end of this session. What is the hardest thing about teaching other people? • As an instructor, what do you need to consider before teaching a skill to other people? Look for responses that include these points: • Determining what the learner already understands about the topic • Their level of familiarity with the topic • What they will do with the topic • The instructor's own level of expertise with the skill or topic Say: I will use your answers to these questions to guide the instructional activities to follow. Thanks for sharing your thoughts with the group.

20 minutes	TEACHING EDGE: EXPLORATION
	FACILITATOR
 Exploring Teaching and Learning 	Exploring Teaching and Learning In this section of the lesson, you will teach the participants how to tie a crown knot. After the activity draws to a close, we will look back on it to see what aspects of the lesson made it effective. Say: We are going to teach you how to tie a knot that baffles many experienced Scouters. We invite you to join an elite group of knotty people. Have you ever had a rope that kept unraveling and became very difficult to use? We are going to learn how to tie a knot that can solve this problem and reduce the funds that you use to keep a supply of rope on hand for the Scouts to use. The knot is called the crown knot. It is used to start a back splice, which is a very effective means of keeping a stranded rope from fraying. It can also be used by itself to control fraying by tying it twice in the rope ends. Do: Give each participant a length of three-stranded rope. Say: Each of you will work independently and direct all questions and comments to me. Orally present the following instructions to the group. You may repeat the instructions several times, but do not distribute written instructions or illustrations of the process or finished knot. <u>Do not</u> help the participants tie the knot.

**Say**

- Unwind the three strands of rope about 3–4 inches.
- Place the rope so that the middle strand is at the back of the rope.
- Bend the middle strand forward to make a loop.
- Bend the left-hand strand (the strand in front of your right hand) around the front of the middle strand, between the middle strand and the right-hand strand.
- Push the right-hand strand over the left-hand strand and pass it through the loop formed by the middle strand.
- Pull all three ends to tighten the knot.

Give the group two minutes to complete this exercise.

Do: Inspect the work of each participant and record the number of people who successfully tied the knot. Post this on a piece of chart paper in the front of the room.

Say: We will try this again, but this time with new information. This story will help create a mental image that you can use to organize your ideas about how to form the crown knot.

Say: Many of us either remember or have heard of Richard Nixon. You might recall his often-caricatured gesture of raising his arms above his head and waving them wildly in a sort of subdued victory dance. Please use the other end of your rope to follow these instructions.

Image source: The Nixon Foundation¹

Say

- Unwind the three strands of rope about 3–4 inches.
- Form Nixon's head by placing the rope so that the middle strand is to the back of the rope and then bending the strand forward to form his head. You now have "Tricky Dicky" looking at you, waving his arms in the air as he says he is not a crook.
- Take his left arm and bring it around his throat, between his other arm and his head, and place it as if he is about to pat himself on the back.
- Take his right arm, pass it over his left arm, and use it to pass his hand through his head.
- Pull the three strands to tighten the knot.

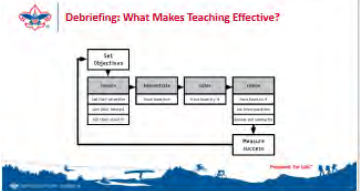
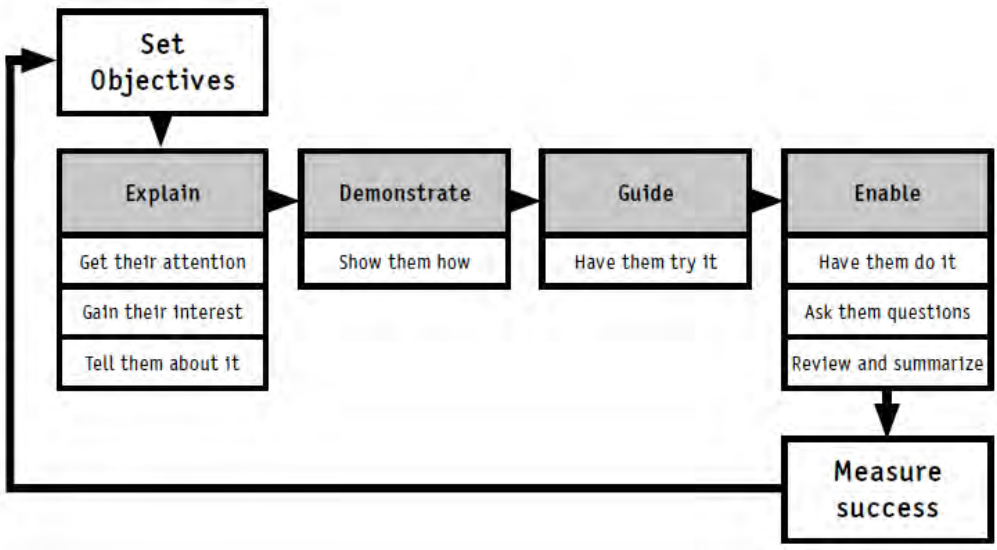
Do: Inspect the work of each participant and record the number of people who successfully tied the knot.

Repeat the exercise one more time. This time have each person follow you as you execute each step in front of the group and wait until each person has successfully completed each step. - consider using the video here of how to do a back splice.

Link: <https://www.youtube.com/watch?v=K8WFO8DDTzg>

¹ Retrieved on 2020 September 24 from <https://www.nixonfoundation.org/wp-content/uploads/2020/06/RN.png>

	Do: As you carry out each step in tying the crown knot, read each of the steps below. Say: • Unwind the three strands of rope about 3–4 inches. • Place the rope so that the middle strand is at the back of the rope. • Bend the middle strand forward to make a loop. • Bend the left-hand strand (the strand in front of your right hand) around the front of the middle strand, between the middle strand and the right-hand strand. • Push the right-hand strand over the left-hand strand and pass it through the loop formed by the middle strand. • Pull all three ends to tighten the knot. Do: Reassemble all the participants and summarize the number of successes at each stage of the instruction on the flip chart paper.

20 minutes	TEACHING EDGE: EXPLANATION 1
	FACILITATOR
Debriefing: What Makes Teaching Effective? 	Debriefing: What Makes Teaching Effective? Use the crown knot activity to debrief elements of the Teaching EDGE. Do: Hand out the Teaching Edge document to all participants. A copy of the table is included on the flash drive and in the appendix.  Say: Why is giving some background information about what is going to be taught important? Answers may include the following; mention any of the responses below that were not suggested by the participants: • It provides the trainer with information about what the learners already know. • It provides motivation to learn the new material.



Debriefing: What Makes Teaching Effective?

- Why is giving some background information about what is going to be taught important?
- Why do you think the number of successes increased during the second round of the exercise?
- How did performance change the third time the exercise was done?
- How did performance change the third time the exercise was done?

- It provides a point of common understanding as a starting point.
- How effective was just having the instructions read to you? Why? Share your reasons.

Say: Why do you think the number of successes increased during the second round of the exercise? *Answers may include the following; mention any of the responses below that were not suggested by the participants:*

- Repetition of the instructions paired with additional information to better understand the process
- The instructions may have made you laugh, which when used strategically, can help the learner focus on the subject. They engaged your attention in the task and helped you better understand the arrangement of the strands needed to tie the crown knot.
- There was an increase in the number of ways information was available to the learner to process.

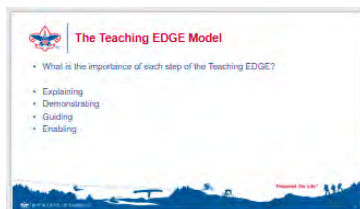
Say: How did performance change the third time the exercise was done? Why? *Answers may include the following; mention any of the responses below that were not suggested by the participants:*

- More repetition paired with an improved model to explain the task
- Example provided as the desired result was modeled
- Individualized instruction

Say: What can you generalize from this experience that may help you be a more effective trainer? *Answers may include the following; mention any of the responses below that were not suggested by the participants:*

- Demonstrations using the information being learned help learning to take place by providing more meaning to the verbal instruction
- Individual attention from someone who has the desired knowledge facilitates learning.
- Repetition helps people learn.
 - Point out that generally it takes five to 10 repetitions for people to learn new skills.
- Presenting the information in different formats helps people relate it to known information and helps create multiple connections between the new information, existing information, and what they understand about the task.
- Learners don't learn from repetition alone – they learn when they connect new ideas to something they already understand.
- Providing meaning through context for learning is also important. While tying a knot in isolation meets a requirement in many cases, showing how a knot is used in context is important. Using ropework to create something useful will help ensure the value of what is learned by providing a reason for learning the skill in the first place.
- Using the information to do something or teaching the information to others helps people learn it. "Doing or using" is an important part of learning.

The Teaching EDGE Model



Say: This exercise can help us understand the value of using Scouting's teaching model when we train.

What is the importance of each step of the Teaching EDGE? **Answers may include the following; mention any of the responses below that were not suggested by the participants:**

Explaining is important because:

- It motivates the learner to master the new information.
- It clarifies the subject for the learner AND for the trainer.

Demonstrating is important because:

- It allows learners to see as well as hear how something is done. They can follow the process from beginning to end.

Guiding is important because:

- It allows learners to learn by doing.
- It allows the trainer to see how well learners are grasping the material being taught.
- The trainer can respond immediately to errors in execution

Enabling is important because:

- It allows learners to use the material being taught. It also encourages meaningful application and use—an important part of turning information into knowledge.
- It confirms that the learner has accurately learned and may apply the skill being taught

Key Aspects of the Teaching EDGE Model

Continue leading the discussion using the questions below. Ensure, during the discussion, that in addition to ideas shared by participants, that the points below are confirmed during the discussion.

Say:

What is the most effective way to help learners master new materials?

- Make presentations that make explicit connections to what the learner may already understand about the new idea.
- Have the learners do what has been taught or teach what has been taught to others.

Why does using different presentation strategies enhance learning?

- It helps by providing different ways to connect the information with aspects of the activity that learners already understand
- It enables the brain to store the information in a variety of ways and make multiple connections.

Why is meaningful repetition useful to learning?

- It helps people make multiple connections between the new material and known material.
- It helps people remember information.
- It helps with storage and retrieval of information.
- Demonstrating the skill helps the presenter see how well the learner is able to demonstrate the new skill

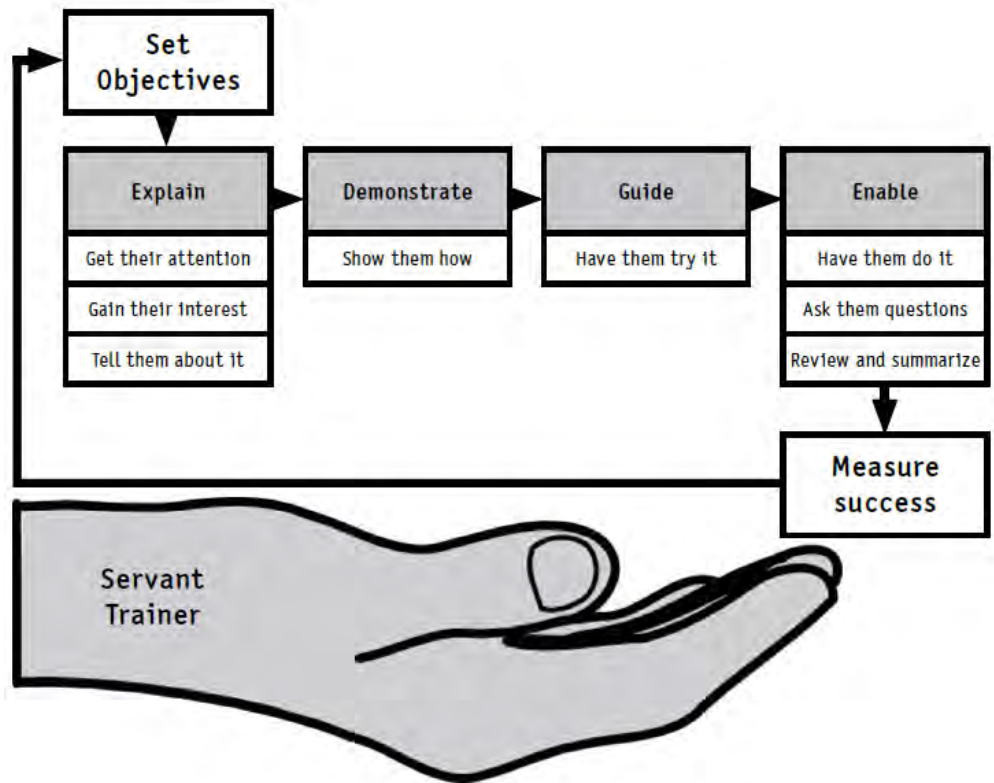


10 minutes	TEACHING EDGE: EXPLANATION 2
	FACILITATOR
	Assessing and Evaluating Learning Say: Assessment is a deliberate action to affirm that learning has taken place. Assessment needs to be purposeful and intentional. Look for specific evidence that your learning objectives have been accomplished. Evaluating is your judgment as to how well the learning took place. The most important actions to take when preparing instruction is to consider first, “what should the learners leave the session understanding?” In the example shared here, the objective of the lesson was to make certain that they learner could correctly tie a crown knot. The next step is to determine what evidence confirms that learning took place? This is straightforward in this activity – the learner should correctly tie the crown knot. If they do not do so correctly, the instructor needs to consider what needs to happen for the learner to demonstrate this skill. The final step in the process is to figure out what is the best way to organize the learning activities to make sure that learning takes place. This is where the use of the Teaching EDGE model helps us organize our instructional activities to best achieve our learning goal. This approach for organizing learning activities is sometimes called “backwards design.” The name comes from the focus on connecting the learning objective with the evidence of learning – and then developing the activities that will support learning.  Say: Your camp staff members who work in program areas teaching skills will be familiar with this. The requirement for a merit badge, a Cub Scout adventure requirement, or the skills associated with the Venturing Ranger Award are useful examples of learning outcomes. Evidence for the instructor is as simple as ensuring that a Scout can demonstrate the skill as described in the requirement. Say: Sometimes, in evaluating the performance of a team during or after an activity makes use of an approach called Stop-Start-Continue. Using this approach can provide feedback to the presenter with specific information that will improve the effectiveness of their presentations.

	Say: Note that Start-Stop-Continue is an example of an assessment—it is used to gather specific information regarding the teaching episodes you observe. Your assessment tool should be based on your learning objectives so that you have some confidence that you are gaining evidence that your learners learned what you intended them to learn. The evaluation is the judgment you make based on the evidence collected via the assessment.

15 minutes	TEACHING EDGE: ELABORATION
	FACILITATOR
 The diagram titled "Effective Teaching as a Tool of Effective Leadership" shows a hand holding a box labeled "Teaching EDGE". The box contains a flowchart with the following steps: "Set the example", "Establish the context", "Engage the learner", "Evaluate the learning", and "Empower the learner". The hand is labeled "Servant Trainer". The background features a blue sky with clouds and a green landscape with trees.	Effective Teaching as a Tool of Effective Leadership Say: Note the addition of the hand supporting the Teaching EDGE model and the “Servant Trainer” label. It is important to recognize that the purpose of effective teaching is to meet the needs of the learners. The term “servant leader” is often used in Scouting. It is a perspective on leadership that we ask youth and adult leaders to aspire toward. This quote by Robert Greenleaf, who coined the term, is appropriate: “The servant-leader is servant first ... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. ...The leader-first and the servant first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.” Say: “The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?”²

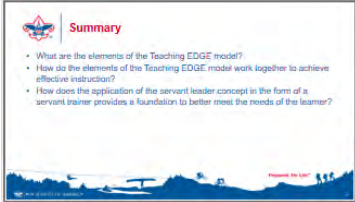
² Robert K. Greenleaf, “The Servant as Leader,” 1970.



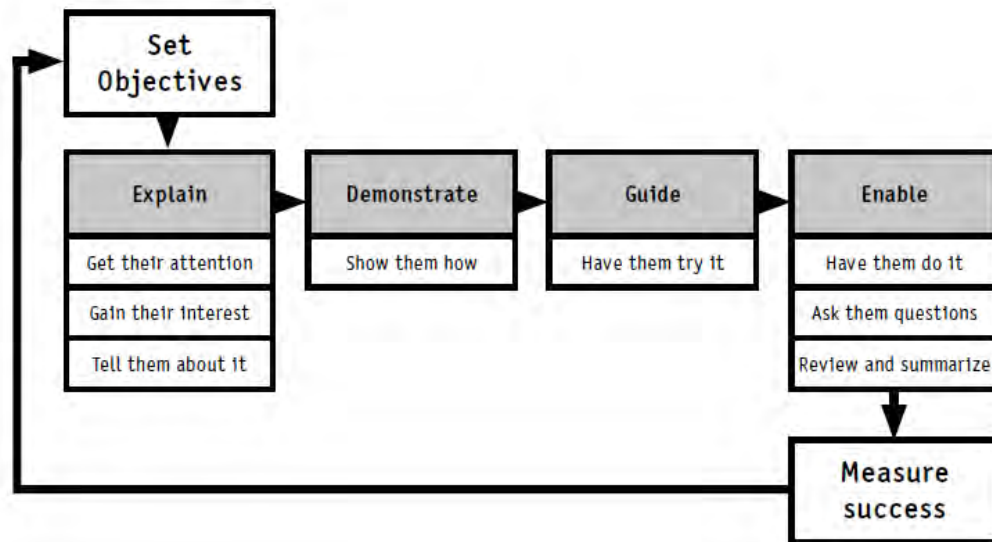
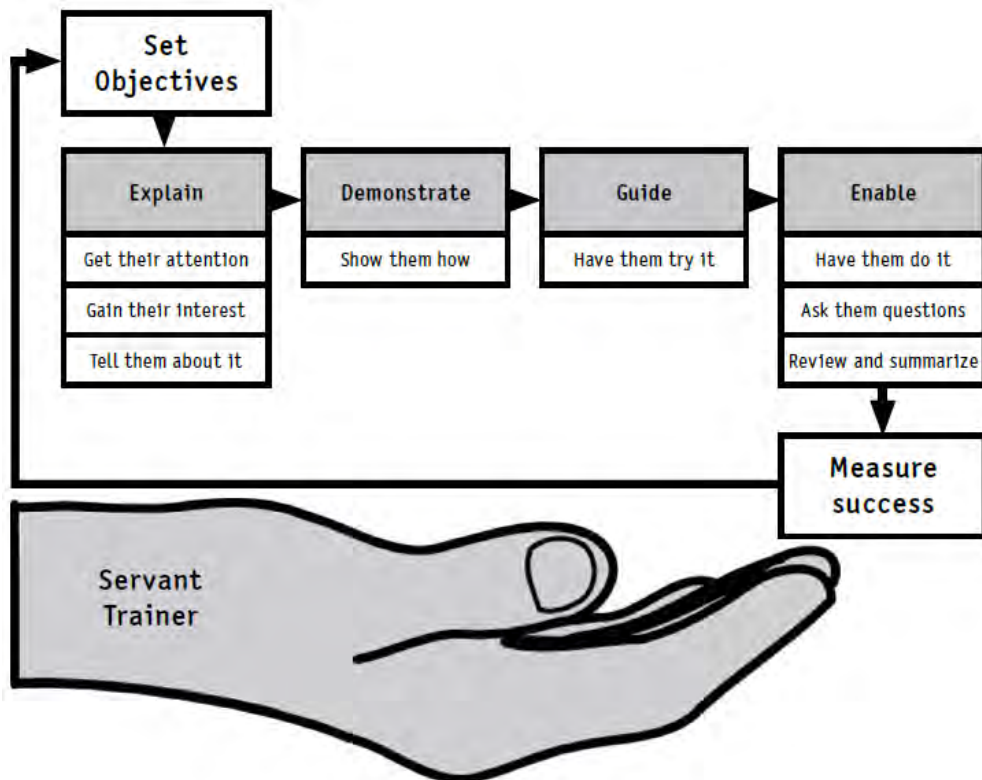
Say: Applying this to the world of the teacher, it is appropriate to connect the idea of the “others-first” leader with the same perspective for a teacher.

- Effective teachers are focused on the learner and not on the person at the front of the room.
- The key outcome is to meet the needs of the learner.
- The presenter works in all ways possible to help the learner achieve success.
- The success of the presenter is based on the success of the learner.

Say: The connection between the Teaching EDGE and the Leading EDGE will be explored in another session. This will help you to select what to consider and what to emphasize when working with and leading teams.

7 minutes	TEACHING EDGE: SUMMARY
	FACILITATOR
	Summary Say: I'd like to learn more about what you learned during this session. The list below is drawn from the learning objectives for this presentation. Please share one or two ways related to each of the learning objectives and how you will apply what you learned today in your role as a camp staff leader. • What are the elements of the Teaching EDGE model? • How do the elements of the Teaching EDGE model work together to achieve effective instruction? • How does the application of the servant leader concept in the form of a servant trainer provides a foundation to better meet the needs of the learner?

Ongoing Throughout Presentation	TEACHING EDGE: EVALUATION
	FACILITATOR
	Do: Look for evidence throughout the presentation that learners demonstrate that they can: • Define elements of the Teaching EDGE model. • Organize instruction around the Teaching EDGE model. • Explain the relationship between learning objectives and evidence of learning • Explain how the application of the servant leader concept forms a foundation to meet the needs of the learner.

RESOURCE – ADD TO APPENDIX or ATTACH TO END OF LESSON FOR DUPLICATION/SHARINGFigure 1. Teaching EdgeFigure 2. The Servant Trainer Concept



FACILITATORS GUIDE

COMMUNICATION

NCAP standard: N/A

COURSE OBJECTIVES

At the end of this session you will be able to:

- Determine the communication skills needed for effective leadership
- Recognize the barriers to effective communication
- Understand the impact that effective communication has compared to ineffective communication
- Have a plan to effectively communicate with your staff
- Understand how to use your voice correctly to project and keep yourself healthy

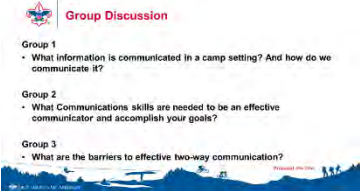
Materials needed for this session:

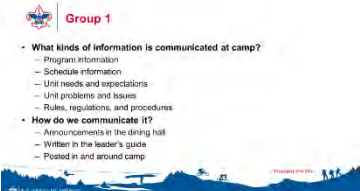
- Flip Chart
- Markers
- Playing Cards (cut into four pieces) for the “card pieces” Game – Enough cards for each person to have 4-6 complete cards prior to cutting. This may require multiple decks of cards.

SESSION TIMELINE: 50 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
6 minutes	Awareness Activity #1	Group Breakouts
22 minutes	Communication games and discussion	Instructor Facilitated
20 minutes	Projecting your voice	Video and Group
1 minute	Closing	Instructor

1 minutes	EFFECTIVE COMMUNICATION INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to our next session on communication. We as program directors, along with our camp staffs, must use our communication skills when working with unit leaders, youth and adult campers, camp managers, and other staff members if we want to run a great camp. Effective communication is the backbone that all other functions of our camps operate through, because without it, the separate functions have no way of joining together in concert to create the beautiful symphony that is a great camp.

6 minutes	EFFECTIVE COMMUNICATION ACTIVITY #1
	FACILITATOR
	Say: Communication is an important tool for you as a program director as you will be required to communicate with many different audiences for different purposes. We are now going to split-up into three groups to dissect three important topics for effective communication. Each group will be given a question to discuss for 5 minutes, and then we will come back together to review how the three topics work together to create effective communication. Each group should have a person take notes and be prepared to share with the larger group. The three topic questions are: - Group 1 – What information is communicated in the camp setting? And how do we communicate it? - Group 2 - What communication skills are needed to be an effective communicator and accomplish your goals? - Group 3 - What are the barriers to effective two-way communication? Do: Give five minutes for discussion and then get the group back together.

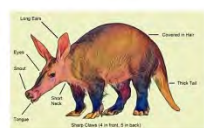
22 minutes	EFFECTIVE COMMUNICATION DISCUSSION
	FACILITATOR
 Slide has animation to appear on click	Say: Let's gather together as a group to review your thoughts and see how they are interrelated. Each group will share their answers to the questions, and we'll have a chance to add to them if we feel like there is anything they missed: Group 1 what information is communicated at camp? Responses should include: • Program information • Schedule information • Unit needs and expectations • Unit problems and issues • Rules, regulations, and procedures

Game Time!


The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears long; the tail thick at the base and tapering gradually.

The elongated head is set on a short thick neck, and at the extremity of the snout is a disk in which the nostrils open like a pig.

The mouth is small and tubular, furnished with a long extensible tongue. A large individual measured 6 feet 8 inches. In color it is pale sandy or yellow, the hair being scanty and allowing the skin to show.



The Armadillo

"South Pig"



Say: And how do we communicate them?

Responses may include:

- Announcements in the dining hall
- Written in the leader's guide
- Posted in and around camp

Do: Before moving to group 2

Say: Before we move to group 2 let's play a game. Please take out a piece of paper as we are going to draw a picture of an animal. Not just any animal, but one I am going to describe to you.

As I read the description, please draw this animal and we will share these with the group at the end. Don't worry if you are not the best artist, just follow the description. No questions please as we go through the description. I will read though it a couple of times.

Read the following slowly twice: ONLY read!

The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears long; the tail thick at the base and tapering gradually. The elongated head is set on a short thick neck, and at the extremity of the snout is a disk in which the nostrils open like a pig. The mouth is small and tubular, furnished with a long extensible tongue. A large individual measured 6 feet 8 inches. In color it is pale sandy or yellow, the hair being scanty and allowing the skin to show.

After reading through twice ONLY READING!

Say: Let's see those drawings. Hold them up to let us see what you drew. **Make no judgement, only notice and point out the different drawings.**

Say: We were all given the same directions, but we came up with very different drawings.

Let's do it again, but I will give you more information.

This time SHOW the words as well as read them.

Again ask to see the drawings. Do not be surprised if some have "quit" at this point or others respond that this is no more information than before. Remind them that this time you even printed it for them.

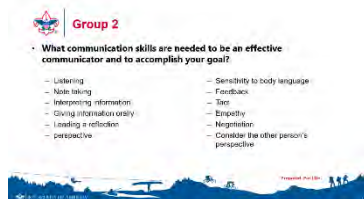
Say: This is how we are with our campers at times. We say "we told you the information and we even wrote it in the leaders guide". **Point out that the direction was still not clear.**

So what was this supposed to be? What animal was this?

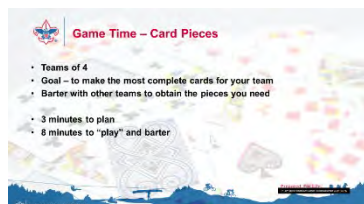
Now SHOW the picture of the animal (an armadillo).

Ask: Is it easier now to draw the animal? Why? **Seek response that we can see the whole picture and it makes sense.**

Ask: Why was this a difficult task to draw this animal?



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It wasn't communicated well what we were trying to do.

Aardvarks are not the most common animal so there was not a familiarity with the subject (sound like a first-year camper or first-time unit to your camp trying to understand your "traditions" or the way we have always done it)

Say: When we communicate at camp even in written word the interpretation can be different, and it takes the full picture to get the message across.

Now to group 2

What communication skills are needed to be an effective communicator and to accomplish your goals?

Responses should include:

- Listening
- Note taking
- Interpreting information
- Giving information orally
- Leading a reflection
- Sensitivity to body language
- Feedback
- Tact
- Empathy
- Negotiation
- Consider the other person's perspective

Say: Before we hear from group 3, We are going to play a game called "card pieces". We are going to break up into teams of 4. Your team will receive an envelope with pieces of several playing cards. Your goal as a team is to make as many full cards as possible for your team.

You will have three minutes to look at your card pieces and develop your strategy. You will then be given 8 minutes to barter with the other groups to accumulate the other pieces you need to make complete cards. You may barter on your own or as a team. At the end of the 8 minutes the team with the most complete cards wins.

Distribute the envelopes

([This exercise](#) from the team at MindTools is a good way to help participants develop more empathy, consider other perspectives, build their communication and negotiation skills.)

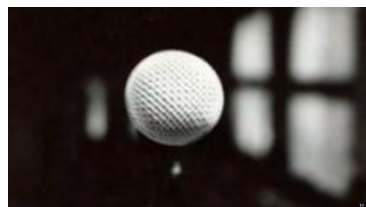
First, make sure you have enough people for at least three teams of two, enough playing cards to give out between **4 and 6 cards to each person. (this will most likely require more than one deck of cards.)** The game should last 15 minutes.

Here's how the activity works:

1. Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.
2. Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.

 Slide has animation to appear on click	3. Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well. 4. Give each team an envelope of playing card pieces. 5. Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy. 6. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter. 7. When the time is up, count each team's completed cards. Whichever team has the most cards wins the round. After the game, you can use these questions to guide discussion on the exercise: Ask: • Which negotiation strategies worked? Which didn't? • What could you have done better? • What other skills, such as active listening or empathy, did you need to use? • How is this communication skill and negotiation needed in your role as a Program director? Now on to group 3: What are some barriers to two-way communication? Responses should include: • Poor communication skills • Lack of information • Fatigue • Personality conflict • Inaccurate perceptions • Language Ask: Why is it important to have two-way communication? (to make sure the message is received correctly)

20 minutes	EFFECTIVE COMMUNICATION PROJECTING
	FACILITATOR
	Say: Communication is not just in the abstract but for us as program directors it is a physical act. There may be times that we are called upon to address large crowds at a flag ceremony, in the dining hall, a campfire or camp-wide activity. In these cases we need to understand how to project our voices and protect our voices as well. So let's talk about a few ways that we can project and do some practice of this skill.



Do: show the videos “How to Project your voice”

<https://www.youtube.com/watch?v=YvaRSyfO3PY&t> (6:06) and “How to Project your voice: “How to make your voice louder”

<https://www.youtube.com/watch?v=Oq4lwr2Mzow> (4:35)

Say: We are going to practice projecting our voices and speaking loudly using some of the techniques from the two videos. We are going to break into groups of three or four and each of you will be given a chance to practice projecting your voice to a crowd. You will have 5 minutes for each of you to practice speaking loudly.

Here is your scenario. You are at the camp morning flag ceremony and you want to give some important announcements to the whole camp. Using the techniques from the videos and after warming up your voice, share the following with the units formed at your camp.

NOTE: This announcement can be changed, and each participant can choose their own words. The purpose here is to practice projecting and speaking so that the crowd can both hear and understand.

“Good Morning Camp. This afternoon we will be having a water carnival at the aquatics area. We need three participants from each unit for this event. The sign-up sheet will be at the pool.”

Do: Have participants break into groups of 3-4. Encourage them to move outside for this section. Participants should practice the techniques in the video and then should practice projecting to the “crowd”.

After 5 minutes get the group back together.

1 minutes	EFFECTIVE COMMUNICATION CLOSING
	FACILITATOR
	Say: Let’s wrap up this session. It is important when trying to have effective communication skills that communication is a two-way interaction and requires both parties to be open and prepared to have the communication. As the person communicating to others, we must do our best to find different ways to encourage the other party to understand us, and when we are doing the listening, we need to work to listen well to understand their perspective as well. Working on and practicing projecting will help you be heard and will help you to not injure yourself or strain your voice over the long season.



FACILITATORS GUIDE

COUNSELING

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand how counseling helps individuals solve their own problems.
- Know the fundamentals of good counseling.
- Know effective techniques for a variety of counseling situations.
- Know how to deal with first-year camper issues.
- List categories of people who are potentially difficult to deal with.
- List several methods of effectively working with reputedly difficult individuals.

Materials needed for this session:

- none

SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
2 minutes	Objectives	Instructor
5 minutes	Why We Counsel and Who We Counsel	Discussion
20 minutes	Counseling Fundamentals	Discussion
35 minutes	Counseling Role Play	Activity
20 minutes	Dealing with Difficult People	Activity
4 minutes	First Year Camper Issues	Instructor
2 minutes	Summary and Closing	Instructor

2 minutes	COUNSELING INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Counseling. For the next hour and a half we are going to be working on your counseling skills and put them into practice. Is there anyone here who is a professional counselor? <i>(acknowledge if there is and share that they should be welcome to add to the session) if not</i> Say: We do not plan to make you a professional counselor during this session, but we do plan to give you some tips and strategies to be able to help your campers and staff solve many issues that arise at camp. One important step is to know your limits and know your resources for help.

2 minutes	COUNSELING OBJECTIVES
	FACILITATOR
	Say: By the end of this course you will be able to: • Understand how counseling helps individuals solve their own problems. • Know the fundamentals of good counseling. • Know effective techniques for a variety of counseling situations. • Know how to deal with first-year camper issues. • List categories of people who are potentially difficult to deal with. • List several methods of effectively working with reputedly difficult individuals.

5 minutes	COUNSELING WHY WE COUNSEL AND WHO WE COUNSEL
	FACILITATOR
	Ask: Why do we counsel at camp? <i>(Seek response but aim for the following): List the suggestions on the whiteboard or flip chart.</i> We counsel in camp to help others do the following: • Solve problems. • Develop a more effective Scout or leader. • Develop more effective staff members. Say: As a counselor our role is never really to solve the problem for the individual. The counselor can only lead the individual to find their own solution. In the case of some camp situations, effective counseling skills can help to defuse situations where emotions are running high.

 Counseling Opportunities • Staff Leader to Staff Leader • Staff Leader to Staff member • Staff Member to Staff Member • Staff Leader to Unit Leader • Friend to Friend	Say: Opportunities to counsel are frequent and varied. Counseling might take place in any of the following instances: • Staff leader to staff leader – a time when you have a conversation with one of your area directors • Staff leader to staff member –a situation where you need to counsel a member of your staff who is not a supervisor or manager. This may take a different approach than to a staff leader. This session could be initiated by the staff member but could be initiated by you as well. • Staff member to staff member – this would be through your coaching of staff so that they are comfortable in helping each other. Counseling is a skill that should be included in your staff training. • Staff leader to unit leader – this could be you or another member of the management team or in some cases an area director dealing with a unit leader’s needs. We will discuss in a few moments about dealing with difficult people, but this skill could be needed for conversations with unit leaders • Friend to friend – we hope that your staff can make friends this summer and that you are able to make friends as well. As we have discussed in previous sessions, you will need to have someone who is a friend to reach out to when you need some help to solve an issue whether personal or camp related. The friend to friend counseling sometimes is the most important.

20 minutes	COUNSELING FUNDAMENTALS
	FACILITATOR
 Counseling Fundamentals Choose a Good Setting	Say: Good counseling is a skill that cannot be learned quickly. Experience is needed, but we can acquire some fundamentals that will help in “first aid” counseling situations. First aid counseling is similar for first aid for injuries as it is the immediate response to a situation. Like first aid for injuries it requires some steps to evaluate the issue and then to seek the proper treatment – or solution – to the issue and just like in administering first aid for injuries, you need to know your limits and treat only the issues that you feel qualified to address. Know when you need to reach out to someone who has had a higher training or experience level for help. The first step is to <u>Choose a Good Setting</u> Say: Counseling is best done in a relaxed and comfortable setting. When an individual seeks you out, you might not have much choice of location. If you are initiating the session, don’t summon the individual, instead, go to that person. Avoid the office, talking across a desk, or other “authority” settings. Aim for privacy and try to avoid distraction. In following all youth protection practices, while looking for a place where you cannot be overheard, make sure you are plainly visible to others. Sometimes the appearance of what you are doing is as important as what you are doing. Counselors should never put themselves in a compromising situation.



Listen Attentively

Say: This can be difficult because many of us lack good listening skills. Remember to give your undivided attention, establish a comfortable distance, face the individual, and maintain good eye contact. Let the person know you are willing to take time to hear them out. Turn off the radio, walkie talkie, or other distractions.

The goal of counseling is to first get the story told, fully and completely. Keep the individual talking; the talking will help the person being counseled to clarify their thoughts about the issue.

Sympathetic sounds, nods of the head, positive body language, and fixed attention will help the person open up to you. If the person starts winding down, work to continue the conversation by using a question like, "What did you do then?" or "How did you feel about that?"

A natural response to hearing someone's problems is to provide solutions, but you must avoid giving advice. Remember it is not your problem to solve, it is theirs.

The individual usually will reject suggestions instantly and probably knows the textbook solution and has applied it ineffectively. This person may not yet have told the complete story and might not expect a practical solution.

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



Summarize What Is Being Said

Say: From time to time, summarize what the individual has said. Include the facts you have picked up.

The summary will assure the person that you are listening and understand. The practice also helps keep the individual on track and able to organize thoughts into a logical sequence that could lead to a possible solution.

Phrases to use at this step include "so what I heard you say was..." and "do I have it correct that..." after using one of these phrases, you will need to reengage your active listening skills to be assured that what you heard was what was being said. Apologize if you did not hear correctly, and ask them to restate any parts that you misunderstood.



Get All the Facts

Say: As you listen and summarize, try to gather all the facts that relate to the problem. In counseling, opinions, emotions, feelings, and reactions are facts just as much as hard data.

As facts are gathered, you can be sure that the individual has all the information needed and knows what resources might be available.

Questions like "how did this make you feel?" or "what did you feel when that happened?" can help you gather facts about the feelings as much as the data.

 Counseling Fundamentals


- Explore a Variety of Solutions
- Plan Implementation

Explore a Variety of Solutions

Say: Some possible solutions may now be explored. Encourage the person to think of a variety of ways to handle the problem. Again, offer no advice. Explore the suggested possibilities and encourage the person to choose an option that feels comfortable.

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

The final step is planning the implementation—determining who will do what and when. Helping the person being counseled to act on the solution that they feel will meet the needs. Follow up with them from time to time if necessary, to see how the situation was resolved.

Reactions and Responses

Say: To put these principles successfully into operation, you as counselor must show that you are listening, that you are interested, and that you understand.

Ask: What are some ways we can show we are listening? (Seek response but aim for the following):

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

Know Your Own Limits

(unless someone in the course is one of these people, if so say "except for...")

Say: we are not expert counselors, clinical psychologists, or behavioral scientists.

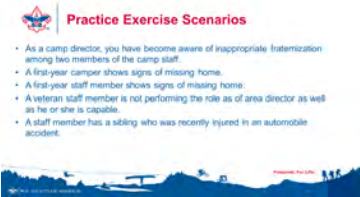
We offer "first aid" for a problem that could be deep-seated. Know your limits. If you believe that professional help is needed, do not suggest it directly but steer the person in that direction. If the person acknowledges the need for professional help, the counselor should help this individual find it.

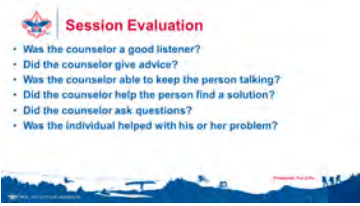
Camp chaplains, when available at your camp, can provide valuable assistance in cases of Scouts missing home, family emergencies, staff conflicts, medical problems, and other delicate situations.

 Counseling Fundamentals

- Know Your Limits
- Be A Friend
- Your Personal Counselor

	<u>Be a Friend</u> Say: Skilled counseling never appears to be counseling. When the program director drops by a unit's campsite and asks the adult leaders "How's it going?" and then listens to all the problems, the program director doesn't appear to be a counselor but a concerned friend. <u>Your Personal Counselor</u> Ask: Where do you go for counseling? Each of us needs a good friend in whom we can confide. Everyone here needs to seek out such a person. There will be a time in camp when you have reached your limits with staff, campers, and the stress of being a program director. You will need to have someone that you can reach out to for guidance and counseling. If you do not have someone in mind, you should make this a priority when you return home. Maybe it could be someone in this course as well.

35 minutes	COUNSELING ROLE PLAY
	FACILITATOR
 Practice Exercise Scenarios • As a camp director, you have become aware of inappropriate fraternization among two members of the camp staff. • A first-year camper shows signs of missing home. • A first-year staff member shows signs of missing home. • A veteran staff member is not performing the role as of area director as well as he or she is capable. • A staff member has a sibling who was recently injured in an automobile accident.	Say: We are now going to test your counseling skills with some brief scenarios. In each group, one person will begin as the counselor; another, the person with the problem; and the third, the observer. You will each have a chance to role play each role so you can decide who would like to go first in each role. You will have six minutes for each rotation: The first four minutes for the counseling to take place and then two minutes for the debrief and evaluation by the observer. Then to rotate the positions until everyone has had the opportunity to be the counselor. The person who is being counseled will select the scenario and you may not select a scenario that one of your group members has already chosen (i.e. you should be able to role play three different situations). Say: The observer should take notes on how well the counselor follows the steps and the tips we have reviewed so far. After the exercise we will get back together as a large group to talk about how well you did as a counselor and go over some of the general observations. Do: Allow 20 minutes for this breakout to take place. Rotate between groups and observe the counseling taking place. This will be important for your observation and leading the overall debrief. After 20 minutes bring the group back together. Ask: Who would like to share their observations from their role as an observer?

 Session Evaluation • Was the counselor a good listener? • Did the counselor give advice? • Was the counselor able to keep the person talking? • Did the counselor help the person find a solution? • Did the counselor ask questions? • Was the individual helped with his or her problem?	You should evaluate by answering the following questions: • Was the counselor a good listener? • Did the counselor give advice? • Was the counselor able to keep the person talking? • Did the counselor help the person find a solution? • Did the counselor ask questions? • Was the individual helped with their problem? Do: As time allows lead a discussion about the observations. Say: Counseling is a skill that is developed over time, so if you did not feel comfortable yet or felt that you made some “mistakes,” that is OK. Our goal here was to allow you to understand the process of counseling and to help you practice in a controlled environment.
20 minutes	COUNSELING DEALING WITH DIFFICULT PEOPLE
	FACILITATOR
	Say: How many of us have had any interaction with a well-meaning Scouter who is very passionate about the BSA, but is not the best at expressing themselves in a positive manner? <i>(We all have or have heard of someone)</i> Our goal is the next few minutes is not to solve this problem in the BSA, but to talk about some strategies to help you manage these issues when they are brought to you at camp. You will need to use your counseling skills to manage these situations. Say: Let’s start with a role play. Do: Ask for a volunteer who would like to be the program director for a camp. <i>(bring this person to the front and lead applause for volunteering knowing this was not going to be easy)</i> Once established, you as the instructor explain that you will role play the end of the week at camp. Say: You are walking back to the office at the end of your camp session when you are stopped by an adult leader (ME) who believes that one of the Scouts from my unit did not receive a completion on a merit badge that they thought they completed. You (the facilitator) act as the adult leader and push for the program director to sign off on the badge. Use phrases like: “The Scout went to the class everyday” “All the other Scouts from my troop who were in the class completed it” “I am never bringing my troop back here if you can’t even fill out a blue card correctly.” Allow the participant to work though and have the conversation with you. This entire exercise should not take more than 2 minutes. Be realistic, but be reasonable. It is not about your winning, but about the process for the participants to think about how to handle the situation. After the scenario:



The Twelve Principles

Principle 1: The only way to get the best of an argument is to avoid it.
 Principle 2: Show respect for the other person's opinions. Never say, "You're wrong."
 Principle 3: If you are wrong, admit it quickly and emphatically.
 Principle 4: Begin in a friendly way.
 Principle 5: Let the other person saying "yes, and" immediately.
 Principle 6: Let the other person do a great deal of talking.
 Principle 7: Let the other person feel that the idea is his or hers.
 Principle 8: Try honestly to see things from the other person's point of view.
 Principle 9: Be sympathetic with the other person's ideas and desires.
 Principle 10: Appeal to nobler motives.
 Principle 11: Dramatize your idea.
 Principle 12: Throw down a challenge.

Say: Let's give _____ another round of applause for helping us in what they knew would be a tough situation.

Let's review the excellent principles Dale Carnegie identified in *How to Win Friends and Influence People* that discuss how to win people to your way of thinking.

1. **The only way to get the best of an argument is to avoid it.** Whenever we argue with someone, no matter if we win or lose the argument, we still lose. The other person will either feel humiliated or strengthened and will only seek to bolster their own position. We must try to avoid arguments whenever we can.
2. **Show respect for the other person's opinions.** Never say "You're wrong." We must never tell people flat out that they are wrong. It will only serve to offend them and insult their pride. No one likes to be humiliated; we must not be so blunt.
3. **If you're wrong, admit it quickly and emphatically.** Whenever we are wrong, we should admit it immediately. When we fight, we never get enough, but by yielding we often get more than we expected. When we admit that we are wrong people trust us and begin to sympathize with our way of thinking.
4. **Begin in a friendly way.** "A drop of honey can catch more flies than a gallon of gall." If we begin our interactions with others in a friendly way, people will be more receptive. Even if we are greatly upset, we must be friendly to influence people to our way of thinking.
5. **Start with questions to which the other person will answer yes.** Do not begin by emphasizing the aspects in which we and the other person differ. Begin by emphasizing and continue emphasizing the things on which we agree. People must be started in the affirmative direction and they will often follow readily. Never tell someone they are wrong, but rather lead them where we would like them to go with questions that they will answer "yes" to.
6. **Let the other person do a great deal of the talking.** People do not like listening to us boast, they enjoy doing the talking themselves. Let them rationalize and talk about the idea, because it will taste much sweeter to them in their own mouth.
7. **Let the other person feel the idea is theirs.** People inherently like ideas they come to on their own better than those that are handed to them on a platter. Ideas can best be carried out by allowing others to think they arrived at it themselves.
8. **Try honestly to see things from the other person's point of view.** Other people may often be wrong, but we cannot condemn them. We must seek to understand them. Success in dealing with people requires a sympathetic grasp of the other person's viewpoint.
9. **Be sympathetic with the other person's ideas and desires.** People are hungering for sympathy. They want us to recognize all that they desire and feel. If we can sympathize with others, they will appreciate our side as well and will often come around to our way of thinking.
10. **Appeal to the nobler motives.** Everyone likes to be glorious in their own eyes. People believe that they do things for noble and morally upright reasons. If we can appeal to others' noble motives, we can successfully convince them to follow our ideas.

 Practice Exercise Scenarios Role Scenarios: An adult leader plays the commissioner as they are in trouble by their tent and demands a completely new campsite location. - One tent for all campers - None after and none more - All the outdoors are noisy - The water is not in the river - There is no water in the river Role Scenarios: An adult mother and father have the camp commissioner (played by the public address system) and beside the commissioner for not ensuring that their child earned the following merit badge. Session Evaluation - Was the commissioner a good listener? - Did the commissioner give advice? - Was the commissioner able to keep the person talking? - Did the commissioner help the person find a solution? - Did the commissioner ask questions? - Was the individual helped with his or her problem?	11. Dramatize your ideas. In this fast-paced world, simply stating a truth isn't enough. The truth must be made vivid, interesting, and dramatic. Television has been doing it for years. Sometimes ideas are not enough and we must dramatize them. 12. Throw down a challenge. The thing that most motivates people is the game. Everyone desires to excel and prove their worth. If we want someone to do something, we must give them a challenge and they will often rise to meet it. Ask: How do these principles help a camp staff member “take the higher road” when dealing with an irate parent, leader, or fellow staff member? (Seek responses) Say: Keeping these principles in mind, we are going to give you a chance to practice your skills again. In each group, have one person be the camp commissioner; another, the person with the problem; and the third, the observer. This time you will only have six minutes: four for counseling and two for evaluation by the observer. We will not be rotating this time. In your group select the person who would like additional practice counseling to be the counselor for this scenario. You may choose any of the scenarios listed. Do: Allow six minutes for the session then bring the group back together. Ask: Who would like to share their observations from their role as an observer? The observer should have evaluated each session using the following observations: - Was the commissioner a good listener? - Did the commissioner give advice? - Was the commissioner able to keep the person talking? - Did the commissioner help the person find a solution? - Did the commissioner ask questions? - Was the individual helped with their problem?

4 minutes	COUNSELING FIRST YEAR CAMPER ISSUES
	FACILITATOR
 First Year Camper Issues - Missing Home - Bed Wetting	Say: We have dealt with some common issues for staff as well as for adults in camp, but one group who sometimes needs us the most is our campers. Many of them will seek out another authority figure at camp that is not an adult from their troop. The fact that camp continues after dark and overnight raises special issues that camp staff must be prepared to manage. Long-term camp may be their first experience out-of-doors at night for some youth, and they might have preconceived fears. Leaders should reassure youth about the safety of their surroundings at night and keep nighttime activities relaxed and quiet. Using counseling skills can help you to manage these situations more effectively.

	Say: Youth who are camping for the first time may experience missing home. Notice the wording of missing home versus homesickness. Everyone misses home from time to time, and we want Scouts to know this is normal and is not a malady. The best approach to preventing Scouts missing home and to deal with those who are is to distract them from thinking about home or feeling bad. A few minutes of talking about a favorite sport or a special event might help. Giving a flashlight at bedtime and making sure the tent mate is a buddy that is well known can be helpful. Keep them busy, tired, and happy. Helping these youth to focus on what is to come at camp and the excitement of the upcoming days is often enough to help them want to stay. Showing them what is coming and they “can’t go home now or you will miss out on...” may lead to their wanting to remain at camp. If you are called to counsel these youth, following up with them at mealtimes or when you see them around camp is critical. Having the program director call them by name will also make them feel a part of the camp culture and feel more at ease. While it sometimes is easier not to believe, bed-wetting is a problem in camp, it is very real, and it can be very embarrassing especially for campers at a Scouts BSA camp. Deal with it confidentially. Careful attention to the bedtime routine can help avoid or reduce the problem. Counseling the unit leaders about simple things like making sure Scouts do not drink anything for two hours before bed and being sure the Scout uses the restroom before going to bed will help. Make sure leaders have access to spare bedding after hours to ensure that the night’s rest may resume. If your camp has laundry facilities, make sure that adults know where and how to access these services. Your ability to help an adult leader manage this situation will show you are customer focused.
2 minutes	COUNSELING CLOSING
	FACILITATOR
 The graphic shows a central lighthouse beam illuminating four directional signs: 'Summary' (top), 'TIPS' (right), 'GUIDANCE' (bottom), and 'ASSISTANCE' (left). The background is a stylized night scene with a tent and stars.	Say: Counseling is not easy: It requires a great deal of practice. Seek out informal counseling opportunities and apply the techniques in a variety of situations. Sharpening counseling skills on small problems provides good preparation for the big ones. Remember that when we are counseling to be a good listener and not offer advice. When you speak, you only repeat what you already know. If you listen, you may learn something. When you are called to deal with difficult people remember the 12 principles from Dale Carnegie. And finally, you need to take care of you. Have a friend or someone you trust that you can call to get some counseling. You will need it.



FACILITATORS GUIDE

MEET YOUR AQUATICS DIRECTOR

NCAP standards: PS-201, PS-202, PS-203, PS-204, RP-254, SQ-406, AO-805, AO-807

COURSE OBJECTIVES

At the end of this session you will be able to:

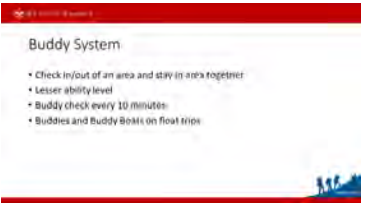
- Explain the role of their Aquatics Director in Camp
- Ask question to the NCS (National Camping School) Aquatics staff
- Understand the authority of the Aquatics Director over the Aquatic Programs in Camp.
- Understand the role of the Aquatics Program at Camp

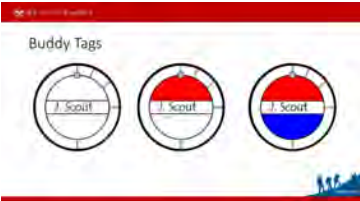
Materials needed for this session:

- NCAP Book pages for Standard PS-201. PS-202, PS-203, PS-204, RP-254, SQ-406, AO-805 & AO-807
- Aquatics Director & Aquatics Program Area
- Buddy Tags (1 per student and staff) and markers

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
5 minutes	Introduction	Instructor
5 minutes	Activity: Making Buddy Tags for Area Visit	Activity
15 minutes	Review NCAP Standards	Discussion
15 minutes	Visit and Observe Aquatics Area	Discussion & Activity
10 minutes	Lost Bather Drill	Discussion
10 minutes	Debrief and Closing	Instructor

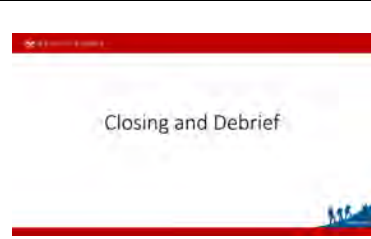
5 minutes	AQUATICS DIRECTOR INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Meet the Aquatics Director. For the next 60 minutes, we will be discussing the role of the Aquatics Program in your Camp. At the end of this session, you will be able to: • Explain the role of their Aquatics Director in Camp • Ask question to the NCS (National Camping School) Aquatics staff • Understand the authority of the Aquatics Director over the Aquatic Programs in Camp. • Understand the role of the Aquatics Program at Camp
5 minutes	AQUATICS DIRECTOR BUDDY TAG DEMONSTRATION
	FACILITATOR
 Slide has animation for each to appear when clicked	Say: One of the main safety mitigations we have for camp, but especially at the aquatics area, is the buddy system. Ask: What is the buddy system and why do we use it at camp? (Seek responses but aim for the following): The buddy system calls for Scouts to pair up with a friend or two for activities. It helps to ensure safety and teaches Scouts to have responsibility for others. Ask: How does the buddy system apply to aquatics? (Seek responses but aim for the following): • Buddies should check into and out of an area together. They are to stay in the same assigned area, too. • If two buddies are of differing swimming abilities, they should remain in the assigned area of the buddy's lesser ability level. • About every 10 minutes, lookouts can conduct a buddy check. The lookout gives a signal and calls for "Buddies." Buddies are expected to raise each other's hand by the time the lookout counts to 10. Lookouts count the paired swimmers before swimming resumes. • Scouts on a float trip need to have buddies as well, and each boat should have a "buddy boat." Now that we understand why we have buddies; we are going to put this into practice as we visit the aquatics area. One of the strategies we use to manage the buddy system at aquatics is to have a marker of the Scout's swimming ability. Most camps use a buddy tag to represent this swimming ability. Everyone who enters the aquatics area must have a buddy tag. As we are going to visit the aquatics area here at camp, we are going to be making a buddy tag.

 	Ask: What are the important elements when making buddy tags for camp? (Seek responses but aim for the following): - Scout's name - Unit Number - Campsite - Indication of swimming ability Why is it important that you use a buddy tag when entering the swimming area, even if not swimming? (Seek response but aim for the following): - It sets the example. - Something could happen to you as well. - It is critical to know who is in the area at any given time. Do: Pass out Buddy Tags, markers, etc. have each participant write their name on the front of the tag. Say: It is important in camp that only those who have met the medical requirements be issued a buddy tag. Council policy will dictate if pre-camp swim checks can be performed, but the camp aquatics director has the authority to recheck any swimming ability. Swimming ability is evaluated at the aquatics area and this portion would be filled in based on the swimming ability of each scout. The colors represent the ability level: With no colors being a non-swimmer; red only (colored on the top) a beginner level; and the red on top and blue on the bottom for a swimmer level. Do: Show a buddy tag of each type of swimming ability.

15 minutes	AQUATICS DIRECTOR NCAP
	FACILITATOR
	Say: Now we're going to look at the different NCAP standards that apply to the Aquatics Area. We are going to talk about each of these and answer questions that you may have about them. DO: Have participants open the NCAP standards to each of these when discussed. After each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS section director during the visit. If your school does not have the section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard.

 Slide has animation for each standard to appear when clicked.	Say: PS – 201 this is the program specific standard for aquatics. It relates to the equipment, and types of aquatic activities that are operated in the BSA. It also speaks to the emergency equipment that is needed at the camp for the aquatics staff. This information follows the Model Health Code and may be more or less strict than your local area. There is a need to understand the local laws about your specific aquatics area. This is even more critical if you are serving as a short-term camp administrator and are offering a short-term camp not on your camp property. PS – 202 deals with live aboard or chartered boat programs. There are specific requirements in place if you offer these types of programs. PS – 203 explains the program details of offering a SCUBA program. It is important to note that the BSA does not allow a council to compress or sell air for SCUBA use or sell, rent or local SCUBA equipment. All air must be obtained from a professional source. It is also important to note that Cub Scouts and Webelos are not authorized to use SCUBA in any activity. PS – 204 Nationally approved SCUBA adventure programs <i>(Is a NA for most councils)</i> RP – 254 – Aquatics supervision courses. Remember that any RP standard is recommended and not required for NCAP certification. This standard discusses the Aquatics supervision courses that you can choose to offer to adult leaders at camp. SQ – 406 is the staff requirement standard. This standard outlines the need for an aquatics director and specifies how you can oversee aquatics programs with separate aquatics areas. The standard also outlines the skills competencies that are required for lifeguards. You should become familiar with these requirements as you will be asked to verify that all the staff meets these requirements. The CPR and lifeguard ratios can also be found in this standard. AO – 805 deals with emergencies that can happen at camp including in the aquatics area. It speaks to the types of emergencies and how to respond. The camp must have a written plan for each of the emergencies outlined. AO – 807 communication systems in place at the aquatics area are vital to success of the area.
15 minutes	AQUATICS DIRECTOR WALK THROUGH PROGRAM AREA
	FACILITATOR
	Ask: Who oversees the aquatics area? <i>(Seek response but emphasize that although the aquatics director may report to the program director on the organizational chart, the area director is responsible for the area). In NCS the NCS section director oversees the area.</i> Say: While the aquatics director is responsible for the area, the program director is responsible for the program that happens there, and it must meet the purpose of the camp and represent the brand standard of your camp in its delivery.

	Do: Walk participants through the Aquatics Area programs. Participants can review the Aquatics Area for safety, Aquatics Area pluses, Aquatics issues then ask questions of the Aquatics Director walking around in the Aquatics Program Area. Remind participants to look for the safety equipment and evidence of the NCAP standards being followed. Remind participants that if they observe something not following the standards (if not life-threatening), to make a note and discuss when you return to the classroom after the visit. Remind participants to take their buddy tags with them to the area and to follow all rules of the aquatics area. Remind participants that we will ask permission to enter the area.

10 minutes	AQUATICS DIRECTOR LBD
	FACILITATOR
	Do: While on site at the aquatics area Say: One of the emergency procedures that is discussed in AO-805 deals with what happens with a lost person. In the case of aquatics, we call this a lost bather. Your council needs to have written plans in place to deal with a lost bather. We will ask the aquatics staff and participants to show you what the process is at this camp. Keep in mind that your process may differ slightly based on your location and local council policy, but the process will be similar. Your role in this emergency may vary based on your local council plan, but in general you act as the incident manager. Do: Ask the NCS aquatics staff/participant to explain and then demonstrate the LBD process for the camp.
10 minutes	AQUATICS DIRECTOR CLOSING
	FACILITATOR
	Do: When back in the classroom: Debrief with participants and ask what they observed. Discuss any safety issues that they saw and any observations of best practice. Ask: What is one thing you might change at your aquatics area based on your observation?



FACILITATORS GUIDE

MEET YOUR COPE/CLIMBING DIRECTOR

NCAP standards: PS-206, RP-256, SQ-409, SQ-411, RP-463, FA-715, RP-753, AO-805, AO-807

COURSE OBJECTIVES

At the end of this session you will be able to:

- Be familiar with the role of their COPE/Climbing Director in Camp
- Ask question to the NCS COPE/Climbing staff
- Understand the role of the COPE/Climbing program and NCAP COPE/Climbing Standards at camp
- Understand the authority of the COPE/Climbing director over the COPE/Climbing programs in camp.

Materials needed for this session:

- COPE Course & Climbing Tower
- NCAP Book Standards PS-206, RP-256, SQ-409, SQ-411, RP-463, FA-715, RP-753, AO-805, AO-807
- COPE/Climbing Inspection report

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
15 minutes	Discussion on the COPE/Climbing Program & Program Standards (NCAP, ACCP, etc)	Discussion
30 minutes	Tour of COPE/Climbing facilities and areas, allowing time to point out how standards are met as well as allowing time for questions	Activity/Breakout
13 minutes	Summary of safety behaviors, best practices for purchasing equipment, and any questions that may have gone unanswered.	Instructor
1 minute	Closing	Instructor

1 minute	COPE/CLIMBING DIRECTOR INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to COPE/Climbing Director. For the next 60 minutes, we will be discussing COPE/Climbing Program Area, trained staff, and safety. At the end of this session you will be able to: • Be familiar with the role of their COPE/Climbing Director in Camp • Ask question to the NCS COPE/Climbing staff • Understand the role of the COPE/Climbing program and NCAP COPE/Climbing Standards at camp • Understand the authority of the COPE/Climbing director over the COPE/Climbing programs in camp.

15 minutes	COPE/CLIMBING PROGRAM AND NCAP
	FACILITATOR
 	Say: COPE/Climbing Areas provide adventure and challenge for our Scouts at camp. Climbing Areas may be available for Scouts BSA youth that have the maturity and strength to participate in Climbing. The COPE (Challenging Outdoor Personal Experience) program provides group initiative games, trust events, and high and low ropes course. Some activities involve a group challenge, while others develop individual skills and agility. Before offering any COPE/Climbing programs, be familiar with the age appropriate guidelines of the BSA and the Guide to Safe Scouting as not all COPE or climbing programs are appropriate for all age levels. We are going to look over some of the NCAP standards related to COPE and Climbing Programs. We are going to talk about each of these and answer questions that you may have about them. Do: Have participants open the NCAP standards to each of these when discussed and after each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS section director during the visit. If your school does not have the section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. PS-206: The COPE or Climbing programs must operate safely and in compliance with the policies of the Boy Scouts of America and the Association for Challenge Course Technology (ACCT). The ACCT standards gives guidance and direction to meet in design, performance, inspection, operations, and training.

Say: Program Equipment – Specialized equipment needed for a safe COPE and/or climbing program is available for participants and staff and approved by a qualified staff leader. Protective helmets must be worn in fall zones. All equipment and cordage must be used, inspected and retired according to the manufacturer’s recommendations. In the absence of a manufacturer’s recommendation, all soft goods must be retired not more than 10 years from date of purchase. Participants and staff in the fall zone must wear rock-climbing helmets. Inventory or cordage and rope must be kept. All rope and cordage must be uniquely marked, permanently identified, and traceable in the inventory. Equipment is retired according to the manufacturer’s retirement recommendation. Staff members must inspect all equipment use before and after climbing events. All the equipment must be kept in a locked, protected storage location.

Participant Requirements – Participation in the COPE and climbing activities shall comply with Age-Appropriate Guidelines for Scouting Activities according to the Guide to Safe Scouting. Program staff must ensure that all participants have adequate maturity to participate in the activities.

Program Operations – Written procedures must be followed by the COPE/Climbing staff. It is important for no participant to be coerced or pressured in doing the COPE/Climbing programs. All the techniques must be explained, demonstrated, and practiced before the activity. The participants must be trained in the life safety systems. COPE/Climbing staff must be trained in safety, protections, emergencies, First Aid and CPR certified, and rescues. Course director determines if participant safety might be compromised by course conditions, staffing, weather, or any other factor, and is empowered to open and close the COPE or climbing program.

Participants are top-roped when climbing. Proper belay techniques are used when transferring between systems. All rappelling participants use and acceptable rappel belay method. Only trained staff may use lobster claws or similar tether to self-belay above the anchor. Everyone must be belayed or tethered when within 8 feet of an edge when a fall of more than six feet could occur. Zip line staff must be tethered. Consistent program is in place to CHECK clothing, head protection, environment, connections and knots are double-checked in any belay events for staff members and participants. The process must always be followed by staff .

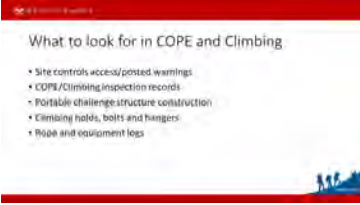
Written emergency plans are in place. At least one person on site must have valid CPR training and be present when program is in operation. Rescue equipment and medical supplies are appropriate for likely incidents.

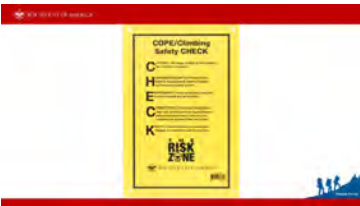
Temporary Anchor Systems must provide strength as to limit potential falls and the load must be equalized across multiple anchor points. Trees used as anchors must be well-rooted, healthy, at least six inches in diameter at the point of attachment, and protected from damage.

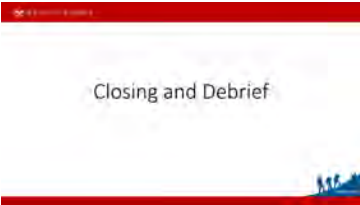
RP-256: The CHECK checklist program is utilized which includes clothing, helmet, harness, environment, connection, and knots.

SQ-409: All COPE and/or climbing programs must be supervised and staffed by qualified persons. Qualified staff must have appropriate qualifications and training as National Camp School COPE Director training and National Camp School Climbing Director. Additional Level 1 and Level 2 trained staff are needed to properly operate this area.

	SQ-411: Climbing-based adventure programs must have a current certification from the Climbing section of National Camping School or Level II Climbing Instructor certification. RP-463: The council operates a COPE and/or climbing committee that is led by a COPE and Climbing Program Trainer.

30 minutes	COPE/CLIMBING FACILITIES NCAP & TOUR
	FACILITATOR
	Say: The COPE/Climbing facilities must be constructed to ACCT standards and Boy Scouts of America policies. This is stated in NCAP Standard FA-715. Do: Tour the COPE/Climbing Facilities completing the following task and review of facilities to provide examples of the NCAP standards. • Program sites on BSA property controls access and posted warning signs. • Look at COPE/Climbing Inspection Annual records. The COPE/Climbing facilities must be inspected annually by the Council COPE/Climbing Committee and a qualified professional inspector. • Review a portable challenge structure looking at construction. • Look at the climbing bolts and hangers installed. These must have council written approval, be properly installed, and be inspected twice annually. Also, discuss pitons are never used in BSA climbing. • Look for evidence of rope logs and equipment logs.

13 Minutes	COPE/CLIMBING SAFETY
	FACILITATOR
	Ask: What are some examples of safety procedures in the COPE/Climbing Program areas? (Seek response but emphasize that all the NCAP standards are safety measures to make sure we provide safe experiences. Examples of safety include equipment, operation procedures, logs, training staff, inspections, construction of facilities.) Say: Safety is vital and important in operations of the COPE & Climbing programs at camp for our youth and adults. Two additional NCAP standards provide directions in the case of emergencies. AO – 805 deals with emergencies that can happen at camp and in the COPE/Climbing area. It speaks to the types of emergencies and how to respond. The camp must have a written plan for each of the emergencies outlined. AO – 807 communication systems in place at the COPE or Climbing area are vital to success of the area.

1 Minutes	COPE DIRECTOR CLOSING
	FACILITATOR
	Say: We have covered lots of information through discussion of the COPE/Climbing NCAP standards, looking at facilities, safety, and staff. Does anyone have questions to ask on what we covered in the last 50 minutes or experiences in the COPE/Climbing Program Area? (Answer questions and note comments on experiences.) Thank you and time to return to your Program Section Classroom.



FACILITATORS GUIDE

MEET YOUR SHOOTING SPORTS DIRECTOR

NCAP standards: PS213, PS214, SQ407, SQ408, RP456, AO-805, AO-807

COURSE OBJECTIVES

At the end of this session you will be able to:

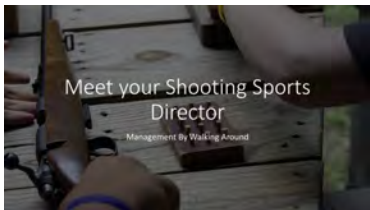
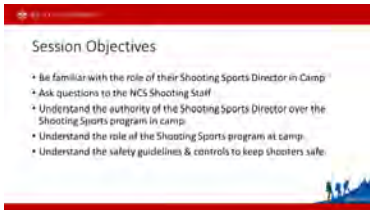
- Be familiar with the role of their Shooting Sports Director in Camp
- Ask questions to the NCS Shooting Staff
- Understand the authority of the Shooting Sports Director over the Shooting Sports program in camp.
- Understand the role of the Shooting Sports program at camp.
- Understand the safety guidelines & controls to keep shooters safe.

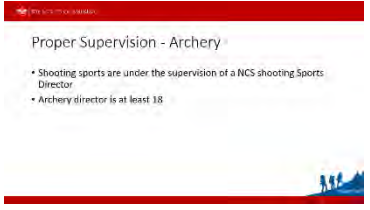
Materials needed for this session:

- Archery Range Standards PS-213 & SQ-408
- Firearms Range Standards PS-214 & SQ-407

SESSION TIMELINE: 60 MINUTES

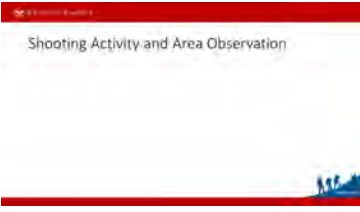
Time	Action	Delivery Method
1 minute	Introduction of the Shooting Sports NCS Director	Instructor
10 minutes	Visit Archery Range to review following Standards PS-213 (Archery Range) & SQ-408 (Archery Staff)	Discussion
10 minutes	Visit Firearms Range to review following Standards PS-214 (Firearm Ranges) & SQ 407 (Firearms Staff)	Discussion
30 minutes	Program Experience	Activity/Breakout
8 minutes	Summary	instructor
1 minute	Closing	Instructor

Time	Action	Delivery Method
1 minute	SHOOTING SPORTS DIRECTOR INTRODUCTION	
	FACILITATOR	
 	Say: Hello and welcome to Meet Your Shooting Sports Director. For the next 60 minutes we will be discussing Shooting Sports Program Area, trained staff, and safety. At the end of this session you will be able to: • Be familiar with the role of their Shooting Sports Director in Camp • Ask questions to the NCS Shooting Staff • Understand the authority of the Shooting Sports Director over the Shooting Sports program in camp. • Understand the role of the Shooting Sports program at camp. • Understand the safety guidelines & controls to keep shooters safe. Say: Shooting sports programs at camp provide opportunity for Scouts to experience a sport with which they may not be the most familiar. It is imperative that we conduct all shooting sports programs safely following the guidelines of the BSA and the NCAP standards.	

10 minutes	ARCHERY RANGE VISIT & NCAP APPLICABILITY	
	FACILITATOR	
 	Do: Conduct this session at the archery range. Say: One of the first requirements in shooting sports is the proper supervision. At the archery range, this is the archery instructor. The archery range must be under the supervision of a shooting sports director. The range supervisor must be at least 18 years old and has been trained by a shooting sports director or USA archery level one or higher instructor. DO: Have participants open the NCAP standards to each of these when discussed and after each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS section director during the visit. If your school does not have the section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. Say: PS-213 says if offered, the camp operates a safe, age-appropriate archery program. This standard relates to range set up, appropriate standard operating procedures. Appropriately sized and aged archery equipment, and qualified staff supervision. Proper safety equipment including finger tabs or gloves and arm guards are in use. In addition the standard outlines program guidance for the sporting arrows program. Do: Review standard PS-213 and answer questions as appropriate.	

 Slide has animation for each point to appear when clicked	Say: SQ-408 says the archery range must be supervised by trained and qualified staff. The archery program must be under supervision of a Shooting Sports Director. Range Supervision must be at least 18 years old and must be trained by Shooting Sports Director or USA Archery Level 1 Instructor. And a Sports Arrow program must be supervised by a USA Archery Level 1 Instructor. Lead Discussion with participants on what they see about the Archery Range that helps with safe program for our Scouts. <i>(Some examples may be)</i> • Fence or other safety makings around the Archery Range • Red Flag flying for Archery Range when open with live fire • Gate to enter • Marked line on cement/ground noting to stand behind line. • Archery Bows & Arrows storage on firing line • Archery signage • Range Officer stand for watching firing line • Arm guards and finger tabs in use and properly sized for participants

10 minutes	FIREARM RANGES VISIT & NCAP APPLICABILITY
	FACILITATOR
 Slide has animation for each standard to appear when clicked.	Do: Visit the Rifle, Shotgun or additional shooting sports range(s). Say: <i>Firearms range supervision.</i> Each firearms range must have an individual who has either a current certificate of training from the Shooting Sports section of National Camping School or a current certificate of training as an NRA Instructor in the firearms offered on the range and who is 21 years of age or older in charge of the firing line at any time it is in operation. We will review additional staff requirements when we review the Firearms Standards shortly. Do: Have participants open the NCAP standards to each of these when discussed and after each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS shooting sports section director during the visit. Remind participants to read the interpretation and verification sections for clarification on each standard. Say: PS-214 Says If offered, the camp operates a safe, age-appropriate firearm shooting sports program. This standard relates to range set-up, appropriate standard operating procedures, appropriately sized and aged firearm shooting sports equipment, qualified staff supervision, and firearms program. Each shooting sports program must meet the age appropriate guidelines of the BSA. This standard defines the safety and maintenance of the firearms along with storage of the ammunition and the documentation needed for each type of firearm. The standard also states the needed safety equipment for each shooting sports discipline. Special programs are explained as is the process to offer these at camps.

	Say: Firearms Programs being operated depends on camp type. The following are the options: • BB Gun for Cub Scouts, Scout BSA, Venturing and Sea Scouting • Pellet rifles for Webelos (restricted to long-term camp only), Scout BSA, Venturing and Sea Scouting • Rifle Shooting, Shotgun and Black Powder for Scout BSA, Venturing and Sea Scouting. • Scouting Pistol safety and marksmanship program for older Scout BSA and Venturing or Sea Scouting. • Cowboy Action Shooting Programs for older Scout BSA, Venturing and Sea Scouting • Chalk Ball Programs for Scout BSA, Venturing and Sea Scouting • Multi-Gun Airsoft Experience Program for Scout BSA, Venturing and Sea Scouting For additional information see also the BSA shooting sports manual. SQ-407 says the firearms program must be supervised by a shooting sports director. It defines who can serve in this role. For long-term camps the shooting sports director must be on site when the firearms range is in use. The standard outlines alternate requirements if a shooting sports director is not available. Range supervision is then defined to outline and detail who can give supervision to the discipline being offered. The range must be supervised by trained and qualified staff. The range supervisor needs to meet the stated requirements. Instructor ratios are also defined including ratios for special shooting programs. Sling shot and throwing sports supervision is also discussed in this standard. Do: Give participants time to read this standard and then ask questions. Discuss as appropriate. AO – 805 deals with emergencies that can happen at camp and in the shooting sports area and speaks to the types of emergencies and how to respond. The camp must have a written plan for each of the emergencies outlined. AO – 807 communication systems in place at the shooting sports area are vital to success of the area.
30 minutes	SHOOTING SPORTS ACTIVITY #1
	FACILITATOR
	Say: Now, we want to provide a short experience shooting firearms to learn safety and program elements in providing this program to our Scouts. Do: Line up at a Shooting location. We will go over the safety talk and provide you 5 shots now. Take the 5 shots on the Fire-Arms Range. Clear the range when everyone has completed shooting 5 shots. (Number of shots may be determined by the NCS shooting sports staff based on time or other factors)

	While some are shooting, other participants should observe the area for the trigger pull logs, the range Standard Operating Procedures, and storage facilities for firearms and ammunition.
8 minutes	SHOOTING SPORTS SUMMARY
	FACILITATOR
	Once back in the classroom. Debrief and discuss any concerns or issues with any of the shooting sports areas. Focus on items that a program director should observe when visiting this area: • Trigger pull log • Ammunition locked • Firearms locked • Evidence and labeling of any firearm out of service • Boundaries for entrance into the area • Shooting flag up Say: Today we have toured the Shooting Sports program area and covered the NCAP standard review on the Archery and Firearms Ranges. We reviewed the safe operation of these ranges and the staff requirements that must be met to open the ranges. We reviewed the different shooting programs available to our youth. Then we spent some time experiencing shooting Rifles. Do we have any questions outstanding on our visit to the Shooting Sports Program Areas? Ask: What changes if we are offering only BB guns or archery for Cub Scouts? <i>(No shooting sports director is present. Training is provided for these disciplines by a shooting sports director.)</i>

1 minute	SHOOTING SPORTS DIRECTOR CLOSING
	FACILITATOR
	Say: Thank you for taking your time to learn more about our Shooting Sports areas. We know that you will all go back to your home camps with a better understanding about the Shooting Sports Program.



FACILITATORS GUIDE

COUNSELOR IN TRAINING (CIT) PROGRAMS

NCAP standards: SQ-401, SQ-402, RP-459

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand different ways camps use a Counselor in Training program.
- Understand different models of Counselor in Training programs.
- Understand different ways to support Counselors in Training

Materials needed for this session:

- Whiteboard or Flip Chart
- Markers
- Easel
- Screen
- Projector

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
8 minutes	Awareness Activity	Discussion
15 minutes	Exploration	Instructor
5 minutes	Closing	Instructor

1 minute	INTRODUCTION
	FACILITATOR
 Counselor in Training Programs NCAP Standards SQ-401, SQ-402, RP-459	NOTE TO INSTRUCTOR: This session is an informal discussion about several questions related to CIT programs. It is encouraged that this discussion take place in an informal setting and not necessary be conducted in the classroom. Encourage sharing of ideas and best practices. Say: Welcome back! For the next 30 minutes, we will be discussing Counselor in Training (CIT) programs.

8 minutes	AWARENESS ACTIVITY
	FACILITATOR
 Tell us about your CIT program	Say: Counselors in Training (CITs) are common in most camps. Ask: By a show of hands, how many of you have a CIT program at your camp? Do: From those who raise their hands, call on two to three to describe how their camp's CIT program works for the group. If needed, prompt participants to share if their CIT programs work differently than what has already been shared. While participants describe their programs, good exploratory questions to ask each, if not already addressed, include: • How long do CITs stay at camp? • Are CITs assigned to one area for their stay or do they rotate between areas? Are your CITs compensated in any way? Do they pay to be part of the program? • Do CITs get to do anything special as part of the program? • Who oversees and manages your CITs? • Do the CITs have opportunities for advancement? What is the process to make sure the home unit approves this advancement prior to the Scout participating? (This is especially important in the merit badge program)

15 minutes	EXPLORATION
	FACILITATOR
	Say: As you can see from the examples we just heard, there are probably as many different variations on a CIT program as there are camps in the room. That is not a bad thing. Different camps have different goals and needs when it comes to CITs. When thinking about CITs, here are things to keep in mind:

All about CITs

- Usually 14- or 15-years old.
- Usually not paid.
- Excellent way to identify future staff members.
- There are as many variations on a CIT program as there are camps...



Keys to a GREAT CIT Program...

- CITs should have an opportunity to experience as much of camp as possible.
- CITs should have facilitated opportunities to continue to grow as a Scout.
- This helps them ...
 - Learn to set and achieve goals.
 - Build and develop valuable camp skills and knowledge.
 - Get ahead on their Scout advancement trail.
 - Be an example to other Scouts in their units which may incentivize others to be CITs in the future.



More keys to a GREAT CIT program...

- The management of CITs should be monitored.
 - CITs can be the target of bullying.
 - CITs can be taken advantage of by other staff.
 - CITs need guided and supported opportunities to have real responsibility.
 - CIT mentors.
- CIT should receive all staff training.
 - Training ensures they have the skills and knowledge of other staff.
 - Training helps them understand what it is like to be a staff member.
 - While in camp, CITs represent you and the camp.



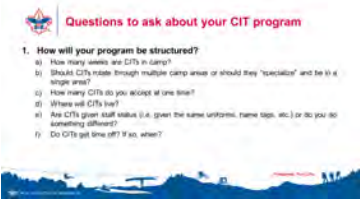
- **Say:** Generally, CITs are 14 or 15-years old.
 - This may be impacted, however, by state or local laws.
- Generally, CITs are not paid for their time at camp.
 - This, too, may be impacted by state or local law.
 - In some cases, CITs pay to participate in the program.
 - In some camps CITs may receive a stipend upon completion of the program.
- A CIT program is a way to identify future potential staff.
- When speaking to prospective CITs and their parents, one way to describe the program is like an on-the-job interview that lasts for the duration of the CIT program and that each CIT is evaluated during this timeframe.
- The camp is looking for CITs who may become staff members in the future. These staff members possess a similar attitude, work ethic, and other competencies to have an ability to be a successful camp staff member.
- The CIT will have an opportunity to learn where they may be interested in working in the future and if working at camp really is for them. Some CITs come to realize that working at camp isn't what they thought it would be.

Say: CITs should have an opportunity to experience camp and continue to grow as a Scout.

- CITs should be rotated through various program areas so they can experience camp and find where they might best fit in.
- Working with a CIT to develop a personal advancement plan does the following:
 - Helps them learn to set a goal and achieve it.
 - Helps them continue to learn valuable camp skills and gain knowledge in areas where they may want to work in the future.
 - Helps them continue along their Scout advancement trail. This can give them an edge over other Scouts in their unit and may encourage others to be CITs in the future.

Say: The management of CITs must be assigned to an adult staff member:

- Be aware of staff using CITs simply to do jobs they don't want to do.
- CITs can become a focus of bullying. Identify this and deal with it quickly.
- We want CITs to have a good experience. If they don't, they may not come back and will most certainly tell others not to be staff members.
- CITs should be provided guided and supported opportunities for responsibility. They should get the opportunity to teach or do something important at camp, with a staff member there for support.
- CITs need to be assigned to a specific staff member who will work with them to make sure their needs are being met and act as the adult leader for this group.
- CITs should receive staff training
 - Being a CIT is a way to help a Scout learn what it is like to be a camp staff member. They should be trained like any other staff member.
 - Training ensures they have the skills and know the expectations to be successful at your camp.
 - While in camp, CITs represent you and the camp.

5 minutes	CLOSING
	FACILITATOR
 Questions to ask about your CIT program - How will your program be structured? - How many weeks are CITs in camp? - Should CITs rotate through multiple camp areas or should they "specialize" and be in a single area? - How many CITs do you accept at one time? - Where will CITs live? - Are CITs given staff status (i.e. given the same uniforms, name tags, etc.) or do you do something different? - Do CITs get time off? If so, when? - Who will manage/supervise the program in your camp? - Which staff member(s) will serve as a mentor? - Will CITs pay for the experience or is their attendance free of charge? - Can CITs work on advancement? If so, how do you monitor this? - How/when will CITs be trained? Questions?	Say: As you think about your CIT program, here are questions to ask: - How will your program be structured? - How many weeks are CITs in camp? - Should CITs rotate through multiple camp areas or should they "specialize" and be in a single area? - How many CITs do you accept at one time? - Where will CITs live? - Are CITs given staff status (i.e. given the same uniforms, name tags, etc.), or do you do something different? - Do CITs get time off? If so, when? - Who will manage/supervise the program in your camp? - Which staff member(s) will serve as a mentor? - Will CITs pay for the experience, or is their attendance free of charge? - Can CITs work on advancement? If so, how do you monitor this? - How will CITs be trained? Ask: Based on what we have just discussed, are there any ways you may want to change your CIT programs in the future? Do: Solicit several responses from the group.



FACILITATORS GUIDE

MEET YOUR OUTDOOR SKILLS DIRECTOR

NCAP standards: PS-206, PS-212, PS-222, SQ-402, SQ-412

COURSE OBJECTIVES

At the end of this session you will be able to:

- Be familiar with the role of their Outdoor Skills Director in Camp
- Ask question to the NCS Outdoor Skills staff
- Understand the role of the Outdoor Skills program at camp

Materials needed for this session:

- Outdoor Skills Section Director and visit to Outdoor Skills Program Area
- Outdoor Skills NCAP standards PS-206, PS-212, PS-222, SQ-402, SQ-412

SESSION TIMELINE: 50 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Visit Outdoor Skills area and discuss NCAP PS-206, PS-212, PS-222, SQ-402, SQ-412	Discussion
30 minutes	Complete Outdoor Skills Tour & Tie two knots or lashings	Activity/Breakout
8 minutes	Summary	Instructor
1 minute	Closing	Instructor

1 minute	OUTDOOR SKILLS PROGRAM AREA INTRODUCTION
	FACILITATOR
 Meet Your Outdoor Skills Director Merit Badges of Outdoor Skills Session Objectives • Be familiar with the role of their Outdoor Skills Director in Camp. • Ask question to the NCS Outdoor Skills staff • Understand the role of the Outdoor Skills program at camp	Do: This session is meant to be conducted at the Outdoor Skills program area. Inform participants that this module will also include a skills training in the area. They should come prepared with adequate water and proper clothing. Say: Welcome to the Outdoor Skills Program Area. For the next hour we will be discussing the Outdoor Skills Program Area, NCAP Standards and staffing. At the end of this session you will be able to: • Be familiar with the role of their Outdoor Skills Director in Camp • Ask question to the NCS Outdoor Skills staff • Understand the role of the Outdoor Skills program at camp

25 minutes	CLASSROOM VISIT & NCAP APPLICABILITY
	FACILITATOR
 Merit Badges of Outdoor Skills Outdoor Skills Elective Adventures (New June 1, 2024): Tiger: Let's Camp Tiger Wolf: Finding Your Way, Let's Camp Wolf Bear: Chef Tech, Let's Camp Bear, Whittling Webelos: Chef's Knife, Let's Camp Webelos, Math on the Trail, Tech on the Trail Arrow of Light: High Tech Outdoors, Into the Woods, Knife Safety	Say: You are now sitting in one of our classrooms. Outdoor Skills is the area that most people think about when they think of the Boy Scouts of America. If you asked anyone in the public what Scouts do, there is little doubt people would say things like go camping, start fires, and tie knots. These along with many others are skills taught at Outdoor Skills. What are some of the merit badges that are taught in our Outdoor Skills Program Areas? <i>(Possible answers may include):</i> • Backpacking • Camping • Cooking • Emergency Preparedness • Geocaching • Hiking • Orienteering • Pioneering • Wilderness Survival • Others? Ask: What programs are available for out Cub Scouts in the Outdoor skills area? <i>(Possible answers may include):</i> • Tiger: Let's Camp Tiger • Wolf: Finding Your Way, Let's Camp Wolf • Bear: Chef Tech, Let's Camp Bear, Whittling • Webelos: Chef's Knife, Let's Camp Webelos, Math on the Trail, Tech on the Trail • Arrow of Light: High Tech Outdoors, Into the Woods, Knife Safety

 Slide has animation for each standard to appear when clicked	Say: Now, we will briefly review some of the Outdoor Skills Program Areas NCAP Standards: Do: Have participants open the NCAP standards to each of these when discussed and after each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS section director during the visit. If your school does not have the section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. Say: PS-206 -states that pioneering projects must be safe and meet safety standards in equipment and supervision comparable to COPE, but are not COPE structures. PS-212 – Program is led by qualified staff, are safe and use proper equipment. Look over the equipment at the site to make sure it is in serviceable condition. Pioneering projects where participants feet are more than 6 feet above the ground must be approved and reviewed by the Council Enterprise Risk Management Committee PS-222 – Only applies to adventure activities at a camp where pioneering projects are in place. SQ-402 – Camp Staff have received training in outdoor skills that they will be instructing under the direction of the National Camping School Outdoor Skills Director. These plans are outlined in the staff training plan. The plan must be program specific for Cub Scouts, Scouts BSA or Venturing. This training should be a part of the overall 28 hours of required training for camp staff SQ-412 - The Outdoor Skills Director must be 18 years old or older and must complete the Outdoor Skills section of the National Camping School. You may use another trained or experienced person for Outdoor Skills director if they meet “equivalent skills” and have a waiver from the NCAP committee. —“Equivalent life skills” may include, but are not limited to, Scouting experience as a Scouts BSA or outdoor Venturing crew leader and having earned and taught merit badges offered in outdoor skills area or having earned the National Medal for Outdoor Adventure or the Venturing Ranger Award or similar life experience; or completion of college courses in outdoor skills topics. Mere completion of the outdoor skills merit badges is not sufficient by itself. AO – 805 deals with emergencies that can happen at camp and in the Ecology area and speaks to the types of emergencies and how to respond. Th camp must have a written plan for each of the emergencies outlined.
30 minutes	SKILL INSTRUCTION ACTIVITY
	FACILITATOR
	Do: Complete a skills instruction in knot tying or lashing. Each participant should have the experience of tying some knots or lashings and experience the thrill of building a useful camp gadget or project. This should take no longer than 20 minutes Say: While you do not need to be an expert in Outdoor skills to be a great program director, you should be able to know if the skills are being taught. You should be able to evaluate what is being shared by the Outdoor Skills staff. Your Outdoor Skills director is a great resource for you, and you should have them lead a session during

	staff week on the correct knots to use in tent and tarp construction as appropriate at your camp.

4 minutes	CLOSING
	FACILITATOR
	Say: Any questions on the Outdoor Skills Program Area, NCAP standards, or additional ideas to enhance your Outdoor Skills Area?



FACILITATORS GUIDE

MEET YOUR ECOLOGY DIRECTOR

NCAP standards: PS207, PS211, RP251, PS252, SQ412, AO-805, AO807

COURSE OBJECTIVES

At the end of this session you will be able to:

- Be familiar with the role of their Ecology Director in Camp
- Ask question to the NCS Ecology staff
- Understand the role of the Ecology program at camp

Materials needed for this session:

- Ecology Director and visit to Ecology Program Area
- Ecology Area Standards PS207, PS211, PS251, PS252, SQ412
- Local Resource Guides on camp plants, insects, animals or reptiles.

SESSION TIMELINE: 50 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Visit Ecology Program Area to review Standards PS207, PS211, PS251, PS252 and SQ412	Discussion
30 minutes	Complete Ecology Tour & Hike Trail Activity #2	Activity/Breakout
8 minutes	Summary	Instructor
1 minute	Closing	Instructor

1 minute	ECOLOGY PROGRAM AREA INTRODUCTION
	FACILITATOR
	Do: This session is meant to be conducted at the Ecology program area. Inform participants that this module will also include a short hike (less than 15 minutes and not strenuous) around the area. They should come prepared with adequate water and proper clothing. Say: Hello and welcome to Ecology Program Area. For the next hour we will be discussing the Ecology Program Area, NCAP Standards, and staffing. At the end of this session you will be able to: • Be familiar with the role of their Ecology Director in Camp • Ask question to the NCS Ecology staff • Understand the role of the Ecology program at camp

25 minutes	CLASSROOM VISIT & NCAP APPLICABILITY
	FACILITATOR
	Say: You are now sitting in one of our classrooms. Ecology is a very important area at camp, teaching our Scout BSA youth about ecology and the environmental importance of the outdoors. What are some of the merit badges that are taught in our Ecology Program Areas? <i>(Possible answers may include):</i> • Bird Study • Environmental Science • Fishing • Fly Fishing • Fish and Wildlife Management • Forestry • Insect Study • Mammal Study • Nature • Reptile & Amphibian Study • Soil and Water Conservation • Sustainability • Weather Ask: What are some elective adventures or requirements that could be used for Cub Scout programs? <i>(Possible answers may include):</i> • Tiger: Champions for Nature, Sky is the Limit • Wolf: Champions for Nature, Digging in the Past • Bear: Balancing Bears, Champions for Nature • Webelos: Champions for Nature, Earth Rocks

 Slide has animation for each to appear on click	• Arrow of Light: Champions of Nature, Into the Wild Say: Now, we will briefly review some of the Ecology Program Areas NCAP Standards: Do: Have participants open the NCAP standards to each of these when discussed and after each ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS section director during the visit. If your school does not have the section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. PS-207: Fishing Programs provided by camp makes sure appropriate instruction and safe equipment and facilities are being used. These fishing programs offered may include Cub Scout Fishing, Fishing Merit Badge, Fly-Fishing merit badge or a Fish camp. We want to make sure the best instruction is being provided and appropriate fishing gear. All camps must provide well-maintained equipment and instructions on its use. Also, your camps need to provide proper aquatics facilities for fishing. Consider using certified angler instructors to teach fishing sessions. PS-211: PS-211 is a standard about the Nature and Conservation program. Camps need qualified staff who provide hands-on opportunities for conservation and ecological learning projects and provide opportunities for observation of the Natural World. This would also include the proper tool use and safety. RP-251: This is a recommended standard about the conservation projects which are available for Scouts and units to complete during their camp visit. The conservation projects required under Standard FA-704 Conservation Plan includes a list of conservation projects that can be done. This list is posted, and the camp provides staff to instruct about the conservation project and how the project advances the conservation goals for camp. SQ-412: The Ecology Director must be 18 years old or older and must complete the Ecology section of the National Camping School. With a waiver, you may use another trained or experienced person for Ecology Director if they are a college student or teacher in the Ecology area. Please reference NCAP Standard SQ-412 for additional details. AO-805 deals with emergencies that can happen at camp and in the Ecology area and speaks to the types of emergencies and how to respond. Th camp must have a written plan for each of the emergencies outlined. AO-807 communication systems in place at the ecology area are vital to success of the area.

30 minutes	TRAIL HIKE ACTIVITY
	FACILITATOR

 Trail Hike Activity	Do: Complete a short hike (15 minutes or less) on a trail. The point of the hike is not to be strenuous and should be easily accomplished by the group. Break up into 4 groups with each to look for one of the following: plants, insects, animals, & reptiles using local camp resources to help. After finishing the short hike, end back at the classroom and each group take two-three minutes to report their findings (12 minutes). At the end of the debrief... Say: While you do not need to be an expert in nature and ecology to be a great program director, you should be familiar with a few of the plants, insects, animals, or reptiles that can be found at your camp. You should be able to evaluate what is being shared by the ecology staff. Your ecology director is a great resource for you, and you should have them lead a session during staff week on poisonous plants and dangerous wildlife that you, your staff, or your campers may come across at your camp.

4 minutes	CLOSING
	FACILITATOR
	Say: Any questions on the Ecology Program Area, NCAP standards or additional ideas to enhance your Ecology Area?



FACILITATORS GUIDE

MEET YOUR TREK DIRECTOR

NCAP standards: PS-218, PS-219, PS-220, PS-221, SQ – 403, SQ-410, SQ-411, RP-460, FS-603

COURSE OBJECTIVES

At the end of this session you will be able to:

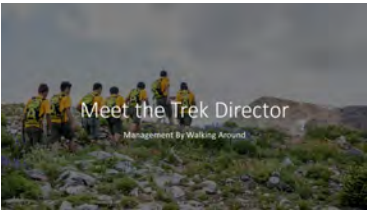
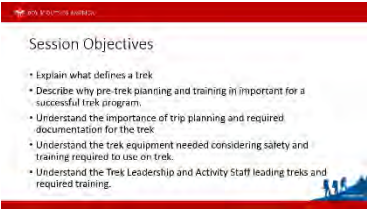
- Explain what defines a trek
- Describe why pre-trek planning and training is important for a successful trek program.
- Understand the importance of trip planning and required documentation for the trek
- Understand the trek equipment needed considering safety and training required to use on trek.
- Understand the Trek Leadership and Activity Staff leading treks and required training.

Materials needed for this session:

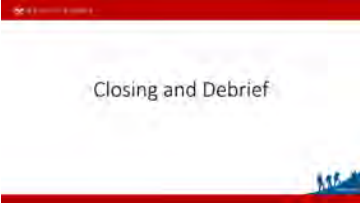
- NCAP standards PS-218, PS-219, PS-220, PS-221, SQ-410, SQ-411, RP-460, FS-603

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
20 minutes	Consideration of Required Trek NCAP Standards	Discussion
35 minutes	Trek Planning Exercise by Groups	Activity/Breakout
2 minutes	Closing	Instructor

1 minute	TREK DIRECTOR INTRODUCTION
	FACILITATOR
  Slide has animation for each point to appear when clicked	Say: Welcome to Meet the Trek Director and for the next 60 minutes we will be discussing your camp Trek Programs. At the end of this session you will be able to: • Explain what defines a trek • Describe why pre-trek planning and training is important for a successful trek program. • Understand the importance of trip planning and required documentation for the trek • Understand the trek equipment needed considering safety and training required to use on trek. • Understand the Trek Leadership and Activity Staff leading treks and required training.
20 minutes	TREK PROGRAM NCAP REQUIREMENTS
	FACILITATOR
 Slide has animation for each point to appear when clicked	Say: The trek program can be an important camp program to draw your older Scout BSA youth to return to your long-term camps. Trek program planning in advance has different considerations and NCAP standard requirements. We are going to discuss the NCAP requirements to help you in setting up your Camp Trek programs and how they are important in considering Trek sites. Do: Have participants open the NCAP standards to each of these when discussed, and after each, ask and answer any questions that arise. If you are not sure about a specific question, make note and speak to the NCS trek section director during the visit. If your school does not have the trek section, do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. PS-218: Trek program is any program where participants are separated from the primary camp area for two or more consecutive nights. The trek must be properly supervised and conducted safely. The following requirements must be met: • Crew Size must be minimum of 6 persons and maximum of 12 with some exceptions listed. • Youth Protection Training requirements for all crews must be met. (<i>see details</i>) • At least one member but prefer two must hold current American Red Cross Wilderness & Remote First Aid, ECSI Wilderness first aid or equivalent. • Pre-trek skills test is given for skill proficiency. • Staff members shall conduct shakedown with each crew and accompany the crew for at least 48 hours where trek is not on council-owned property.

	Say: PS-219: Regular program of pre-trek conditioning and training should be sent to participants and leaders. A pre-trip orientation must be provided to all campers and key members. PS-220: Camp has a written plan to periodically review all trail camps and program areas. Planning and documentation of the plan is prepared, and a copy retained at the camp headquarters. PS-221: Planning for Trek program equipment is considered for participants that is safe and crew is trained in proper use. SQ-403: Long-term camps that only offer trek programs do not require a program director and may use an individual as both program director/ trek director if appropriately certified. SQ-410: The Trek Director must be 21 years old and hold a current certificate of training from the Trek Leader section of National Camping School. Trek staff must be 18 years old and completed required trek program operation training. In addition, one staff must have Leave No Trace Master Educator or Trainer certification. The Trek Staff member must hold current American Red Cross Wilderness and Remote First Aid with CPR/AED certification. SQ-411: Staff members leading the trek have evidence of required certification for the trek adventure. RP-460: We want staff accompanying a trekking crew to hold Leave No Trace Trainer certification. FS-603: For trek programs and outpost camps: 1. The camp provides guidance on proper food preparation, storage, and disposal as part of the trek or outpost instruction or during initial meal preparation on the trek or outpost. 2. The camp makes adequate provision, either at the trek location or by portable methods, for food storage that will maintain food safe from animal or vermin intrusion. 3. The camp makes adequate provision for collection of unavoidable food preparation waste at reasonable frequencies and locations on the trek or outpost, and this information is communicated to trek participants in advance.
35 minutes	TREK PROGRAM ACTIVITY
	FACILITATOR
	Say: Now we will break up into four groups to work on a practical in planning trek in one of the four adventure treks opportunity. We will take 20 minutes for each group to plan an initial trek. And then give each group five minutes to present on their trek. Do: Each group choses one Adventure program to plan trek. Give 20 minutes for discussion. • Backpacking trek • Whitewater Rafting Trek • Climbing-based adventure program • Mountaineering-based adventure

	Say: It is now time for each group to present on their Trek Program plan using all the required NCAP standards presented earlier to help you.
2 minutes	TREK DIRECTOR CLOSING
	FACILITATOR
	Say: In closing you have learned the process to the Trek program planning to be completed by the Program Director with your guidance working with the Trek Director. The Documents provided to the camp headquarters which administers the trek must list/describe/catalogue the following items: - Pre-trip orientation(s) - Participants' physical training - Trek equipment to be required. - Providing well planned treks will help to retain older Scouts in your long-term camp.



FACILITATORS GUIDE

TRADING POST

NCAP Standards: AO-806 and RP-159

COURSE OBJECTIVES

At the end of this session you will be able to:

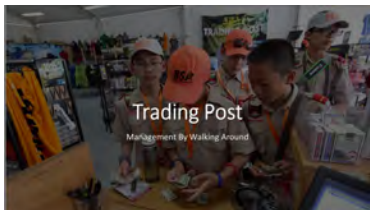
- Understand how the trading post fits into the overall camp budget
- Consider different options for supplying the trading post
- Understand how to implement trading post inventory and control measures
- Prepare information at season's end for a successful next season
- Understand how the trading post fits into the fun and activities at a camp facility

Materials needed for this session:

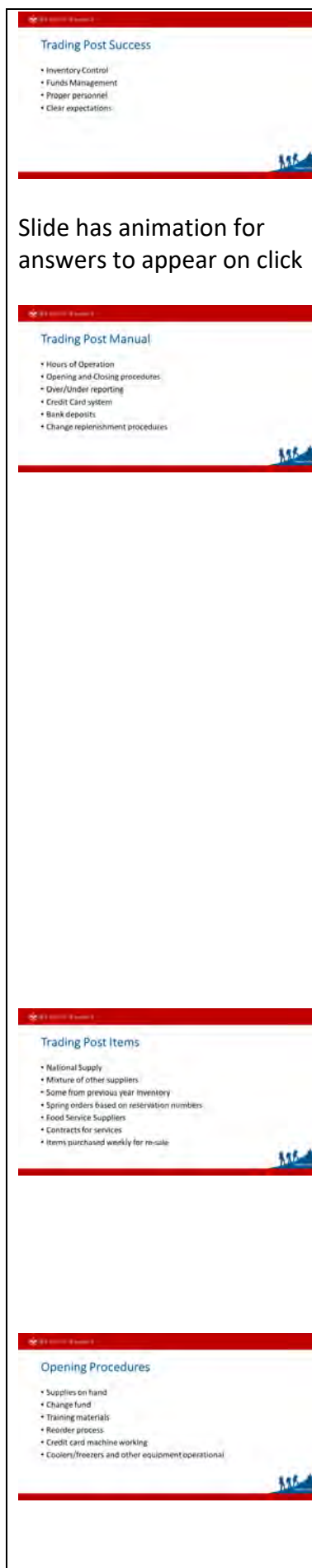
- Flip chart and markers
- Projector
- National Supply Order information
- Insert in book (or thumb drive) of suggested items for manual (see notes)

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
20 minutes	Trading Post Operations	Discussion
10 minutes	Funds Management	Discussion
10 minutes	What Sells?	Video/Discussion
5 minutes	Trading Post Facility	Discussion
5 minutes	Staffing	Discussion
5 minutes	Preparing for Next Summer	Discussion
3 minutes	Summary	Instructor

2 minutes	INTRODUCTION
	FACILITATOR
 Trading Post Management By Walking Around Session Objectives • Understand how the trading post fits into the overall camp budget • Consider different options for supplying the trading post • Understand trading post inventory and control measures • Prepare information at season's end for a successful next season • Understand how the trading post fits into the fun and activities at a camp facility	Say: Hello and welcome to Trading Post Operations. For the next 60 minutes we will be discussing how to have a successful trading post operation at your summer camp. At the end of this session you will be able to: • Understand how the trading post fits into the overall camp budget • Consider different options for supplying the trading post • Understand how to implement trading post inventory and control measures • Prepare information at season's end for a successful next season • Understand how the trading post fits into the fun and activities at a camp facility

20 minutes	TRADING POST OPERATIONS
	FACILITATOR
 Trading Post Manager • Responsible for the trading post: • Mature • Able to keep records • Trustworthy • Good customer relations • Reports to the Camp Director  Why do we have trading posts? • Make money • Provide Program Support • Provide Social Gathering Spot • Provide Take-home items for Scouts and staff Slide has animation for answers to appear on click	Say: Nearly every camper will visit the trading post at least once during the time spent at camp. Camp staff members will be regular customers. Parents, visitors, and council staff members will all come to the trading post. A clean, well-managed, and well-stocked trading post with well-groomed, polite, and cheerful staff members will not only make money, but also provide a positive impression about the entire camp operation to your visitors and customers. The modern camp trading post or camp store operates much like a general store, stocking everything from snacks to Scout camping equipment. The trading post manager is the person completely responsible for trading post operation. The manager must be a mature individual, able to keep accurate records of cash and merchandise, and trustworthy. A friendly, but business-like personality, is essential to good customer relations. All assistants working in the trading post should have the same qualifications. There are many opportunities in the Trading Post to augment your camp program. The trading post impacts financially, programmatically, health and wellness programs, camp promotion and more. The opportunities are endless, but the Trading Post does require management, and typically the responsibilities fall directly under the Camp Director. Ask: What are some of the reasons we have a trading post? (Seek responses and record on whiteboard or flip chart. Divide answers into the 4 groups as they are called out and then "title" the groups once you are done and explain): The reality is that it breaks down into 4 categories: • To make money • To provide program support to camp • To provide a social gathering spot • To provide a take-home program for Scouts and staff



Slide has animation for answers to appear on click

What does it take to be successful in these 4 categories? (Seek response but aim for the following):

- Inventory Control
- Funds Management
- Proper Personnel (Trading post manager and employees)
- Clear expectations

The best way to being to understand your Trading Post operations is with a walk-through of your current trading post and a review of the Council's Trading Post manual. The manual should include written instruction on things like:

- What are the hours of operation?
- What are the daily opening and closing procedures?
- When does the Camp Director need to be notified of financial problems?
- How does the credit card system work?
- How do we make a bank deposit and how often is that expected?
- How do we replenish the change drawer?

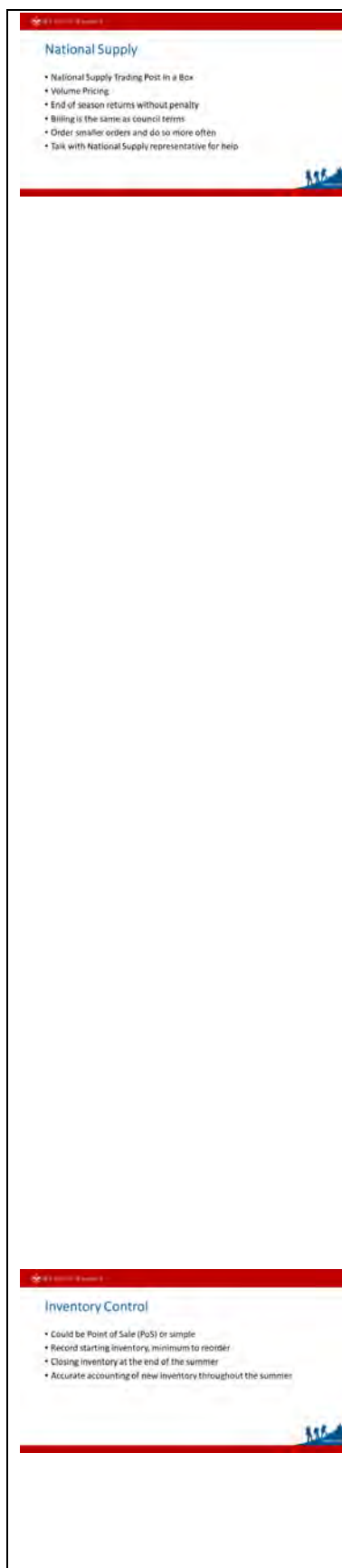
For a full list of all suggested items to be in your manual, please look in the downloads section of the camp director guidebook sent to your council by National Supply. Many of the items on this list are specific to your council. If there is no manual, develop a list that answers the questions provided on our suggested items list, and fill in more information as the summer progresses with the help of your Trading Post Manager.

Ask: Where do we obtain items that we sell in our trading post? (Seek responses but aim for the following):

- National Supply
- Mixture of suppliers (will probably get some specific names)
- Some from previous year inventory
- Spring orders based on reservation numbers
- Food Service Suppliers
- Contracts for services
- Items purchased weekly for re-sale

Making sure that your trading post staff walks into the summer set for success is your responsibility. Does that mean that all shelves are stocked, and the trading post is ready to go? Eventually, but not initially. It means that...

- Supplies are on hand
- Change funds established
- Training materials provided
- Reorder processes are in place
- The credit card machine is working (always check each year!)
- Coolers/freezers and any other equipment are operational



Say: We know that one of the reasons to have a trading post is to make a profit, and a well-run trading post will absolutely generate income (profit). Some easy and great ways to increase your profit are the following:

- Using BSA Supply Group's Trading Post in a Box, which looks at the top selling camp items across the country.
 - By simply entering the number of campers, it generates a suggested order for you. It will also highlight items where you are close (within 25%) to the next price break. This offers another layer of building your margin and thus, your profit.
- Beyond Trading Post in a Box, Supply Group offers volume pricing on many items. When it makes sense to buy at the price break quantity, your cost goes down; you make more per item.
- Speak with your local council supply representative for additional information about camp purchasing.

Say: Your billing will be the same as your local council terms with supply group. Also, Supply Group would recommend you order smaller orders and do so more often – make sure you get the order in ASAP. The initial order may take three weeks, and “in season” orders will be processed that week if coded as camp orders. Talk with your supply rep for further information on this.

When you order from National Supply they provide:

- Safety regulation monitoring (Consumer Product Safety Improvement Act)
- Easy re-order opportunities
- Exclusively branded Scouting items

Ask: How does your council control trading post inventory? (Seek responses)

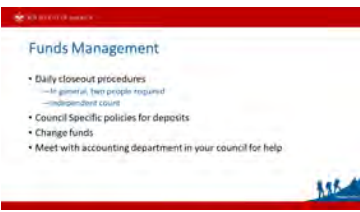
It may be simple like a spreadsheet or as robust as point-of-sale system.

There are a few keys to any inventory control. The system must be able to record starting and ending inventory as well as a minimum number to trigger a re-order (if not too late in the season) If you are open year round, inventory before summer camp season will help you to determine summer camp sales compared to year round. This will also be important to properly account for summer sales in the camp budget. If your trading post is only open for summer, the closing inventory from the previous year may be a starting point for the opening inventory the next season.

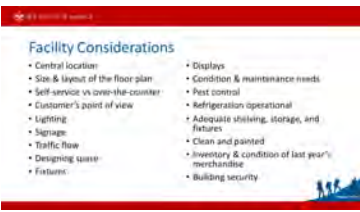
Accurate opening and closing inventories are essential to a successful trading post operation.

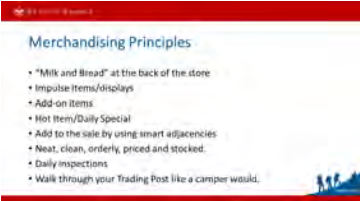
Say: Your trading post manager needs to be involved in the opening and closing inventories as they will be responsible for the operation and the merchandise during the camping season.

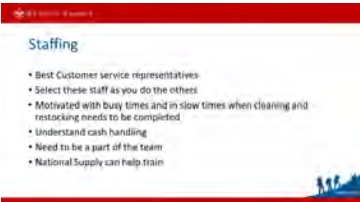
Accurate accounting of your trading post during the camping season will also be critical to customer service and customer satisfaction throughout the season.

10 minutes	TRADING POST – FUNDS MANAGEMENT
	FACILITATOR
	Say: The accounting department of your council has policies and procedures in place for the handling of cash and daily closeout of your trading post. You should become familiar with these procedures and schedule a meeting with the accounting department of your council to understand how these policies affect the camp operation. Daily closeout of the trading post till is required in most camps. These procedures may vary from council to council, but in general it requires two people to do an independent count of the trading post incomes and match with the daily sales receipts. For example – Your trading posts begins the day with \$100 in change already in the till. You have a sales total today based on the receipt from your register of \$787.22. At the end of the day the trading post manager and an assistant who is helping with the daily closeout will remove \$100 for the initial start-up money and the remaining total of cash, check and charges should be \$787.22. Your report may be asked to split the totals into more detail, but it is that simple. Remember that even an inexpensive cash register can be used and can provide plenty of sales detail for good record keeping. Each council will also have specific policies about bank deposits and procedures that you need to follow. Again, a meeting with the accounting department of your council will help you to understand these practices for your camp. Finally, an agreement with the accounting team is needed to determine the amount of change fund that will be held at each camp for the summer. When you or your designee are making deposits, it is crucial that there is enough change on hand to operate the Trading Post effectively. Keep in mind that at the beginning of each session you may need more smaller bills as many campers arrive at camp with large bills, and you will need to be able to make appropriate change for these bills.

10 Minutes	TRADING POST – WHAT SELLS?
	FACILITATOR
 	Say: One of the most important parts of the trading post operation is knowing what sells. You may have records from the previous season that can help guide this answer. For most trading post, snacks and drinks will be at the top of the sales list with materials needed for any program following. Consider any inventory from previous years when deciding on this year's order so you do not end with a large overage. While it is important to not get too bogged down in the trading post setup and management oversight, please remember that the Trading Post provides revenue to your Camp's bottom line and is an important piece of your summer camp program. The Penn State ProWellness website has a lot of good information about updating your trading post for healthier alternatives. There are many ways to improve our inventory to be healthier, and many of the camps that have made the suggested changes are experiencing increased sales. Let's watch. Do: Show trading post video from Penn State Pro Wellness site (3:19): https://prowellness.childrens.pennstatehealth.org/community/boy-Scouts-of-america/toolkit/trading-posts/ Each camp will have items that all campers have come to expect. Make sure you have a good variety of those expected items on hand. Make sure you have plenty of memorabilia items on hand as well. Include multiple price points and different types of items. Don't make Tenderfoot Tonya choose between popcorn and a nice bracelet for Mom if you can find the right products where she can get both. If your camp serves multiple programs, make sure to account for that in your inventory and have age appropriate items in your trading post. The needs of a Scouts BSA youth are different from a Cub Scout and both are different from a parent. Address all your demographics as much as possible and stock your trading post during that time with appropriate items for the program being served.

5 minutes	TRADING POST FACILITY
	FACILITATOR
	Say: One important aspect of the trading post is the facility itself. What are some things to consider about the space you choose for the trading post? (Seek responses but aim for the following): • Central location • Size & layout of the floor plan • Self-service vs over the counter • Customer's point of view • Lighting • Signage

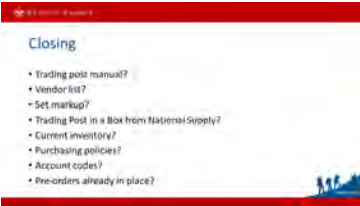
 Merchandising Principles • "Milk and Bread" at the back of the store • Impulse items/displays • Add-on items • Hot Item/Daily Special • Add to the sale by using smart adjacencies • Neat, clean, orderly, priced and stocked. • Daily inspections • Walk through your Trading Post like a camper would.	• Traffic flow • Designing space • Fixtures • Displays • Condition & maintenance needs • Pest control • Refrigeration operational • Adequate shelving, storage, and fixtures • Clean and painted • Inventory & condition of last year's merchandise • Building security Say: How we set up and display merchandise directly impacts our sales. Here are a few tips to help make this an easy part of your prep work. • Display the 'needs', known as our "milk and bread" at the back of the Trading Post, this forces the customers to walk through the 'wants' -- just like at your grocery store. • Great displays – on the sales floor and at the checkout will drive impulse sales. • A simple and cheap add-on item presented at the checkout and mentioned to every camper will also build your sales. • Do you offer daily specials or have a "hot item"? Maybe something the staff has promoted in the program areas or something that was featured during a mealtime "commercial"? Make sure you have it clearly displayed near the entrance. • Sale items! It doesn't need to have a price reduction, but it could. Mark it down just a smidge. These can repeat week after week. • Do you make a great presentation? Have inviting, clean shelves straightened, with merchandise priced with shelf tags. • Housekeeping - o Areas of responsibility - o Assigned to all staff members - o Maintenance checklist - o Daily, Weekly, Monthly • Daily inspection at open and close –everything from bugs in the light fixtures to dirt on the floor. • And finally, walk through your Trading Post as a camper would –use your "camper eyes".

5 minutes	TRADING POST - STAFFING
 Staffing • Best Customer service representatives • Select these staff as you do the others • Motivated with busy times and in slow times when cleaning and restocking needs to be completed • Understand cash handling • Need to be a part of the team • National Supply can help train	Say: The trading post must be staffed with individuals who are your best customer service representatives. These staff will undoubtedly meet most of the campers at your camp. Therefore it is important that filling these staff positions be done with the same scrutiny that is used in filling other positions. Make sure you find someone that can handle the hustle and bustle of a check-in day with visitors and parents as well as the downtime where cleaning and restocking become the task at hand.

	Say: These staff should understand the fundamentals of cash handling and be familiar with the policies and procedures set forth by your council regarding accounting procedures. Most importantly these staff should provide the best atmosphere of friendly customer service in your camp. Write a specific job description that explains the positions but also how the staffer will fit into the overall camp staff. These staff need to be a part of the team and need to feel a part of the overall team. The trading post is in an integral part of the experience of any camper and can have a huge financial impact on camp. Hiring responsible youth and adults is imperative to a successful operation. These staff will be responsible for thousands of dollars of your council's resources in both money and inventory. Your trading post will also be visited by almost all campers, many multiple times. It should be a fun and welcoming place in camp and having the right personnel will make a big difference in sales as well. Training of these staff in customer service and salesmanship should be a part of your staff week plan. It is also important to train on the skills of counting money and making change as this is a large portion of the responsibility. Do not take this skill for granted. Your national supply representative in your area can help you with this upon request.

5 minutes	TRADING POST – PREPARING FOR NEXT SUMMER
	FACILITATOR
	Say: At the end of the season it is important to close out the trading post properly not only to close this season, but to be able to prepare for the next. There are a few things that you need to keep in mind when closing the trading post. Conduct the final inventory count: - Count everything, independently and twice. Prepare merchandise: - For return to vendor (if appropriate) - To be sold at other council locations - To be stored until next year - To be written off and destroyed Winterize machines: - Refrigerator/freezer - Slushy/shaved ice - Coffeemaker - Soda machine

	Say: Prepare the closing report: • Include comments on items to start, stop, and continue. • Complete the Staff/Management Checkout Report. • Be thorough and use this report to start the next season. • Indicate trends, suggestions for inventory items and personnel for future years, and any further information that will help the follow year. • This report should be added to the camp's continuation process to be reviewed and updated annually. Please remember that most of the information you will need for your trading post operations is already compiled. You simply need to work with your Accounting department to understand the procedures, your responsibilities, and where to go for help if there are issues outside of the Camp Director scope. Improvements should always be welcomed as the year progresses, but many of the processes should be in place with your council already.

3 minutes	TRADING POST - SUMMARY
	FACILITATOR
 Closing • Trading post manual? • Vendor list? • Set markup? • Trading Post in a Box from National Supply? • Current inventory? • Purchasing policies? • Account codes? • Pre-orders already in place?	Say: The trading post is an often-overlooked area where improvement can be quick, and it can improve the camp financially as well as provide a great experience for our campers. There are many questions to ask your council when you return. The better picture you have of your starting point, the easier it will be to have a successful trading post operation at your summer camp. • Do we have a Trading Post manual that spells out the expectations for Trading Post operations? • Do we have a vendor list that we use exclusively for Trading Post purchases? • Is there a set markup percentage for all Trading Post operations set by the Council? • Have we participated in the Trading Post in a Box (TPiB) program in previous years? • Is there a current inventory that I can review before we order for the current camp season to avoid over purchasing of Merit Badge supplies and other items for sale? • How are purchases made for the Trading Post? • What accounting code should I use for any reimbursements to keep the Trading Post inventory separated from the program supply cost line? • Do we have any pre-order programs in place and if so, how does that work?



FACILITATORS GUIDE

MEET THE HANDICRAFT DIRECTOR

NCAP Standards: PS-208, SQ-401, SQ-402, SQ-412

COURSE OBJECTIVES

At the end of this session you will be able to:

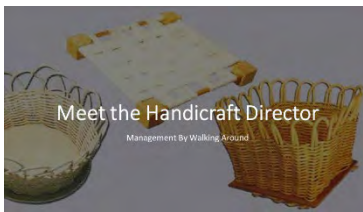
- Be familiar with the role of their Handicraft staff in camp
- Understand the role of the handicraft standard at camp

Materials needed for this session:

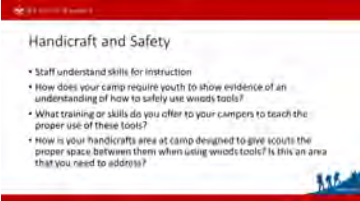
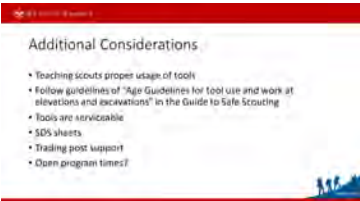
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SESSION TIMELINE: 30 MINUTES

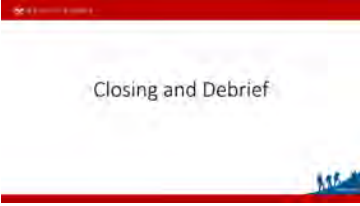
Time	Action	Delivery Method
1 minute	Introduction	Instructor
28 minutes	Discussion on the NCAP standard PS-208	Discussion
1 minute	Closing	Instructor

1 minute	HANDICRAFT INTRODUCTION
	FACILITATOR
 Meet the Handicraft Director Management By Walking Around Session Objectives • Be familiar with the role of the Handicraft staff in camp • Understand the role of the handicraft standard at camp	Say: Hello and welcome to the handicraft area. For the next 30 minutes, we will be discussing the handicraft area of camp and the staff and safety related to the programs. At the end of this session you will: • Be familiar with the role of the Handicraft staff in camp • Understand the role of the handicraft standard at camp

28 minutes	HANDICRAFTS PROGRAM AND NCAP
	FACILITATOR
 Purpose of Handicraft • Scouts want to make something • Practical means for youth make things of beauty or usefulness • To learn patience, self-expression, and coordination of mind and muscle • Various advancement and hobby interests • Make use of nature's materials • Train units for year-round program NCAP standards • PS - 208 • SQ - 401 • SQ - 402 • SQ - 412 • AQ - 805 • AQ - 807	Say: The handicraft area of camp allows a youth the opportunity to be creative and to make projects or express their artistic prowess while at camp. This area often allows Scouts to have a memento from camp to take home. The purposes of a handicrafts area are as follows: • To answer the creative urge to make something • To provide a practical means for youth to improve the physical environment by making things of beauty or usefulness for themselves or others • To learn patience, self-expression, and coordination of mind and muscle • To teach the skills of various advancement and hobby interests and how to make use of nature's materials • To train units in skills that can become program interests in the year-round program, giving them a grounding in handicrafts materials to work with, methods of teaching, and how to improvise We are going to look over the NCAP standards related to Handicraft Programs. Do: Have participants open the NCAP standards to PS-208, SQ-401, 402, and 412 and answer any questions that arise. If you are not sure about a specific question, make note and do not give incorrect information. Instead reach out to ncs@scouting.org for clarification. Remind participants to read the interpretation and verification sections for clarification on each standard. Say: PS-208 says: If offered, handicraft programs focus on typical camper learning opportunities, are properly supervised, and promote the safe use of equipment. This standard states that staff understand the skills required for the craft being offered and that the equipment being used is checked for safety and is serviceable. SQ-401 and SQ-402 deal with overall staff requirements, so like all staff the handicrafts staff fall under this standard.

 Handicraft and Safety • Staff understand skills for instruction • How does your camp require youth to show evidence of an understanding of how to safely use woods tools? • What training or skills do you offer to your campers to teach the proper use of these tools? • How is your handicrafts area at camp designed to give scouts the proper space between them when using woods tools? Is this an area that you need to address?  Additional Considerations • Teaching Scouts proper usage of tools • Follow guidelines of "Age Guidelines for tool use and work at elevations and excavations" in the Guide to Safe Scouting • Tools are serviceable • SDS sheets • Trading post support • Open program times?	Say: SQ-412 does not specifically call out the handicraft area but requires councils to establish safety and quality criteria for programs not defined in the standard. We often discuss the handicrafts area of camp as the one for new or younger Scouts. The program standard states that the program staff understand the skills required for the crafts being offered. Ask: What programs do you offer in your handicrafts area? (Seek responses and use this a brainstorming session for participants to think of other programs that may be appropriate for their camp.) Ask: How do you go about making sure that the staff have the skills required to instruct the crafts being offered? (Seek responses and discuss. Make the point that we need to train these staff to be successful, and we do not have a National Camping School Course for handicraft directors, so this training is left to the council to develop plans for training for both knowledge and for safety) Say: One of the common injuries in the handicrafts area is cut fingers from using tools in woodcarving or woodworking crafts. Knowing that this is a common problem, we should address this in our program and in our plan. Ask and discuss each of the following: • How does your camp require youth to show evidence of an understanding of how to safely use woods tools? • What training or skills do you offer to your campers to teach the proper use of these tools? • How is your handicrafts area at camp designed to give Scouts the proper space between them when using woods tools? Is this an area that you need to address? Say: There are several other considerations for the handicrafts area that should be addressed by our council when planning on offering a handicrafts program. (Ask the following questions as discussion topics for the remaining time in this session) • What safety measures are in place to teach Scouts to use other tools properly at the handicrafts area? (Use ideas from the list above to ask about specific tools. i.e. leatherworking hammers and stamps, pottery kiln, wood chisels, etc.) • If power tools are used in the area how are you verifying that each camper meets the minimum age requirements outlined in the "Age Guidelines for tool use and work at elevations or excavations." • How do you ensure that the tools you are using are safe and in serviceable condition? – How are the chisels sharpened for instance? Reference the "SAFE Project Tool Use" document for age appropriate tools. • Does your staff have access to SDS sheets related to the chemicals that they may be handling (paints, paint remover, tie dye, etc.)? Have they been trained on what to do in the case of a spill or exposure to these chemicals? • How is the trading post supporting your handicrafts area? • Do you sell projects that a Scout can complete on their own or with minimal instruction and equipment? • Does your instruction in handicrafts rely heavily on a Scout being able to purchase items? • How do you help Scouts who would like to participate but do not have the ability to purchase items?

	• Do you have alternate ways for youth to build a basket or make a leather craft for instance? • What times during your camp can a Scout come to the handicrafts area to use tools or supplies to create a craft? • Others?

1 minute	HANDICRAFT CLOSING
	FACILITATOR
	Say: Many times we think about the handicrafts area as a place for younger Scouts and one where Scouts can be creative. We as camp managers need to be aware of the training and hazards that can occur at this area just as with other areas of camp. Having a strong handicraft program can add to the appeal of your camp and have a place for Scouts to be creative and express themselves in a positive way. We have covered lots of information through discussion of the handicrafts area of camp. Are there any additional questions that anyone has related to this subject? (Answer questions and note comments on experiences.)



FACILITATORS GUIDE

OPEN DISCUSSION

NCAP standard: None Specifically

COURSE OBJECTIVES

At the end of this session you will be able to:

- Gain more confidence in your role as a program director
- Share best practices
- Share concerns in an open format

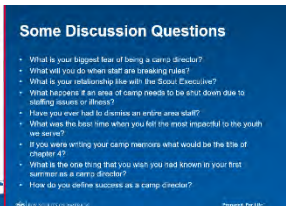
Materials needed for this session:

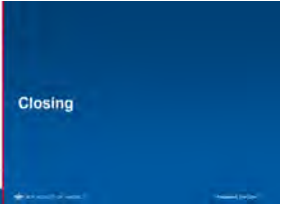
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SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
88 minutes	Open Discussion	Discussion
1 minute	Closing	Instructor

1 minute	OPEN DISCUSSION INTRODUCTION
	FACILITATOR
	Do: This session is meant to be informal and a safe environment for participants to share concerns and challenges and learn some best practices for being a program director from you and other participants. If possible, arrange the participants in a circle for open flow of discussion. The following questions are meant to act as prompts to get the discussion started. It is not meant for you to read each of these in a row and discuss each. Use as needed. It will also be critical for you to moderate the discussion so that it is not dominated by only a few participants and that all participants feel free to participate, share and ask questions. Care must be taken to set up the discussion as a “safe haven” for open conversation and no put-downs.

   	Be attentive in this session that participants know when something is your opinion versus policy. Many councils have different policies regarding how camp operates so care must be taken when questions arise about how things “should be done”. Instead pivot the conversation to state how you might think about solving the issues. Your counseling skills may come into play. Say: For the next few minutes, we are going to open the floor to discuss anything that you would like related to your role or job as a program director. This session is meant for you to have time to share questions, concerns, and best practices to understand this role more completely. We can share with you our experiences and answer questions about BSA policies or NCAP or even just share our best “war stories”. This time is open for you. This time, as with all sessions at National Camping School is a safe haven, and we are open to discuss any questions that you may have. Do: Use the slides and these questions below if needed to prompt discussion. These are not meant as a list to answer each one. Also this is a good time to use the Parking Lot questions. <i>Some questions to get help prompt a discussion or for you to share your experiences:</i> • <i>What is your biggest fear of being a program director?</i> • <i>What will you do when staff are breaking rules?</i> • <i>What is your relationship like with the Scout Executive?</i> • <i>What happens if an area of camp needs to be shut down due to staffing issues or illness?</i> • <i>Have you ever had to dismiss an entire area staff?</i> • <i>What was the best time when you felt the most impactful to the youth we serve?</i> • <i>If you were writing your camp memoirs what would be the title of chapter 4?</i> • <i>What is the one thing that you wish you had known in your first summer as a camp director?</i> • <i>How do you define success as a camp director?</i>

minute	OPEN DISCUSSION CLOSING
	FACILITATOR
 	Say: Thank you for your openness and your questions. We hope this session has given you some more confidence in your role as a program director or given you some things to think about. This session is not the end of the discussions. Please feel free to continue to ask questions and seek help from each other throughout the rest of our time together and even after National Camping School is over.



FACILITATORS GUIDE

EFFECTIVE TEACHING PRACTICES

NCAP standard: RP-156

COURSE OBJECTIVES

By the end of this session, learners will:

- Describe strategies to engage learners
- Generate examples of how characteristics of adult and youth learners need to be recognized and addressed during teaching and learning experiences.
- Describe the differences among Cub Scouts, Scouts BSA members, and Venturing-aged young adults.
- Describe age-appropriate activities regarding developmental stages and the modifications that may be required.
- Understand the physical and mental developmental stages of participants in Scouting
- Explain and apply practices to keep learners on task and engaged
- Explain actions the program director should take to ensure quality program delivery at camp

Materials needed for this session:

- Program Quality Evaluation Tool. BSA No. 420-901.
- Chart paper and markers, masking/painters' tape
- Handout "Developmental Milestones for BSA youth" (on Flash Drive)
- Half-sheets of paper (four per working group)
- Signs for each of the elements of program quality

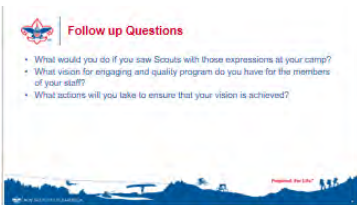
SESSION TIMELINE: 90 MINUTES

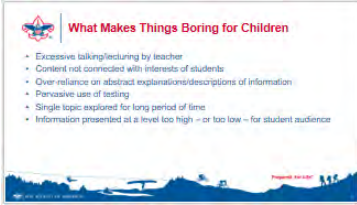
Time	Action	Delivery Method
3 minutes	Engagement	Instructor
5 minutes	Exploration – Debriefing Engagement Activity	Discussion
40 minutes	Explanation – Elements of Effective Teaching	Instructor, Discussion
20 minutes	Elaboration 1 – Putting Ideas to Work	Breakouts
20 minutes	Elaboration 2 – Quality Programming	Breakouts
2 minutes	Summary	Instructor

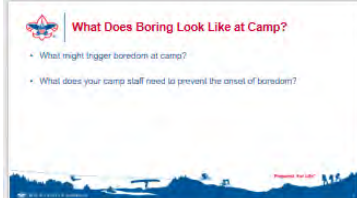
3 minutes	EFFECTIVE TEACHING PRACTICES: ENGAGEMENT
	FACILITATOR
  	Say: Welcome, everyone. We're going to discuss effective teaching practices. This is an important skill for the instructors on your camp staff – but also for anyone in a leadership role who needs to share information in a meaningful and accurate manner. By the end of this session, learners will: • Describe strategies to engage learners • Generate examples of how characteristics of adult and youth learners need to be recognized and addressed during teaching and learning experiences. • Describe the differences among Cub Scouts, Scouts BSA members, and Venturing-aged young adults. • Describe age-appropriate activities regarding developmental stages and the modifications that may be required. • Understand the physical and mental developmental stages of participants in Scouting • Explain and apply practices to keep learners on task and engaged • Explain actions the program director should take to ensure quality program delivery at camp Do: Present this photograph to participants. ³  Say: What are your thoughts on what story this image suggests. (Seek Response but aim for the following): • Students are bored • Learning needs not being met for students • Instruction is boring • Content not interesting or is delivered poorly • Attention span of learners has been exhausted

³ Source of photograph: <https://www.learningliftoff.com/wp-content/uploads/2015/05/ClassroomBoredom-730x390.jpg>

	Say: Based on your comments, it is clear that student learning needs are not being met. What we will learn about during this session will help us to teach well and teach effectively and ensure that the Scouts in our care never nod off from boredom.

5 minutes	EFFECTIVE TEACHING PRACTICES: EXPLORATION
	FACILITATOR
 Follow up Questions • What would you do if you saw Scouts with those expressions at your camp? • What vision for engaging and quality program do you have for the members of your staff? • What actions will you take to ensure that your vision is achieved?	Learners may suggest that the image shown above is a characteristic of the way that schools sometimes operate. Ask these follow-up questions: • What would you do if you saw Scouts with those expressions at your camp? • What vision for engaging and quality program do you have for the members of your staff? • What actions will you take to ensure that your vision is achieved? Look for responses that make the following points: • Based on the expressions on the faces of the Scouts at camp, the participants should pay attention to what sort of instruction was taking place and consider possible changes. • The participants should be considering staff training that will prepare staff members and capable and engaging instructors • The participants should reference explicit training experiences to be delivered to camp staff If the participants do not bring up the points above, intervene directly by making the points above.

40 minutes	EFFECTIVE TEACHING PRACTICES: EXPLANATION
	FACILITATOR
 What Makes Things Boring for Children • Excessive talking/lecturing by teacher • Content not connected with interests of students • Over-reliance on abstract explanations/descriptions of information • Pervasive use of testing • Single topic explored for long period of time • Information presented at a level too high – or too low – for student audience	What Makes Things Boring for Children Say: A considerable amount of research has been carried out to explore what makes schools boring. Let's review the list on the PowerPoint slide. Do: ask a participant to read the PowerPoint slides to the group • Excessive talking/lecturing by teacher • Content not connected with interests of students • Over-reliance on abstract explanations/descriptions of information • Pervasive use of testing • Single topic explored for long period of time • Information presented at a level too high – or too low – for student audience



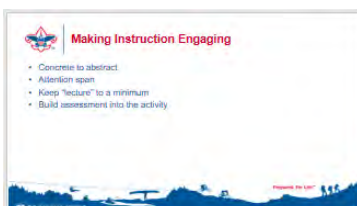
Offer participants an opportunity to comment on these points. They may elaborate on their own experiences. After several ideas are shared, ask them the following questions and seek the accompanying answers.

- **Say:** What do those boredom-inducing experiences look like at camp? *(Examples of actions that produced may include over-reliance on large group instruction, lecture without demonstration, not changing topics, little interaction with learners)*
- **Say:** What support do your camp staff need to prevent the onset of boredom? *(Examples may include focus on hands-on activities, small group instruction, application of skills, regular transition between activities, involving learners in activities)*

Making Instruction Engaging

Say: The points above make it clear what not to do. What specific actions can you take to make sure that participants are involved in learning?

Do: Ask a participant to read each of the points from PowerPoint slides. Follow up by reading the explanation of each of the points



- Concrete to abstract.

Say: Many of the activities in Scouting are skill-based. For example, don't talk about building a fire before describing what makes it work – build one together, talk about the process of building the fire along the way, and then confirm learning afterwards with a short debriefing what made the fire work well. Check for understanding along the way.

- Attention span.

Say: Children have limited attention spans. Exceeding them compromises their ability to learn and retain information. A guideline to build into activities is to use the age of the learner as a timeline: for twelve-year-old Scouts, change the activity after about twelve minutes. For a one-hour activity period, that would mean that the instructor should plan on about five different activities.

- Keep "lecture" to a minimum.

Say: Focus the learning experience on showing and doing, not telling. Don't simply talk about the animals around the camp – go out and look for them, pointing out signs of animals along the way. When you see an animal, that's a great time to talk about it.

- Build assessment into the activity.

Say: In many Scouting activities, we confirm that learning took place by documenting that Scouts meet various award and advancement requirements. There is no reason to administer a test at the end of the week to see if learning took place. When instructing skills, provide the opportunity for learners to show that they can demonstrate the skill along the way.



Say: Teaching in a hands-on, Scout-centered way requires that the instructor be prepared to do a good job. Allow for time during the day for staff members to assemble the materials that they need to do the job well.

Do: Ask a participant to read each of the points from PowerPoint slides. Follow up by reading the explanation of each of the points

- Prepared.

Say: The instructor needs to be prepared in advance with an outline of what is to take place during the activity period

- Supplies.

Say: Supplies should be in place at the start of the learning activity

- Familiar.

Say: The instructor must be familiar with the materials and how to use in advance of the teaching and learning session

- Mastery.

Say: The instructor needs to know what mastery looks like when they are teaching the skill and what to look for when instructing Scouts.

Performance Standards

Say: For Scouts BSA members and Venturers, the performance standard is to meet the stated requirements – no more and no less. For Cub Scouts, the performance standard is to ensure that the Cub Scout has done their best to demonstrate the skill. The Teaching EDGE approach is a helpful way to organize instruction at long-term camp. Using the Teaching EDGE to plan instructional activities will help staff members “live the experience in advance” and ensure that they are ready to provide instruction.

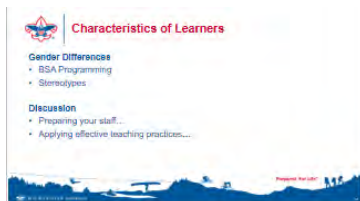
For teaching a skill, it is perfectly fine to build a hands-on experience into the Explain part of the Teaching EDGE. For example, a staff member might show how to sharpen a knife while explaining the finer points of doing so. A camp staff member might provide a piece of rope to Scouts and ask them to tie a knot to evaluate what they understand about basic Scout knots and start their explanation from what they learned by observing the Scout’s success.

Say: The points above describing how to keep learners engaged and focused on learning will help make sure that Scouts learn well and effectively.

Characteristics of Learners

Gender Differences⁴

Say: It’s worth noting that when the programs of the Boy Scouts of America welcomed girls as participants, no changes were made to the advancement requirements. This reflects the reality that the programs of the BSA – even before girls entered the program – were of interest to youth of both genders.



⁴ Adapted from Seifert, K. & Sutton, R. (2009). *Educational Psychology*. Zurich, Switzerland: Jacobs Foundation

Say: As of this writing, no studies have taken place in the BSA regarding gender differences in participation and outcomes, so the comments shared here are drawn from the professional literature in education for both school settings and extracurricular activities. The points below should be considered as you provide program opportunities at camp.

There are numerous stereotypes regarding male and female learning (boys are good at math, girls are good at reading, etc.). Some of these patterns show modest evidence consistent with those patterns. The differences have to do with physical behaviors, styles of social interaction, academic motivations, behaviors, and choices. These patterns have a variety of sources—primarily parents, peers, and the media. Teachers – and Scout leaders – are certainly not the primary cause of gender role differences, but sometimes adults influence them by their responses to and choices made on behalf of young people.

Expressing surprise that a female Scouts BSA member is interested in owning a pocketknife, for example, sends a message that girls are not supposed to have an interest in areas that fall outside of the gender role expectations of some adults.

As a group, both sexes can run, jump, throw a ball, read, solve problems, tie knots and lashings, build campfires, and form social bonds with others about equal ease, though there will be wide differences among individuals of both sexes. This is important to keep in mind: that we will see wide differences within genders – as well as smaller average differences between genders.

The most important point: treat Scouts as individuals, not as statistics. Making assumptions about boys and girls because of stereotypical beliefs does not honor the individual and what they can accomplish. By applying the practices of effective teaching outlined in the previous section of this learning module, we focus on helping young people meet their goals and develop skills that interest them – regardless of anticipated interests or patterns of behavior.

For Discussion:

- **Ask:** What will you do to ensure that your staff members work with Scouts as individuals and support their interest and support in program areas? (Seek responses from participants that they have specific actions in mind for implementation at their camp. A typical – and acceptable answer – is that they will share this information during staff development training at camp).
- **Ask:** How can incorporating practices of effective teaching meet the needs of both male and female participants? (Seek responses from participants. An appropriate response is that effective teaching meets the needs of all learners and that we should not make gender-based assumptions about Scouts attending camp)

Developmental Differences

Do: Summarize the points below regarding developmental differences for the learners.

Say: Keep in mind that the programs of the Boy Scouts of America were designed to be developmentally appropriate for youth participants.



Say: As changes in skills and cognitive ability evolve more rapidly during the Cub Scout ages, the complexity of requirements for Cub Scout adventures are different at each age level in the program. As a staff leader, it will make sense to organize groups by program level. There will be individual differences within the members of those program groups but making use of effective teaching practices will ensure that needs of learners will be met. It's helpful to remember that the performance standard in Cub Scouting is that they show that they can "do their best".

In Scouts BSA and Venturing, the maturation is somewhat more gradual. The requirements for merit badges serve as introductions to vocational and hobby interests and are designed to be achievable for younger Scouts. Older Scouts and Venturers who pursue merit badges will likely be interested in working more independently on those awards. Providing independent support to help them meet those goals would be appropriate.

Venturing's skill-based opportunities – such as the skills required in the Ranger Award – are more challenging and require more expertise and preparation by staff members to ensure that Venturers are appropriately challenged and engaged if this program is available at your resident camp.

Do: Show and distribute the chart below. (Can be found on the flash drive and in the appendix) Invite comments from participants regarding how they will take these developmental thresholds into consideration in program delivery. Invite participants to connect the comments above (the developmental level of the program) with the developmental milestones listed below.

Table 1. Developmental Milestones⁵

Program (age)	Emotional/Social	Intellectual/Cognitive
Cub Scouts (6-8)	Show more independence from parents and family. Start to think about the future. Understand more about their place in the world. Pay more attention to friendships and teamwork. Want to be liked and accepted by friends.	Show rapid development of mental skills. Learn better ways to describe experiences and talk about thoughts and feelings. Have less focus on one's self and more concern for others.
Older Cub Scouts (9-11)	Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex. Experience more peer pressure. Become more aware of their body as puberty approaches. Body image and eating problems sometimes start around this age.	Face more academic challenges at school. Become more independent from the family. Begin to see the point of view of others more clearly. Have an increased attention span.

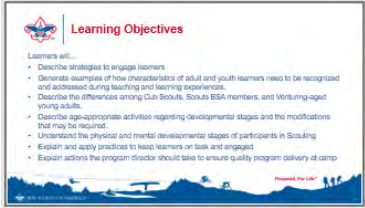
⁵ Adapted from Center for Disease Control (2019). *Child Development*. Retrieved on 2020 February 16 from <https://www.cdc.gov/ncbddd/childdevelopment/index.html>

	Scouts BSA (12- 14) Show more concern about body image, looks, and clothes. Focus on themselves; going back and forth between high expectations and lack of confidence. Experience more moodiness. Show more interest in and influence by peer group. Express less affection toward parents; sometimes might seem rude or short-tempered. Feel stress from more challenging school work. Develop eating problems. Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems. Have more ability for complex thought. Be better able to express feelings through talking. Develop a stronger sense of right and wrong. Venturers (15-17) Have more interest in romantic relationships and sexuality. Go through less conflict with parents. Show more independence from parents. Have a deeper capacity for caring and sharing and for developing more intimate relationships. Spend less time with parents and more time with friends. Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems. Learn more defined work habits. Show more concern about future school and work plans. Be better able to give reasons for their own choices, including about what is right or wrong. Do: Give participants a few moments to scan the document. Ask: What trends or patterns do you see in the table? (Seek response but aim for the following): • Level of abstraction increases over time • Youth become more autonomous and independent as they mature • Greater intellectual capacity • Greater aware of cause/effect and actions/consequences

20 minutes	EFFECTIVE TEACHING STRATEGIES: ELABORATION 1	
	FACILITATOR	
Putting Ideas to Work Select a program area. Make suggestions for the area that address the following: • Operating with Cub Scouts versus older youth - differences • Nature of supervision • Materials used • Expected level of autonomy • Role of adults • Role of staff • Time frame for event Presented by LSCF	Putting Ideas to Work Say: We are now going to break into a few groups. Each group will select a program area in a Scout camp. Each team will offer specific suggestions as to how you will operate Scout camps differently with a Cub Scout den versus a patrol of Scouts BSA members. The teams should make specific suggestions for the program area, including supervision, changes in the materials, expected level of autonomy, role of adults in the area, role of staff in the area, and time frame for the event. In your report, cite specific examples from: • Effective teaching and learning practices • Developmental considerations for youth You will have 15 minutes for this brainstorming session and each team will then have 2 minutes to report. Do: Circulate among the groups while they are brainstorming and guide them to address the points presented in the table. Encourage them to use the handout provided previously (<i>Developmental Milestones</i>) to guide their development of the program area. Have presenters address these points during the sharing session.	
	Effective Teaching and Learning Practices Supervision Program materials Role of Adults Role of Staff Time frame/duration	Developmental Considerations
	Do use this chart to help keep track of team presentations	

15 minutes	EFFECTIVE TEACHING PRACTICES: ELABORATION 2
	FACILITATOR
 Inspect What you Expect What do you look for in program areas? • Quality staff • Quality program equipment • Quality program facilities • Program depth Task • Identify what to look for as evidence of program quality • Post ideas under each of the headings posted around the room Debrief Presented by LSCF	Inspect What You Expect: What to Look for in Program Areas Do: As you prepare for this session, create four signs with each of the following headings. Post these on the wall in your meeting area: • QUALITY STAFF INDICATORS • QUALITY PROGRAM EQUIPMENT INDICATORS • QUALITY PROGRAM FACILITIES INDICATORS • PROGRAM DEPTH INDICATORS Do: Provide participants with 8-10 half sheets of paper and tape for each team. They will record a statement and post their comment under one of the indicators listed above.

	Say: One of the largest responsibilities you have as a program director is to prepare your staff with the ideas described in this session – but all of that planning is of little use when camp is in session if the expectations you provide your staff is not evident in practice. Do: Direct participants to the document <i>Program Quality Evaluation Tool</i> (BSA No. 420-901). Say: How many of you are familiar with this document? <i>If so, ask them to summarize the contents and how they have used as a program evaluation tool. Make sure they cover these points:</i> • <i>The assessment team will be looking for these indicators in action at camp</i> • <i>The assessment reviews indicators of quality staff, program equipment, program facilities, and depth of program.</i> • <i>The indicators and how well they are implemented are identified by direct observations and by interviews.</i> Ask participants to do the following: • Review the document. In each of the categories, identify a specific action you will take to ensure that one of the quality program indicators will be achieved. • Record your action on the half-sheet of paper and post it on the wall, underneath the program quality indicator. Do: Once all groups have posted their goals, review their proposed actions with the participants. • <i>Which actions were most commonly noted? Is that because they are easy to achieve or easy to observe in action? How do we make sure the challenging ones are also evident in program areas?</i> • <i>How do we make sure that all these practices are evident – that these are not considered optional elements of the camp's program?</i> • <i>Who needs to make sure that these practices are carried out? Who is responsible for ensuring that the indicators are always present and well used?</i> • <i>How do you help your staff – area directors and program area instructors – appreciate the importance of these measures in delivering an active program?</i>
5 minutes	EFFECTIVE TEACHING PRACTICES: SUMMARY
	FACILITATOR
	Say: Keep in mind the individual differences in mental and physical maturity that span different age ranges. Scouts of varying abilities and interests will respond well to either a range of activities or different levels of difficulty within each activity. Cub Scout–age Scouts tend to be concrete thinkers and Scouts BSA–age youth are emerging abstract thinkers. Helping Scouts progress to abstract thinking and problem solving will let them tackle the Scouting curricula, as well as the curricula of life, much better. We can best support youth through these transitions if we commit to delivering a high quality, learner-centered, fun and engaging program. Your job as program director is to prepare them to do this and to provide support at camp to make certain that these standards and expectations are present all summer long.

Ongoing Throughout Session	EFFECTIVE TEACHING STRATEGIES: EVALUATION
	FACILITATOR
 Learning Objectives Learners will... • Describe strategies to engage learners • Generate examples of how characteristics of adult and youth learners need to be recognized and addressed during teaching and learning experiences. • Describe the differences among Cub Scouts, Scouts BSA members, and Venturing-aged young adults. • Describe age-appropriate activities regarding developmental stages and the modifications that may be required. • Understand the physical and mental developmental stages of participants in Scouting • Explain and apply practices to keep learners on task and engaged • Explain actions the program director should take to ensure quality program delivery at camp <i>Presented by Lyle</i>	Do: during the session, look for evidence during the presentation that learners can... • Describe strategies to engage learners • Generate examples of how characteristics of adult and youth learners need to be recognized and addressed during teaching and learning experiences. • Describe the differences among Cub Scouts, Scouts BSA members, and Venturing-aged young adults. • Describe age-appropriate activities regarding developmental stages and the modifications that may be required. • Understand the physical and mental developmental stages of participants in Scouting • Explain and apply practices to keep learners on task and engaged • Explain actions the program director should take to ensure quality program delivery at camp

RESOURCE – ADD TO APPENDIX or ATTACH TO END OF LESSON FOR DUPLICATION/SHARING

Table 1. Developmental Milestones⁶

Program (age)	Emotional/Social	Intellectual/Cognitive
Cub Scouts (6-8)	- Show more independence from parents and family. - Start to think about the future. - Understand more about their place in the world. - Pay more attention to friendships and teamwork. - Want to be liked and accepted by friends.	- Show rapid development of mental skills. - Learn better ways to describe experiences and talk about thoughts and feelings. - Have less focus on one's self and more concern for others.
Older Cub Scouts (9-11)	- Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex. - Experience more peer pressure. - Become more aware of their body as puberty approaches. Body image and eating problems sometimes start around this age.	- Face more academic challenges at school. - Become more independent from the family. - Begin to see the point of view of others more clearly. - Have an increased attention span.
Scouts BSA (12- 14)	- Show more concern about body image, looks, and clothes. - Focus on themselves; going back and forth between high expectations and lack of confidence. - Experience more moodiness. - Show more interest in and influence by peer group. - Express less affection toward parents; sometimes might seem rude or short-tempered. - Feel stress from more challenging school work. - Develop eating problems. - Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.	- Have more ability for complex thought. - Be better able to express feelings through talking. - Develop a stronger sense of right and wrong.
Venturers (15-17)	- Have more interest in romantic relationships and sexuality. - Go through less conflict with parents. - Show more independence from parents. - Have a deeper capacity for caring and sharing and for developing more intimate relationships. - Spend less time with parents and more time with friends. - Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.	- Learn more defined work habits. - Show more concern about future school and work plans. - Be better able to give reasons for their own choices, including about what is right or wrong.

⁶ Adapted from Center for Disease Control (2019). *Child Development*. Retrieved on 2020 February 16 from <https://www.cdc.gov/ncbddd/childdevelopment/index.html>



FACILITATORS GUIDE

LESSON PLANNING

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand what a lesson plan is and why it is important for camp
- Develop a lesson plan for one day of a camp program
- Understand the use of lesson planning for consistency at camp
- Identify the components of a good lesson plan

Materials needed for this session:

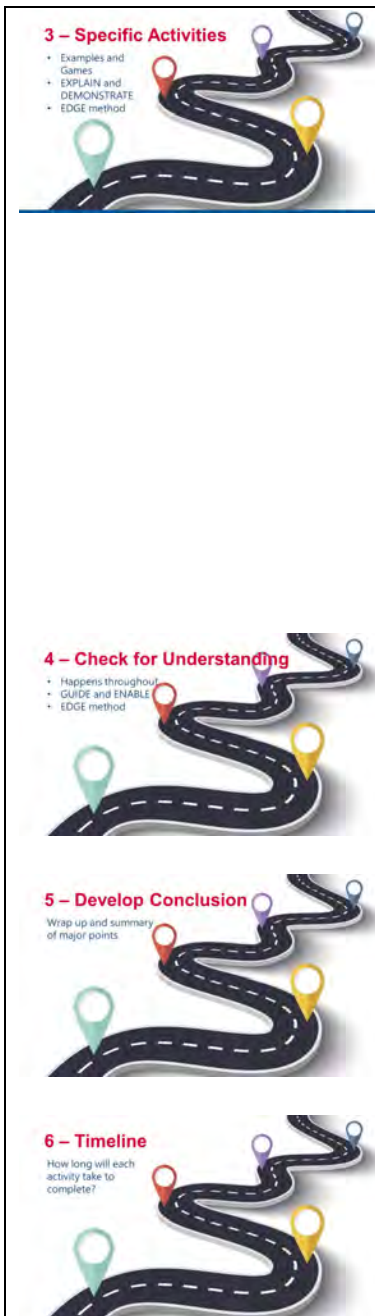
- Scouts BSA Requirements Book (current year)
- Cub Scout Requirements list (available online)
- Dice

SESSION TIMELINE: MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
15 minutes	The Six Steps of Lesson Planning	Discussion
40 minutes	Writing a plan	Activity/Breakout
3 minutes	Summary	Instructor

2 minutes	LESSON PLANNING INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Lesson Planning. We are going to take the concepts we learned in the Effective teaching practices session and put them to the test in this session. We are going to talk about how to develop a lesson plan for a program at your camp that meets your learning objectives, engages youth, and follows the EDGE teaching methods. So let's begin

15 minutes	LESSON PLANNING THE 6 STEPS
	FACILITATOR
 	Say: A lesson plan is the roadmap of what your Scouts need to learn and how your instructors will guide them there. There are many ways to develop a lesson plan, but most have the same 6 steps. First, outline your learning objectives – in order to develop a strong plan you must first determine what it is that you want the learner to know as a result of the instruction. Ask yourself the following questions: • What is the topic? – this could be the skill to be learned or concept to understand • What do I want the Scouts to know about this topic? • What do I want them to understand or be able to do as a result of the instruction? • What is the take-away from this session? Once you have decided what you want them to learn, you need to decide which in the most important and order them with the most important first and so forth so that if time runs short, you can eliminate or skip some of the items. For some of the lessons we are planning in a Scout camp, these learning objectives can relate to requirements of the adventure loop or merit badge program. Second, decide on your introduction. Much like the opening of a campfire program, the opening of the lesson should grab the attention of the Scout and engage them in the learning that is about to take place. This is the opportunity to see what the Scouts know about the subject already in order to adjust you plan if needed to add more information or delete information that the Scouts already know. This becomes the EXPLAIN step in the EDGE method.



Say: The third section is planning the specific activities that you will facilitate in the lesson. Plan examples or play games during this section that will explain your learning objectives. This stage could include the EXPLAIN and DEMONSTRATE steps in EDGE.

Ask yourself

What can I do to explain, demonstrate, guide and enable the Scouts to understand the topic?

What can I use to engage them in their own learning?

What are some relevant real-life uses of this skill?

Many of the requirements in the advancement program make this part of the plan easily written as the requirements use action words like describe or explain or do. These words will give you guidance in how the activities will engage the Scouts.

Fourth and throughout you will want to plan to check for understanding. This is the GUIDE and ENABLE stage of the EDGE method. How are you checking and allowing the Scout to demonstrate knowledge of the topic? Remember that unless stated, there should not be written test as a method to check for understanding. The Scouts should be able to show the understanding through the activity.

Fifth is to develop a conclusion. This is the wrap up from the lesson and a summary of the major points. Let the Scouts know what they have done today and if you missed a learning objective the ability to explain the next steps or follow up that needs to happen.

Lastly consider your timeline for the lesson and consider the learning level of your Scouts. In general, Cub Scouts and younger Scouts will take longer to accomplish a task than older youth. As we discussed earlier, planning activities to meet the attention span and moving between activities will give you the best chance of success.

40 minutes	LESSON PLANNING WRITING A PLAN
 Lesson Planning Time • Groups of three • Roll a die or dice • Lesson plan is for that requirement • Lesson plan is for the first day of the session instruction • 20 minutes to write • Include the EDGE method • Hands-on learning 6 steps → Lesson objectives → Introduction → Specific activities → Check for understanding → Develop conclusion → Timeline	FACILITATOR Say: When Scouts come to an area for some instruction, they anticipate getting involved immediately. They don't want to come a session of shooting sports to only be told that they would not shoot until two days later. They expect to be engaged on day one. Many times our instructors, especially in Scouts BSA camps, work through the requirements in the order listed in the merit badge requirements. Although many of these requirements are about safety or first aid related matters, this does not have to be a lesson taught on the first day sitting around a picnic table.

	Say: As we have stressed through the think tank activities, program and program delivery should be fun and engaging. With that in mind. It is time to plan a lesson. We are going to break into groups of three. We are going to hand each group a die or two. You will roll the dice and write a lesson plan for the requirement number shown on the dice for a given merit badge. Your group will choose a badge that is offered at one of your camps for this exercise. If you have Cub Scout Camps, you may choose an adventure loop. For instance if choose pioneering Merit Badge and you roll a three, you will write a lesson plan for requirement #3 that states: <i>3. Explain why it is useful to be able to throw a rope, then demonstrate how to coil and throw a 40-foot length of ¼- or 3/8-inch rope. Explain how to improve your throwing distance by adding weight to the end of your rope.</i> Your lesson will be used on Monday of the week at the first session of the class. You will be given 20 minutes to write the plan. The plan should include each step above and should be able to demonstrate the EDGE method. After the 20 minutes we will get back together and talk about the elements of your plan. Do: hand out a dice (or set of dice) for each group. Ask them to pick any merit badge that is offered at one of their camps. Have them choose a badge before they roll the dice and begin the exercise. Stress that the object of this is to engage the Scouts in hands-on learning on day 1. Walk around during the planning and push the participants to think about first impression. What will it “look like” at camp when they arrive at the session? Stress this lesson should be used on DAY 1 and should be engaging the youth immediately. Debrief with the group and have them share the activities to get the Scouts engaged. Discuss how to improve the plans as appropriate.
3 minutes	LESSON PLANNING CLOSING
	FACILITATOR
 	Say: The lesson planning process is one that you will use for several things at your camp. In addition to the classroom type instructional application, the lesson plan for your mealtime programs or camp wide activities should follow the same pattern to engage your campers in the camp program. Each of us now has at least one lesson for our camp that will have Scouts engaged in activity on day 1. Challenge your staff to develop engaging lesson plans and help them follow the steps outlined to meet this goal.



FACILITATORS GUIDE

PROGRESSIVE PROGRAM PLANNING

NCAP standard: PD-101, PD-102, PD-103, PD-104, PD-105, PD-106, RP-154, RP-155, RP-156, RP-162

COURSE OBJECTIVES

At the end of this session you will be able to:

- Explain why age appropriate programming is important in Scouting
- Identify why youth join and stay in Scouting
- Describe the BSA camping program offerings for the programs of the BSA

Materials needed for this session:

- Age Appropriate Guidelines
- Guide to Safe Scouting.

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
10 minutes	Why we camp	Discussion
5 minutes	Scouting programs	Instructor
10 minutes	Scenarios	Discussion
15 minutes	New Programs	Discussion
3 minutes	Closing	Instructor
15 minutes	THINK TANK	Activity

2 minutes	PROGRESSIVE PROGRAM PLANNING INTRODUCTION
	FACILITATOR
 Progressive Program Planning 	Say: Hello and welcome to Progressive Program Planning. For the next hour we will be discussing how the BSA camping program meets the needs of today's youth and how planning appropriate programs at camp leads to success. Who can remember the first time you went camping as a youth? (Seek response) Where did you go? (Seek responses but aim for the backyard at home) Who were you with? (Seek responses but aim for parent or family member) Say: For many of us our first overnight camping experience was in a tent in the backyard with a parent or family member. We may have had our pillow and a favorite stuffed animal to keep us company. We then progressed to an overnight away from home and maybe then to a trip without our parents and finally a trip with only friends either as a youth or as an adult. Some of us then started the cycle over again with our own kids. We each have a similar experience because that is a natural progression of the camping continuum. We are going to spend the next few minutes talking about Scout camping and how the program design fits the needs of each age group of Scouting. The design of a camp program is based on the NCAP standards in the 100 series. The purpose of these standards is to encourage each BSA council to develop safe, high quality program that meets the needs of the youth who will attend the camp. The standards have been designed to give councils substantial latitude in the design of their type. As always, all programs must align with the age-appropriate guidelines from the Guide to Safe Scouting.

10 minutes	PROGRESSIVE PROGRAM PLANNING WHY CAMP
	FACILITATOR
 Day camp and High Adventure	Say: The Boy Scouts of America has built its programs for youth that moves them from dependence on adults to independence and understanding the unit structure will aid in your program development for your camp. Building a camp for Cub Scouts is different than building a camp for Scouts BSA or Venturers. Camps should meet the needs of units and program participants who are attending. The program should be designed with this purpose in mind. Raise your hand if you ever went to a Cub Scout day camp growing up. Raise your hand if you ever went to a high adventure base.

Ask: What is different about these two experiences? (Seek response but aim for the following):

Day camp is

- close to home.
- No overnight.
- Parents encouraged to attend/be involved
- Local leaders that you may know
- Usually only a week in length
- May have an advancement component
- Others?

High adventure base

- Further away from home
- Several nights away
- Usually not with parent involvement
- Older youth only
- Adventure based activities not advancement
- Other?

Ask: Why do we need both as part of our programs in the BSA? (Seek response but aim for the program design is meant to meet the needs of the youth involved. And to grow in challenge as the youth get older.)

Say: As program directors we are charged with developing programs for the youth that we serve at camp and making sure that the programs we provide will not only meet their needs but will be appropriate for the age of the youth we are serving.

The first paragraph of the 14th Edition of the Scouts BSA Handbook reads:

“Imagine standing at a trailhead with a small group of friends. It’s early morning and the air is filled with the scent of pine and honeysuckle. In a nearby tree, a squirrel is chittering away. An eagle circles high overhead, soaring gracefully on unseen air currents. At the trailhead, a weathered trail sign reads simply “Adventure Ahead!”

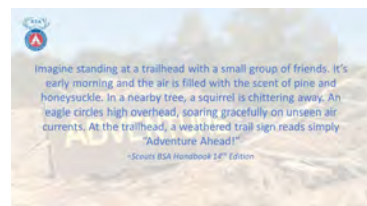
Millions of Scouts have read a similar promise made to them about the adventure they would have in Scouting. Many of these young people joined Scouting because they wanted adventures outdoors and wanted to be with their friends.

Our job in camp is to deliver on that promise.

The outdoor program of Scouting is one of the most popular aspects and it is also one of the methods to accomplish Scouting’s mission.

The continued interest of young people in Scouting relies on the continued increased level of adventure Scouting provides. It is important that young people receive challenges that are appropriate for them physically and mentally.

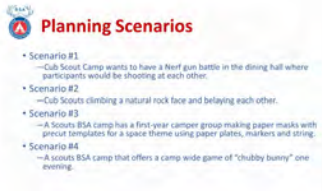
Just as the camping experiences increase as a Cub Scout grows into a Webelos Scout, a member of Scouts BSA and then a Venturer or Sea Scout, the camping experiences must progress in a summer camp. We call this progressive program planning.



	Say: Progressive program planning is a natural part of BSA summer camp. We want to attract and to serve Scouts and units at each program level that attends camp. To do that, the camp program must be designed for to support the unit program and with the interest of each camper in mind. There must be more for a Scout to do in camp than they can possibly accomplish in one session. The Scout needs to leave the camp after the first year, having completed some advancement requirements or some activities that they enjoyed, anxiously looking forward to next year when they can do more and different things. To attract Scouts back to camp, there must be special program features for first-, second-, third-, and fourth-year campers.

5 minutes	PROGRESSIVE PROGRAM PLANNING PROGRAMS OF SCOUTING
	FACILITATOR
 Programs of Scouting • Cub Scouting → Smallest unit is a Den → Larger group is a Pack → Packs are single gender or Coed → Dens are single gender → Leadership through adults • Scouts BSA → Smallest unit is a Patrol → Larger group is a Troop → Troop is single gender → Youth led with association of adults • Venturing/Sea Scouting → Smallest unit is a group → Larger group is a Crew/Ship → Crew/Ship is single gender or coed → Youth leadership with adult advisors	Say: As you begin to develop the programs for your camp based on your audience, we need to keep in mind their physical ability, age and maturity. Let's look at the programs of Scouting Cub Scouting • Smallest unit is a den – age specific groups that are made of 6-8 youth. • Larger group is called a Pack – made up of all the dens • Packs can be single gender or Coed but the dens are single gender • Leadership is through adults Scouts BSA • Smallest unit is a patrol – specific groups that are made up of 6-8 youth • Larger group is called a Troop – Made up of all the patrols in a unit • Troops must be single gender • Leadership is youth led with association of adult Venturing /Sea Scouting • Smallest unit called Groups – these may be formed from time to time based on needs. May or may not always be the same youth in the group. • Larger group is called a Crew or Ship • Crews/Ships may be single gender or Coed • Leadership is through the youth with adult advisors Say: Knowing the organization and leadership of the units helps to determine how the program is designed. The service your camp provides to each of these units has a different focus. Cub Scout program should be designed for the adults to aid in the program delivery as Cub Scouting is adult led. Venturing camps in contrast should be designed based on the desires of the youth who are attending and should involve these youth as much as possible in the planning of the camp.

	Say: The camp staff too must understand that a Cub Scout pack is expecting them to provide the program and the expertise in the program areas. Your program should be designed with a clear plan of scheduling where appropriate with clear directions that the adults can follow to help execute the program. The Scouts BSA troop expects that your staff are guiding the youth to be able to complete the tasks with minimal instruction. Your program should be designed with a schedule that allows the patrol or troop to make some decision about their adventure and allows the youth to help guide the troop or patrol to success. The Venturing Crew is looking for your staff to be a resource for them as they develop and participate in the programs that they choose. Your program should be designed to allow the maximum flexibility for the youth to make decisions about their experience.

10 minutes	PROGRESSIVE PROGRAM PLANNING SCENARIOS
	FACILITATOR
 Slide has animation for each scenario to appear when clicked	Say: Some Scouters occasionally want to move young people into activities that are either below the ability level or are too advanced for them. This is a dangerous practice for the young people and for Scouting. Let's talk about some scenarios that someone might suggest having happen at your camp and discuss why these would not be appropriate for the situation. Scenario #1 – A cub Scout camp wants to have a nerf gun battle in the dining hall where participants would be shooting at each other. What is the issue with this scenario? (Seek Response) - Against the guide to safe Scouting. We do not shoot at each other. Even if we were shooting at targets and not each other, there is not a program designed for nerf gun shooting in any level of Scouting. In addition if the guns were handgun pistol type, pistols are not approved for youth under the age of 14. Scenario #2 – Cub Scouts climbing a natural rock face and belaying each other. What is the issue with this scenario? (Seek response) - Not an age appropriate activity for Cub Scouts. Neither climbing the natural rock or belaying Scenario #3 – A Scouts BSA camp has a first-year camper group making paper masks with precut templates for a space theme using paper plates, markers and string. What is the issue in this scenario? (Seek response) - Not an age appropriate activity for Scouts BSA as they would not find this challenging or engaging for their age level.

 Planning Scenarios • Scenario #5 — A venturing camp designed to have merit badge sessions in the morning and open programs after lunch. • Scenario #6 — A venturing camp where youth are encouraged to hike into the back country and spend three days alone living off the land.	Scenario #4 – A Scouts BSA camp that offers a camp wide game of “chubby bunny” one evening. What is the issue with this scenario? (Seek response) • Not an approved BSA activity. Scenario #5 – a venturing camp designed to have merit badge sessions in the morning and open programs after lunch. What is the issue in this scenario? (Seek response) • Merit badges are not a part of the Venturing program Scenario #6 – a venturing camp where youth are encouraged to hike into the back country and spend three days alone living off the land. What is the issue with this scenario? (Seek response) • Use of the buddy system and adult supervision needed. (<i>NOTE: if there is proper adult supervision and the buddy system is in use, nothing</i>)

15 minutes	PROGRESSIVE PROGRAM PLANNING NEW PROGRAMS
	FACILITATOR
 Planning New Programs • Guide to Safe Scouting • Age-Appropriate guidelines • New programs need to follow the processes outlined in PD-111 and PD-112  Program Questions • Are these youth sufficiently prepared for this activity? • What training or experience have they had that might prepare them? • Will they be pitted against an activity that is so challenging they are bound to fail and thereby have a miserable experience? • What can be done to prepare our youth for this activity? • Would these youth be better served by waiting a year or two when everyone in the group will be much better prepared to succeed at the activity? • Will these youth be sufficiently challenged by this activity? • Is this an activity that they have done several times before?	Say: Appropriate Guidelines for Scouting Activities have been developed for each program level of Scouting and can be found in the Guide to Safe Scouting. Before planning an activity at camp you should consult the Guide for its appropriateness. The age appropriate guidelines were developed to: • Provide national consistency for what is offered in BSA youth programs and activities. • Match activities’ degree of difficulty to the participants’ age and rank, and thereby help to avoid accidents and injuries. • Help retain youth membership in BSA programs by offering activities with a progression of challenge, direction, and intensity. • Strike a balance among parent, leader, and youth expectations. • Provide some protection for unit leaders by establishing parameters for programs and activities. The age-appropriate guidelines represent the mainstream of activities for youth based on their ability, age, maturity, and physical prowess. If consideration is given to adding a new program for any level, NCAP standards PD – 111, PD – 112 will give guidance. When assessing any additional changes, it is appropriate to ask: • Are these youth sufficiently prepared for this activity? • What training or experience have they had that might prepare them? • Will they be pitted against an activity that is so challenging they are bound to fail and thereby have a miserable experience? • What can be done to prepare our youth for this activity? • Would these youth be better served by waiting a year or two when everyone in the group will be much better prepared to succeed at the activity? • Will these youth be sufficiently challenged by this activity? • Is this an activity that they have done several times before?



Program Questions

- Are they likely to become so bored or disinterested that they will cease participating in the activity and might drop out of the program?
- Can the activity be altered to make it fresh and more challenging?
- Should this activity be dropped in favor of an activity that these youth would find more challenging and interesting?
- Will the activity capture the participants' imagination and enthusiasm?
- Does the activity comply with the policies and procedures in the *Guide to Safe Scouting*?
- Does the activity support or is it in harmony with Scouting values?
- Does the activity add to the life experiences, knowledge, or abilities of participants?

- **Say:** Are they likely to become so bored or disinterested that they will cease participating in the activity and might drop out of the program?
- Can the activity be altered to make it fresh and more challenging?
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- Does the activity comply with the policies and procedures in the *Guide to Safe Scouting*?
- Does the activity support or is it in harmony with Scouting values?
- Does the activity add to the life experiences, knowledge, or abilities of participants?

Having a conversation with the appropriate council committees as well as the appropriate staff who are developing these programs will aid in making appropriate decisions about new program opportunities.

In addition to the general criteria, the following program-specific criteria apply:



Program Criteria

- **Cub Scouting**
 - The activity is parent/youth- or family-oriented.
 - The activity is conducted with adult supervision.
 - Cub Scouts are asked to do their best.
 - The activity is discovery-based.
- **Scouts BSA**
 - Activities are led by youth and approved and supervised by adults.
 - Activities are patrol- or troop-oriented.
 - Activities meet standards and advancement requirements.
 - Activities are experience-based.
- **Venturing**
 - Activities are led by youth and supported by adults.
 - Youth participants develop and plan activities and set and meet their own challenges.
 - Activities are socially based with coed participation.

Cub Scouting

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- The activity is conducted with adult supervision.
- Cub Scouts are asked to do their best.
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Scouts BSA

- Activities are led by youth and approved and supervised by adults.
- Activities are patrol- or troop-oriented.
- Activities meet standards and advancement requirements.
- Activities are experience-based.

Venturing

- Activities are led by youth and supported by adults.
- Youth participants develop and plan activities and set and meet their own challenges.
- Activities are socially based with coed participation.

The BSA camping program is designed to provide age-appropriate activities for each age of Scouting youth. As a youth goes through the Scouting program, they will experience more challenges and adventure

Say: It is important in Cub Scouting to have separate and different programs in operation for each year, to prevent repetition in programs. There might be a difference in the specific craft or game for each level, even if the activity area is the same. For instance, a craft area could be used in a camp, but as each group advances, the challenges are increased.

The best way to get Cub Scouts and Webelos Scouts excited about staying in Scouting and moving ahead is to surround them with great Scouting role models. The quality of your camp staff in a Cub Scout long-term camp and how they live their lives as Scouts will have the greatest impact on whether a youth chooses to continue in Scouting. Youth staff and den chiefs are good encouragers for young people deciding whether to continue in Scouting. It is critical that we provide Cub Scout campers with great examples of what Scouts should be. Also, make sure that we take advantage of the opportunity to promote the exciting future that Scouts BSA has in store for them.



Say: For Scouts BSA, the first-year camper program should be offered in each camp to attract and serve those Scouts in their first year of Scouting. Most of these Scouts are 10½ or 11 years old. They are young and still learning what the Scouts BSA program is all about. They are eager to learn all about Scouting and camping. They are the Scouts who will enthusiastically read their new *Scouts BSA Handbook (for boys or for girls)* in their sleeping bags by flashlight. In some camps the first-year Scouts are most of the campers—as much as 60 percent. Remember, they need to have a positive experience that meets their expectations or their experience in Scouting may not be a long one. The first-year camper program is an important one and we will have a more detailed session later.



The program for the older youth must have increasing challenges to keep up with their interests. Here, too, the program must have something new and challenging. With progressive program planning there is no need to develop new programs every year. You may want a few special program features for second-year campers, two or three features for third-year campers, and two or three features for fourth-year campers. The more interesting and challenging the program features are, the more appeal they will have to advancing Scouts.

Successful programs by levels can remain the same for a few years to attract younger Scouts to return to camp. In planning programs remember the safe environment concept—that Scouting is a place where a Scout feels comfortable, secure, and welcome. Scouts must feel that they are advancing at their own pace and that no undue pressure is being placed on them to push themselves beyond their limits.

Each year, you along with members of your council camping committee and your camp staff should review the program offerings and decide if they meet the long-term strategic plan for your council. Decisions for new program elements should be in line with the council goals for camping.

 NCAP and Program Planning • Guide to help program plan • PD series – design goals for the program • PS series – delivery goals for the program	Say: The national camping standards serve as a guide to help you develop your program to meet the needs of the campers you are serving. You can see through the program design standards in the 100 series and the program substantive standards in the 200 series that the programs of the BSA progress for each group and have different goals. As you develop your program for camp, you should be familiar with these standards.

3 minutes	PROGRESSIVE PROGRAM PLANNING CLOSING
	FACILITATOR
 Closing	Say: Progressive levels of program features must be provided to attract Scouts back to camp and keep them involved. Everything in camp can be program but it must be appropriately adventurous for those involved. It must interest, educate, motivate, and even entertain the Scouts. If we do not have a planned program for the different levels of Scouts, we will not meet their needs. The older Scouts will not come back to camp if they do not see a program they are interested in, or they will create their own program, often not in the best interest of the camp or others

15 minutes	PROGRESSIVE PROGRAM PLANNING - THINK TANK
	FACILITATOR
 THINK TANK TIME!	Say: With this in mind, it is time to have another THINK TANK. We would like for you to develop an age appropriate program for each level of Scouting, Cub Scouts, Scouts BSA and Venturing for the following scenario using the items on the table. Teaching fire building. – Must be age appropriate.



FACILITATORS GUIDE

PROGRAM DEVELOPMENT AND SCHEDULE

NCAP standard: PD-100 series, SQ-400 series, RP-851

COURSE OBJECTIVES

At the end of this session you will be able to:

- Describe the five ways that the camping program is delivered
- Explain how the campsite is the heart of the camp for a Scout
- Identify which programs need to be scheduled
- Determine staff needs for your program offering
- Develop a plan for outside vendors
- Understand the use of outside vendors to provide program including special cases

Materials needed for this session:

- none

SESSION TIMELINE: 60 MINUTES – NOTE: this session “begins” at the end of the lunch session with a walk back to the classroom.

Time	Action	Delivery Method
15 minutes	Walk from lunch/intro	Activity
10 minutes	Delivery Models	Activity
10 minutes	The Schedule	Discussion
10 minutes	Staffing, Vendors and Traditions	Instructor
3 minutes	The Council Role	Instructor
2 minutes	Closing	Instructor
10 minutes	THINK TANK	Activity

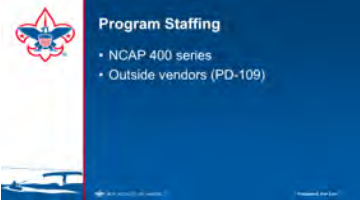
15 minutes	PROGRAM DEVELOPMENT AND SCHEDULE INTRODUCTION
	FACILITATOR
   	NOTE: This session begins at the end of the lunch session. Ask the participants to gather at the end of lunch as you would like them to walk back to the classroom together. Begin the walk back by announcing “we are going to have some fun on the way back to the classroom, follow me.” This is important for the coming session so do not miss this announcement. On the walk back to the classroom you will be walking using different styles. You may ask the group to walk for a few yards as if the ground is on fire, or as if moving through a LASER maze while trying to steal the priceless jewels at the end of the hallway. You may ask them to tiptoe and be as quiet as possible or to move like an animal. You can choose to have participants jump for a section or skip. The walking styles is not as important as the statement about fun. As you ask them to do the different styles of walking keep repeating “we are going to have fun with this next one” and then announce the next style. Do enough styles and announce enough times that some participants stop participating in the walking styles. This is an important point. As you get close to the classroom say “for the last style, you can walk in any fun way that you would like back into the classroom” Take note as some will continue in a different style and others will simply walk into the classroom in a “normal” fashion. Once in the classroom Say: Before we left the dining hall, I promised you we would have a fun walk back to the classroom. Some of you did not think the walk was fun as I saw that you were not all participating in all the different styles. Isn't this the case with our camp programs? We develop a program that we think will be fun and everyone will enjoy. We publish in the camp leaders guide, on the website, and in our camp promotional materials that Scouts, and leaders will have FUN and then we design our programs the way we have fun and with limited flexibility and with limited choice. As we got close to the classroom and I asked you to walk in a fun way, some of you continued to walk in another style while others of you simply walked into the classroom “normally”. Just like the youth and adults we serve, each of us defines FUN differently, but we promise fun to everyone who comes to our camp. As program directors it is our role to help develop programs that meet the needs of the units who are coming to our camp and the Scouts that we serve so that each has an opportunity to have the fun they expect. Say: Welcome to Program Development and Schedule and for the next few minutes we will be discussing the camp program and how you develop the program to meet the needs of the campers you serve.

 Learning Objectives • Describe the five ways that the camping program is delivered • Explain how the campsite is the heart of the camp for a Scout • Identify which programs need to be scheduled • Determine staff needs for your program offering • Develop a plan for outside vendors • Understand the use of outside vendors to provide program including special cases	Say: At the end of the session you will be able to: • Describe the five ways that the camping program is delivered • Explain how the campsite is the heart of the camp for a Scout • Identify which programs need to be scheduled • Determine staff needs for your program offering • Develop a plan for outside vendors • Understand the use of outside vendors to provide program including special cases

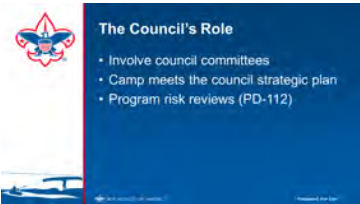
10 minutes	PROGRAM DEVELOPMENT AND SCHEDULE – DELIVERY MODELS
	FACILITATOR
 5 Methods of Program Delivery • Scout • Scout and a Buddy • Den/Patrol • Pack/Troop/Crew/Ship • Interunit or Camp Wide	Say: The program of any camp is the sum of everything that happens in camp. Whether it is a campfire, instruction, camp activities, activities in unit sites, den or patrol hikes, or talking with staff members, it is program. There are some planned activities at camp and others just happen naturally. The program plan we develop needs to support units and the youth we serve. Do: Hang five pieces of flipchart paper around the room. One labeled with each delivery method. Say: Program activities can be delivered in 1 of five ways during your camp. The Scout For a young Scout who has come to camp for the first time, camp is a fascinating place where the fun and adventure comes to life. Some young people today are very busy. They may want to just watch a creek flow by or watch clouds in the sky. There must be time in the camp schedule for a Scout to do the informal things they want to do. The Scout and a Buddy – The buddy system is for more than just waterfront activities. Many Scouts will have fun in less formal activities at camp with a friend or two. Some activities in camp may require that Scouts have a skill or experience level. The Den / Patrol The den/patrol method is a basic building block of the Scouting program. There must be activities in camp for which the den/patrol has complete responsibility. Remember to try to involve every member of the den/patrol in these activities. The Pack / Troop/Crew/Ship The campsite is the home of the Scout for their time at camp. It should be the heart of the program experience. It is the base from which the pack or troop operates. When a unit is not in camp, it has responsibility for its program. When a unit is in camp, it still should have responsibility for its program. The unit uses the camp program to meet the needs of Scouts, dens, patrols, and the pack/troop/crew. The program should be flexible enough to allow for special needs of the unit.

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	Say: Schedule only those items that must be scheduled because of limited staff or equipment. <i>(Participants should be reminded to use what works best in their camp situation.)</i> Consider different delivery methods to help meet the unit needs. Perhaps a skill instruction or advancement instructed in the campsite for the entire unit would be a better solution than a class for this instruction. Be innovative; change is a sign of a healthy, dynamic program. In addition to programs being flexible, they must also be age appropriate and meet the age appropriate guidelines of the BSA and follow the required NCAP standards. Ask: How can we make a flexible schedule work for camps with small staff? <i>(Seek responses and then point out that this is a major reason that many camps schedule these activities)</i> Say: Remember that troops, Scouts, and leaders like to be treated as individuals and—at times—get individual attention.

10 minutes	PROGRAM DEVELOPMENT AND SCHEDULE – STAFFING, VENDORS, AND TRADITIONS
	FACILITATOR
 Program Staffing • NCAP 400 series • Outside vendors (PD-109)	Say: As you begin your plan for your camp, you must also consider the staff needed to operate the program you designed. Ask: What NCAP standards do you need to follow when selecting staff? <i>(appropriate for Programs being offered. Found in SQ – 400 series)</i> Some staff will require additional trainings like National Camping School and other staff will have age restrictions. These are both factors you will need to consider when hiring staff and developing your program offerings. Ask: What additional considerations need to be in place if your camp is using outside vendors to provide programs or program activities? Where do you find these requirements? <i>(PD – 109 discusses the outside use of vendors for program, the Youth Protection standard that needs to be followed and contracts needed)</i> Say: There may be different situations where your camp may use an outside provider of program. It is imperative that your council has an agreement in place with these outside providers stating what responsibilities that each party has for the camp. Your camp must follow appropriate standards, the guide to safe Scouting, including the barriers to abuse, and the age appropriate guidelines. Say: Often camp programs include Camp traditions and ceremonies that can add to the adventure of camp and provide units with motivation to continue attending. Many camps have long standing traditions and ceremonies that are a part of the camp culture. While many of these traditions are appropriate and add to the camp experience, some are neither. Care should be given to evaluate all camp traditions, including ceremonies and campfire skits to confirm that each meets the Aims of Scouting and does not violate Youth Protection or Guide to Safe Scouting Policies.
 Camp Traditions • Appropriate ceremonies could include: – Opening and Closing flag ceremonies – Campfire – Recognition for units or individuals for performance – Special recognitions that can be earned by a unit or individual at camp • Inappropriate ceremonies could include: – Exaggerated campfire stunts – Any tradition that excludes or makes fun of a specific group – Anything that could constitute hazing	

	Say: Appropriate ceremonies could include: • Opening and Closing flag ceremonies • Campfires • Recognition for units or individuals for performance • Special recognitions that can be earned by a unit or individual at camp Inappropriate ceremonies could include: • Inappropriate campfire skits/songs as we discussed in the campfire session • Any tradition that excludes or makes fun of a specific group • Anything that could constitute hazing such as singing for lost items, forms of punishment, or types of initiation, or rite of passage ceremonies which are not consistent with the BSA policies. If it is determined that your camp has any of these inappropriate traditions, they must be stopped immediately. If there is a question whether something is appropriate, it is recommended to stop the tradition or practice. When in doubt err on the side of caution.

3 minutes	PROGRAM DEVELOPMENT AND SCHEDULE – COUNCIL ROLE
	FACILITATOR
 The Council's Role • Involve council committees • Camp meets the council strategic plan • Program risk reviews (PD-112)	Say: In each program design standard related to BSA programs the appropriate council committees need to be involved. How do you go about engaging these committees in the program plan? <i>(Seek response):</i> Say: Your council committees need to be involved in the planning process to make sure that the camp program is designed to meet the needs of the council and that the program designed is aligned with the council strategic plan. The council strategic plan sets forth the goals for camping in the council and your plan for camp must align with these overall objectives. As your camp would like to add new programs or to develop a new program that does not have standards in place the council must use the process outlined in PD-111 and PD-112 which details information about the development and the requirements of a risk review. Before your camp offers any new program, these standards need to be met. This could include adding a program that the camp did not have before like archery or COPE or some new program that you have developed. The appropriate council committees will need to review these programs along with your risk management committee before the programs are added to the camp offerings. It is your role as the program director to see that this process is followed when new programs are being developed at camp. All programs must fall within the guidelines of the Guide to Safe Scouting and the Age Appropriate guidelines. No council can develop a program that is on the prohibited activity list. As program directors, we need to be familiar with the Guide to Safe Scouting and understand the prohibited activities list. This guide changes from time to time, so NCAP standard HAS-501 requires a current copy to be accessible.

2 minutes	PROGRAM DEVELOPMENT AND SCHEDULE CLOSING
	FACILITATOR
 	Say: Remember that Scouts, and units and leaders want to be treated as individuals and we have promised each of them FUN and adventure in our programs. Fun is different for different campers and leaders and our program should allow opportunities for each to have fun in their way. Progressive levels of program features must be provided to attract Scouts back to camp and keep them involved. Everything in camp can be program but it must be appropriately adventurous for those involved. It must interest, educate, motivate, and even entertain the Scouts. If we do not have a planned program for the different levels of Scouts, we will not meet their needs. The older Scouts will not come back to camp if they do not see a program they are interested in, or they will create their own program, often not in the best interest of the camp or others The program schedule is a tool to be used and not to define the program itself. And finally no matter what style you use to walk through your camp program you must be committed that all programs in your camp will meet the needs of units in camp and will meet the guidelines of the program materials, Guide to safe Scouting and NCAP.

10 minutes	THINK TANK
	FACILITATOR
 	Say: Speaking of program design and schedule it is time for another THINK TANK. Design a program to teach compass use. You will have 3 minutes with a group of 4 people. Must be age appropriate. Do: Give three minutes and then have each group present.



FACILITATORS GUIDE

NON-ADVANCEMENT PROGRAMS

NCAP standard: PD-:101, 102, 103, 104, 105, 111, 151; RP-:160, 163

COURSE OBJECTIVES

At the end of this session you will be able to:

- Describe the importance of non-advancement programming for Scout development
- Articulate reasons why successful non-advancement programming aids in camper retention
- Generate ideas for non-advancement programs

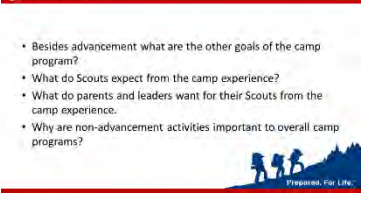
Materials needed for this session:

- Handout “Free play for children—Broken down” (on last pages of this guide and on flash drive)

SESSION TIMELINE: 60 MINUTES

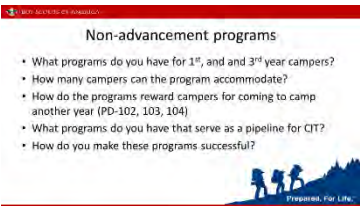
Time	Action	Delivery Method
1 minute	Introduction	Instructor
8 minutes	Activity #1	Reading/Brainstorm
10 minutes	Activity #2	Discussion
10 minutes	Activity #3	Instructor/Discussion
30 minutes	Activity #4	Brainstorm/sharing
1 minute	Closing	Instructor

1 minute	NON-ADVANCEMENT PROGRAMS INTRODUCTION
	FACILITATOR
 Non-Advancement Programs Engaging older youth	Say: Hello and welcome. For the next 60 minutes we will be discussing the importance of non-advancement programs and programs for older Scouts.

8 minutes	NON-ADVANCEMENT PROGRAMS ACTIVITY #1
	FACILITATOR
 Free Play for Children – Broken Down • Free play is important for youth development • Not everything should be scheduled at camp • Give youth the opportunity to “just be kids” • “Scheduled” unscheduled time is important Slide has animation for each point to appear on click	Do: Read “Free Play for children-Broken down,” Ask: What are the implications this article has for Camp programming? (Seek Responses and lead the discussion. (5 min) Aim for the following): • Free play is important in youth development • Not everything should be scheduled at camp • Give youth an opportunity to “just be kids” • “scheduled” unscheduled time is important in developing camp culture and camp experience.
10 minutes	NON-ADVANCEMENT PROGRAMS ACTIVITY #2
	FACILITATOR
 Besides advancement what are the other goals of the camp program? • Besides advancement what are the other goals of the camp program? • What do Scouts expect from the camp experience? • What do parents and leaders want for their Scouts from the camp experience. • Why are non-advancement activities important to overall camp programs?	• Discuss the following questions: - o Besides advancement what are other goals of the camp program? - o <i>The aims of Scouting</i> - o <i>Opportunities for outdoor experiences</i> - o <i>Opportunities for challenges</i> - o What do Scouts expect from their camp experience? - o <i>FUN</i> - o <i>Chance to be with friends</i> - o <i>Chance to do something new</i> - o <i>Chance to challenge themselves</i> - o What do parents and leaders want for their Scouts from the camp experience? - o <i>Safe</i> - o <i>Opportunity for Scout to be outside</i> - o <i>Chance for a unique experience</i> - o Why are non-advancement activities important to the overall camp program? - o <i>Allows a Scout to just hang out and experience camp in their way</i> - o <i>Gives Scouts a reason to come back for a new experience</i> - o <i>Give Scouts that are not focused on advancement something to do and a reason to come to camp.</i>

	Say: Many parents today are not into collecting “stuff” and are more focused on their child collecting memories or experiences. In camp, each of the programs is an opportunity for a Scout to collect a new experience or memory. We need to sell this and share this as a goal of our outdoor programs in the BSA.

10 minutes	NON-ADVANCEMENT PROGRAMS ACTIVITY #3
	FACILITATOR
	Do: Lead a 10-minute lecture/discussion of the following points if they were not discussed during the discussions above. - Remind participants about the definition and purpose of “progressive program planning” (The outdoor program of the Boy Scouts of America begins with Lions and progresses through Scouting, building on previous experiences, from field trips to high-adventure wilderness activities.) - Scouts come to camp to have fun. Fun looks different among the Scouts at camp. It may be rank advancement and formal activities, or it may be informal activities, spending time outdoors, trying new things, and/or socializing with peers. Most Scouts like activities that are challenging, but achievable. Hence, the importance of progressive program planning. - Parents and leaders hope that their Scouts have an experience that builds community, skill and emotional development, provides new experiences, builds character, and develops citizenship. - Greater camper retention (from year to year) results from Scouts being able to choose both advancement and non-advancement programs while at camp. New, age appropriate, programs should be available to campers each year they return to camp. This is especially true as youth get older. All campers should be made aware of the opportunities they will have next year when the return to camp.

35 minutes	NON-ADVANCEMENT PROGRAMS ACTIVITY #4
	FACILITATOR
	Say: We are now going to spend some time thinking about some non-advancement programs that we could implement in camp. Do: Spend 20 minutes sharing/brainstorming non-advancement programs. Record these responses on a flip chart or whiteboard. Encourage participants to take notes of new ideas for their camp. The following are prompts to aid the idea generation. - What non-advancement programs at your camp are targeted at 1st year campers, 2nd year, 3rd, etc.? - How many campers do these programs accommodate? - How do the programs reward campers for coming back to camp for another year (NCAP standards PD-102 through 104)? - Does anyone have programs for older Scouts that serve as a pipeline for CIT or Staff the following year? Say: Now that we have some ideas of these programs, what are some tips or ways to make these programs successful?

Do: Spend 15 minutes brainstorming tips for successful non-advancement program development. Below are a few tips to get the conversation started.

- Often non-advancement programs are built out of necessity to fill a void or accommodate other goals. That's ok if they still fulfill the aims and methods of Scouting.
- Food (e.g., cobblers, Dutch oven chili contest, etc.) is always a way to attract campers to a program
- Oldest Scouts (14+) often enjoy programs that give them a break of working with the younger Scouts. They often enjoy programs that thank them for coming back to camp and leading younger Scouts.
- Some camps have a goal of special programs in at least two different program areas every afternoon or night that there is not a camp-wide event.
- Many camps operate with the philosophy that there should be so many things to do that Scouts feel that can't do them all this year and want to return to do more next year.
- Engage program area directors to have a friendly competition of who can attract the most Scouts to their non-advancement programs.
- Program directors should support non-advancement program development by providing supplies and resources and encouragement
- Non-advancement programs should be advertised in the leader's manual and throughout the camp session
- These programs often build upon camp history and culture which leads to camper retention
- Program should be a healthy mix of campwide, troop specific, patrol specific, and Scout/buddy program options.
- All program areas should be encouraged to host a non-advancement program that they can take ownership of
- Consider off camp programs for older Scouts. It helps them feel special that they get to leave camp.
- A brief list of non-advancement program ideas:
 - Aquatics – Beach party/luau
 - Dutch oven cooking competition (can be done ate any area to attract Scouts to that area)
 - Overnight-on-camp: (e.g., All 3rd year campers invited to a night of stories, cobbler, etc. with 2+ staff members at a campsite reserved just for this event)
 - Existing programs – COPE, Black Powder,
 - Off camp scavenger hunt (Clues lead older campers (guided by Staff) to points of interest (historical points, miniature golf, lunch at a park, ice cream, etc.) nearby the camp.
 - Staff for a day
 - Special meal and free-time for oldest campers
- Program directors should serve as the clearing house for appropriate programs and program ideas that are FUN, but also fit within the guidelines of the Guide to safe Scouting and that meet our NCAP standards.

1 minute	NON-ADVANCEMENT PROGRAMS CLOSING
	FACILITATOR
The image shows a white background with the word "Closing" in the center. At the bottom, there is a blue silhouette of three scouts walking, with the text "Prepared For Life" underneath. A red horizontal line is positioned above the word "Closing".	Say: Advancement is only one of the seven Aims of Scouting; hence non-advancement programs are critical to success of the Scouting program and your camp. Please reflect on this session and make sure you leave NCS with: • One new non-advancement program to bring back to your camp. • The ability to articulate why freedom of choice is an important aspect of programming for youth. • Understanding the importance of progressive program planning. • The ability to describe how your camp can use non-advancement programming to aid in camper retention.

Free Play For Children – Broken Down

 thelittlefoxesclub.com/blog/what-is-free-play-and-why-is-it-important-for-children

22 March
2018

Play is as important to your child's physical and psychological development as good nutrition is to proper growth. It can be difficult to work out what the best play opportunities for your child are, with so many classes and structured activities available.

As a parent, you also have to combat the growing multitude of screen play options with which your child is inevitably bombarded.

Classes, activities, education and screen time all have a part to play in the healthy development of a child, but free play is just as important and can be much easier to provide.

Children need the freedom and time to play. Play is not a luxury. Play is a necessity.

— Kay Redfield Jamison - American clinical psychologist

What is free play?

Simply put, free play is that which is led by the child. Adults may still be involved in the play, but they are not directing the child or making the rules. This can be tricky if adults are involved as children often, naturally, want to please adults and will acquiesce to them. Free play is easiest to achieve with two or more children.

In this situation, children focus on their own area of interest, make their own rules and communicate in their chosen way. They use their imaginations and create their own structures. They may mimic or try out adult roles they have observed. Free play is a great way for children to begin to understand the world around them and it is hugely beneficial.

What are the benefits of free play?

Free play often provides physical exercise and this may be sustained over some time, vitally important in a world where so many children are overweight or in danger of becoming so. It can also be a great chance for kids to practice the physical skills they've learnt during structured sports classes. By the same token, observing children during free play can give adults a clue as to what sport or activity they might enjoy learning.

There are other benefits that adult care givers can gain from watching or engaging with children during free play. It can help adults to understand the child better and can give children another way of expressing worries and concerns, especially for children who don't communicate well verbally.

Social interaction during free play is the best way for children to learn how to communicate, cooperate, deal with conflict, and lead a group. It's a safe place to learn some very difficult, but vitally important skills. Sharing, turn taking, following and giving instructions are all learnt and practised during play. Problem solving is also a key component of free play and one which comes in very handy when children start school and need to be a little bit more independent.

Finding a balance

Free play is vital to children's development, but that's not to say it's the only activity they need. Sports coaching and other children's activities are hugely beneficial and can even enrich a child's free play repertoire. More structured activities provide an enjoyable opportunity to learn physical skills and to practice them.

If you watch your child's free play after these sessions you will often see skills that your child has learnt being incorporated into the play in ways you might never have expected! Early years teachers are highly skilled at providing play opportunities which will give children a chance to practice skills they have learnt. Outside the classroom, children themselves will find ways of using the skills they've learnt without even realising they're doing it.

The key to successful play is to find the right balance between free and structured play for your child. This will depend very much on your individual child, their stage of development, their interests and their abilities. Most experts agree that the younger the child, the more free play they need, but even teenagers need some undirected time (which you can't call play in their hearing, but the same principle applies). If your child is enjoying lots of sports coaching and structured activity, don't cut back, but make sure they also have time for unstructured play time.

Free play is one of the simple joys of childhood and, for that reason, if for no other, should be encouraged. It impacts positively on nearly every element of a child's development and is so important that the United Nations has declared play to be the right of every child.

That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. That member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

— Article 31 - United Nations Convention on the Rights of the Child

As well as being developmentally important, play is fun, so enjoy sharing free play with your child.



FACILITATORS GUIDE

PLANNING CAMP WIDE EVENTS

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Plan and conduct mealtime programs
- Plan and conduct camp wide activities

Materials needed for this session:

- None

SESSION TIMELINE: MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Awareness Activity #1	Discussion
30 minutes	Awareness Activity #2	Activity/Breakout
8 minutes	Summary	Instructor
1 minute	Closing	Instructor

2 minutes	PLANNING CAMP WIDE EVENTS INTRODUCTION
	FACILITATOR
 Planning Camp Wide Events	Say: Hello and welcome to Planning Camp Wide Events. For the next hour we are going to be talking about camp wide programs and how to go about planning for each of these at your camp. One of your roles as the program director is to plan and manage the camp wide activities that happen at your camp. As we discussed in the program development session one of the ways we deliver program is through camp wide events and activities. Let's discuss some kinds of camp wide programs.
10 minutes	PLANNING CAMP WIDE EVENTS - ASSEMBLIES
	FACILITATOR
 Assemblies • Typically around mealtimes • Fast-paced • Includes — Pre-opening — Yells or cheers — Program advertisements — Thought for the day/big idea — Flag ceremony	Say: Camp wide assemblies are an avenue for gathering of the entire camp. These are typically around mealtimes and may include the flag ceremony. These gatherings are another opportunity for program to happen with the entire camp. The assemblies should be face-paced, well-planned and enthusiastically carried out. Many of these gatherings include: Pre-opening - activities for those units who arrive early. This could be a game or stunt from a staff member of camper to entertain prior to the formal opening. This is an opportunity to use your staff members "hidden talent" of yo-yo or walking on their hands to bring the camp together. Yells and cheers – many camps use unit yells or cheers when the unit number is called to build excitement and unit pride. Program advertisements – a short skit or run on to promote an upcoming program activity or program feature that your camp offers. Use this time as a promotional for future camp seasons or to tell younger Scouts about the other offerings of your camp. Thought for the day or big ideas – a chance to give some inspiration or humor. Consider adding this here if it is not a part of your dining hall program plan. Flag ceremony – this portion of the assembly should be well-rehearsed and planned. This should be a respectful and dignified ceremony and could be led by a unit in camp. There are advancement opportunities for youth who participate in an outdoor flag ceremony. When possible allowing units the opportunity to facilitate the ceremony may help them meet this need of their Scouts. Imagine that it is the first day of your camp session. All the units are lined up on the assembly field and this is the first time you will address the full camp. What does this look like for you? How do you make the first impression? What do you say or do at your camp?

	Do: Ask for several volunteers to come up and “welcome the class to camp” in the manner they will plan to do at home. Allow time for feedback. Challenge participants to be creative and remind them that this is the first impression. Do they tell people who they are? Do they say welcome to camp? Ask: How do you practice this? Does your staff week allow you to practice the songs and flag ceremony? <i>(Seek response)</i> Say: Make sure that your staff week plan allows you the opportunity to practice these parts of the camp experience so that the first impression at the first assembly sets a positive tone for your camp.
5 minutes	PLANNING CAMP WIDE EVENTS – THE DINING HALL
	FACILITATOR
 The Dining Hall • Largest camp program area • Components of a mealtime program → Songs → Thoughts or big ideas → Graces → Prayer and duty to God	Say: For most camps the largest program area in camp is your dining hall. Three times a day you have the whole camp in attendance and have their attention. This is a time that you can pass on camp information and facilitate some fun and inspirational programming. What are the components of a mealtime program? <i>(song, announcements, thoughts, big ideas, grace)</i> Use of songs at meals. Like we learned in the campfire section there is a skill in song leading. Mealtime songs like campfire songs should be appropriate, and not yelling. Yelling is not singing. While a “the section that yells the loudest will be dismissed first from the dining hall” may be a way to dismiss, don’t say the section that sings the loudest will be dismissed first and have the song be about yelling. Sing don’t yell. <i>Refer to the campfire section for any additional comments about singing.</i> Say: Thoughts and big ideas. A meaningful thought or big idea for the day is appropriate and can set the tone for the day especially if used at breakfast. Thoughts can be inspirational or funny, can be a quote from someone famous or simply something to get the mind stirring. While it is OK to use quotes, you should avoid using quotes or stories from anyone who would not deliver a positive message or who do not align with BSA values and mission. Say: Duty to God and A Scout is Reverent are a part of the Scout Oath and Law. One way that we model these values at camp is through saying grace at meals. This is a way to introduce youth to different cultures and different religions by allowing youth and units to lead grace at a meal in the manner they are accustomed. Precede grace with “A Scout is reverent, please prepare yourself for grace”. Some camps choose to have a camp grace that is said at each meal by the entire camp rather than have one person or having a unit lead. Whatever you choose, having grace at meals helps to enforce the values of Scouting at your camp.

40 minutes	PLANNING CAMP WIDE EVENTS PLANNING CAMP WIDE EVENT
	FACILITATOR
 Camp Wide Events • Highlight experience for your camp. • Well planned • Tied to the camp theme (if appropriate) • Timing is important  OOPS it Rained! • Some groups • 15 minutes • Rainy day programs to pivot the event from before • Other rainy day program ideas for your program areas at camp	Say: Many camps will have at least one camp wide activity or event during the session. This is your chance to think big and have a highlight experience for your campers. These events must be well-planned and organized and could be tied to the camp theme or be a stand-alone event. They are typically held near the end of the session as a culmination of the camp experience and should be long enough to have everyone participate, but not too long to have Scouts become bored with the activity. This timing will depend on the event and the age of the youth you serve. In general about 2 hours is reasonable. This big event should be a highlight for your camp. There should be a feeling of excitement and the event should be advertised throughout the session to build excitement. Involve the units in the planning if appropriate and give dens or patrols a chance to compete against one another or units a chance to show their spirit. We are going to break into groups of four and plan a fun camp wide event. You will have 15 minutes to come up with some ideas of games or contest, a theme for the event and a timeline for what needs to be done to make it run smoothly. Will there be scoring? Will there be a winner? What materials do you need? You will then have two minutes to explain your event and how it will operate. Do: Assign some groups Cub Scout camp and some groups Scouts BSA camps. Give 10 minutes to plan and then debrief with each group. Keep in mind the Guide to Safe Scouting if groups suggest events or activities that are not approved activities. Ask: So what happens if it rains? Get back into your groups and you will have another 15 minutes to come up with as many rainy-day program ideas as you can to pivot this event into an indoor setting. In addition, make a list of ideas for rainy day programs that could take place at each program area at your camp. We will again have a few minutes to share these ideas with the group. Do: Give 15 minutes for group discussion and then give groups two minutes to report. If time permits (and equipment is present) have a participant demonstrate or lead an activity with the class. Say: Planning for bad weather is something that needs our attention. Working with the area directors and camp leadership to develop a plan for what happens when it rains is an important step in program planning. Scouts come to camp to have fun and have experiences that they can't get elsewhere. No one would enjoy all the camp activities being cancelled because the weather is bad. There are some ideas to keep in mind. • Have several standard events in reserve. This goes not just for big camp wide activities, but your daily programs as well. Work with your area directors to discuss how their program will still operate in bad weather.

	• Say: Some may be forced to close for a while (thunder closes the waterfront operations for instance) but does not have to close the waterfront programming. How can that area meet the needs of the units and youth when we can't go swimming or boating for a period? Being proactive and having a plan in place for inclement weather will keep your program moving forward. • Think about a way to pivot the event to indoors – can this event take place inside? What would have to change. • Having a backup plan for moving the event indoors and making it appear seamless is the mark of a good event. Thinking in advance how this program would change will allow you to be ready when the weather changes.

2 minutes	PLANNING CAMP WIDE EVENTS - CAMPFIRES
	FACILITATOR
	Say: Another camp wide event that happens at most camps is an opening or closing campfire. While we have had a session already about campfires it is important to share again that a well-planned campfire program for the camp can be inspirational and leave a lasting impression on your campers. Allowing the ability for units to participate in a campfire program during the week is also a great way to help the unit meet its goals for the youth. Some youth who may be working on the communications merit badge may be able to emcee the program as a requirement. For a camp that is too large to have every unit have a part in one campfire, consider having a night where several troops come together for intertroop campfires and assign a staff member to help facilitate the program or offer the inspirational ending or lead a song or skit. Campfires can make memories that last a lifetime if well-prepared and well-rehearsed.

1 minute	PLANNING CAMP WIDE EVENTS CLOSING
	FACILITATOR
	Say: No matter the type of camp wide activity that is happening, they all have a few things in common. They must be well-planned, practiced, and show enthusiasm to your campers. Getting units involved and having opportunities to build unit spirit is a great way to help your camp grow a culture and long-term customer base. Use your staff to help plan and facilitate these programs for success.



FACILITATORS GUIDE

LEADER MEETINGS

NCAP standard: PD-108

COURSE OBJECTIVES

At the end of this session you will be able to:

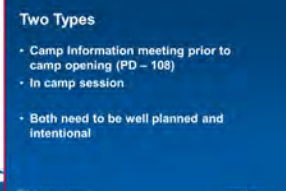
- Explain the importance of Leader Meetings
- Plan a leader meeting
- Understand how to use leader meetings to make your program at camp successful

Materials needed for this session:

- none

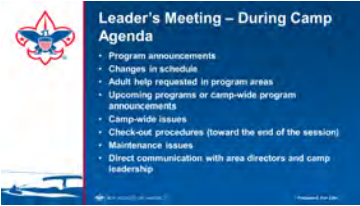
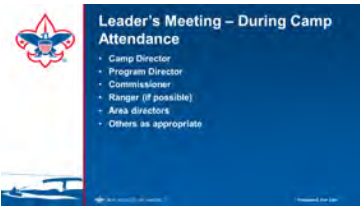
SESSION TIMELINE: 30 MINUTES

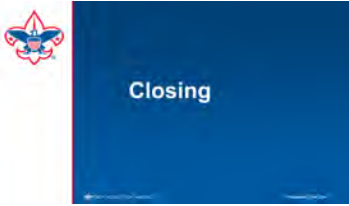
Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Awareness Activity #1	Discussion
30 minutes	Awareness Activity #2	Activity/Breakout
8 minutes	Summary	Instructor
1 minute	Closing	Instructor

1 minute	LEADER MEETING INTRODUCTION
	FACILITATOR
   	Say: Hello and welcome to Leader Meetings. For the next half hour we will be talking about the types of leader meeting at camp and how to go about facilitating them. There are two main types of leader meetings that happen in your camp. The first is the camp information meeting that happens prior to camp as required in NCAP standard PD-108 and the other are the meetings that happen once camp is in session. Like other leader programs we discussed these meetings should be intentional and well planned to be able to meet the needs of your customers.

20 minutes	LEADER MEETING – PRE-CAMP MEETING
	FACILITATOR
  Slide has animation under the “have an agenda bullet” for each to appear on click.	Say: The pre-camp leader’s meeting or camp information meeting is a time to share your vision for camp and to answer questions about the upcoming experience. Many units who come to your camp may be returning and know what to expect from camp, but others may be new to your camp and even new to Scout camping. Your pre-camp meeting needs to set the tone for camp and show that you and your staff are prepared for their arrival. The pre-camp leaders meeting should have a formal agenda that you send out in advance to the unit leaders and should go over the important information from the leader’s guide. This meeting can take place in person or virtually. Ask: According to PD-108 what types of information should be in your leader’s guide? (<i>Seek response</i>) - From PD-108 “...Leaders’ guide containing ideas, methods, and procedures for the unit to build its in-camp programs and youth growth. The literature must describe the conditioning, experience, and training required to successfully complete the camp program and must include a risk advisory statement, where appropriate.” Ask: What items should be on the agenda at the camp information meeting? (<i>Seek response and aim for the following</i>): - Meet the camp leadership - Health concerns or medical information - Check in procedures - What to expect at camp as a leader (this is a good time to market your leader programs) - Special programs that will occur during the camp session - Collect camp fees that are outstanding - Answer questions from the leaders - Policy or procedures that you want to highlight

 Pre-camp meeting Staff • Camp Director • Program Director • Health Officer • Area Directors Slide has animation for each to appear on click  Precamp meeting project • 10 minutes • Develop the agenda for the meeting • Who should attend? • Who should present each piece? • Make it FUN	Ask: Who should participate from the camp staff? (Seek response): • Camp director • Program director • Health officer • Area directors Say: We are now going to break into three groups. You will have 10 minutes to develop the agenda for your pre-camp leaders meeting. Keep in mind who should attend, who should present each portion of the meeting. This is a meeting about camp, so seek ways to keep it fun and have opportunities for leaders to participate. After the 10 minutes we will gather to share ideas with the group. Do: Give 10 minutes and then regroup and debrief. Have groups share the meeting plans and share ideas for an engaging meeting.
8 minutes	LEADER MEETING IN-CAMP MEETINGS
	FACILITATOR
 Leader's Meeting - During Camp • Time to share information • Purpose to connect with adults • Reasons – Fun – Inspiration – Training – Motivation – Team building – Problem solving – Staff relations – Information exchange Slide has animation for each bullet to appear. "reasons" all appear at once on click.	Say: The in-camp leader meeting can mean different things in your camp. This could be a meeting that happens once during your session and is a time to share information or this could be a daily occurrence for your camp. Communication with adult leaders in camp is crucial to the success of your camp. There are many things to share and much information that you will want to gather. The leader meeting is your mechanism to get and give this information. Meetings have several purposes, but the main purpose is to connect with adult leaders in camp. They should be open to all adults and in some cases may even invite the youth leaders in Scouts BSA or Venturing camps. A few reasons we have the meetings include: • Fun • Inspiration • Training opportunity • Motivation • Team building • Problem solving • Staff relations • Information exchange For some camps this meeting(s) is a stand-up type meeting with a loose agenda that happens daily where the leaders will have the chance to hear from area directors and ask questions of them. For other camps this may be a more formal meeting once or twice during the session with a more formalized agenda and some specific topics like the check-out procedures.

 Slide has animation for each to appear on click 	Say: How often these meetings occur, and the length of time is up to the camp, but the leader meeting should be often enough to get feedback from leaders and communicate camp needs and long enough to meet your purpose. Ask: Who runs the leader's meeting? (Seek response) - This could be the job of the program director, or a commissioner who may be leading the leader programs for the camp. Ask: What information should be conveyed at this meeting? (Seek response but aim for the following): - Program announcements - Changes in schedule - Adult help requested in program areas - Upcoming programs or camp-wide program announcements - Camp-wide issues - Check-out procedures (toward the end of the session) - Gather information from leaders about maintenance issues - Allow leaders to communicate directly with area directors or camp leadership - Others? Ask: What staff members should attend? (Seek responses but aim for the following): - Camp Director (when possible) - Program director - Commissioner - Ranger (if possible) - Area directors - Others as appropriate given the topic (i.e. to promote a particular program or concern) Ask: Who would like to briefly describe the in-camp leader's meeting for your camp? Who runs the meeting? how often do they happen? What is covered? How do you make them fun? Do: seek responses and share ideas

1 minute	LEADER MEETING CLOSING
	FACILITATOR Say: Communication with the units in camp is essential to the camp program and the camp success. Your ability to communicate prior to camp as well as in camp will help your camp be successful. Whether you have daily in-person meetings or meetings once or twice in a session, the ability to share with leaders is both needed and expected. Camp is a fun place and these meetings can be fun as well.



FACILITATORS GUIDE

LEADER PROGRAMS

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Develop a plan for adult leaders while in camp
- Understand leader trainings that may be appropriate for camp
- Develop plans for adults to give a sense of accomplishment

Materials needed for this session:

- none

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
8 minutes	Leader award VS Leader Program	Discussion
15 minutes	Program Development	Activity
5 minutes	Thank You	Instructor
1 minute	Closing	Instructor

1 minute	LEADER PROGRAMS INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Leader Programs. For the next 30 minutes we will be discussing how to get and keep leaders involved in your camp program. Adult leaders in the BSA tend to be busy people. They often balance work, family, home routine and then give many hours to Scouting. Most will be taking a week or more vacation in order to come to your camp. Camp may be the time that they have taken for themselves and some will seek to fill this new found downtime with activity. A well-designed leader program like a well-designed youth program will help you in serving your customer and in customer satisfaction.

8 minutes	LEADER PROGRAMS LEADERS AWARD VS PROGRAM
	FACILITATOR
 Slide has animation for each to appear on click	Say: Developing a leader program is different than offering a leader award. Many camps have a leader award where the leader chooses to participate in activities around camp from doing hands on teaching or learning to taking a nap or reading a book, but a leader program is more intentional. Ask: Who has a leader award at your camp that recognizes leaders for doing things around camp? (Seek response) What types of things are on the award? (Seek response and record on a flipchart or whiteboard but aim for the following): • Assist a commissioner with a campsite inspection • Work on a campsite improvement project • Play a game with the camp management • Teach a Scout skill • Observe instruction of staff • Evaluate a staff member • Take a nap • Go on a hike • Provide a skill instruction • Attend daily leader's meeting • Serve in the dining hall • Be a lookout at the waterfront • Others? NOTE to instructor: Many of these may be a check list of items to do to earn the award. The tendency of a camp is to have things that the adult chooses to do that may help the camp. In this session we want to help participants think about deliberate programs for adults more than a checklist. If participant share things like attend Scoutmaster training or participate in the adult leader vs. staff volleyball game star these types of activities as planned and more of an adult leader program than just a checklist of activity.



Say: The adults in Cub Scouting and more importantly the parent of the Cub Scout often makes the decision about camp. The adults in Scouts BSA and venturing often make the decision about how far they are willing to travel to take youth to camp.

Ask: What are you selling to the adults? Does all your camp literature and camp promotion show only what the Scouts can do? How do you tell the message of what an adult will do at camp? Would any of the items on our list make you want to take a week of your vacation and come to camp? Do they appeal to you as a leader? As a parent?

Say: In order to grow our camping numbers we must also grow our adult attendance and thus our programs for adults. In order to develop great leader programming we must be intentional about the offerings and have a plan for how we want adults to experience camp.

Many busy leaders have a difficult time taking more time off work to attend BSA trainings. Camp can be a great resource for your leaders to get trained. Working with your council training team your camp may consider offering

- Basic Adult Leader Outdoor Orientation (BALOO)
- Introduction to Outdoor Leader Skills
- Leader specific trainings
- Safety Afloat
- Safe Swim defense
- CPR – through the Red Cross or other outside provider (See PD-109) if your council decides to use an outside provider.
- Advanced trainings like Leave no trace or wilderness first aid
- Other?

Say: If your camp is close to a population center of your council, having your council training team promote and lead these courses at each session of camp may attract additional adults to visit camp for this training. When they visit, use this time to sell your camp if their unit does not already attend camp.

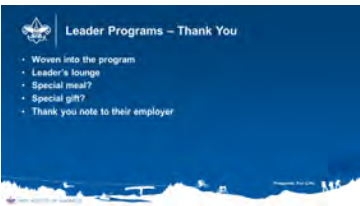


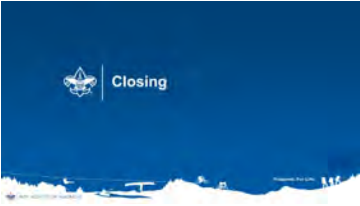
In addition to formal BSA and other trainings, you may consider offering some skills development courses such as

- Advanced camping skills (cold weather camping for example)
- Emergency response or search and rescue skills
- GPS training
- Leave no trace
- Plant and animal identification
- Rappelling
- Belay training
- Trail foods and how to pack a backpack
- Others?

Say: Adult leaders, like our youth want to get something out of their time at camp. We want to help them feel good about taking a week off from work to spend at camp. Having some training that they can attend and helping them gain skills in camping or the outdoors will help them feel it was worth it.

15 minutes	LEADER PROGRAMS PROGRAM DEVELOPMENT
	FACILITATOR
 Group Project • 5 minutes • Develop a leader PROGRAM schedule for camp • More than the award, but may include it • Trainings? • Program opportunities for adults? • How are you going to tell the adults about the program?	Say: We are going to break into groups of three and you will be given five minutes to come up with a leader program schedule for camp. This is more than the leader award, although that may be a part of the program. Think about what trainings you could offer, what programs you could do at camp (adult leader vs. staff volleyball game) or what programs you may offer the adults away from camp (a golf outing). Is there a special meal that you can add? After five minutes we will get back together to discuss some ideas. Do: Give five minutes to discuss and then debrief with each group. Ask: How will you go about telling this story and selling this program for adults? (Seek response and discuss)

5 minutes	LEADER PROGRAMS THANK YOU
	FACILITATOR
 Leader Programs – Thank You • Woven into the program • Leader's lounge • Special meal? • Special gift? • Thank you note to their employer	Say: Adult leaders and Scout units have lots of choices of where to attend camp, and they chose your camp. The ability to say thank you for choosing your camp is one that should not be missed and should be woven into the leader program. Many camps say thank you with a place that leaders can go that is off limits to the youth. These leader's lounges or leader's areas are a place where leaders can go to get away from the hustle and bustle of camp for a while and have a cup of coffee or swap stories or just escape. Does your camp have one of these areas? (Seek response) What is in it? (Seek response) • Comfortable chairs • Air conditioning • Endless pot of coffee or water • Internet access • A TV • Other? Whether your camp has a leader area or not, the ability to say thank you to the adult leaders who attend your camp cannot be missed. This could be with a special meal or special gift at camp. One way to say thank you is to have each leader give you the name of their employer and the address. Send a thank you note to their boss for allowing them to come to camp and share how their attendance will impact the youth of the community. Some companies will allow these adults to attend camp as volunteer service hours and will not charge against their vacation time to do so.

1 minute	LEADER PROGRAMS CLOSING
	FACILITATOR
	Say: There are units who cannot attend camp because they cannot find the leadership to attend. Developing a strong leader program and having it be a part of your camp marketing will show the adults the value they can get for their time at camp. Finding ways to say thank you to the adults will go a long way to developing return customers. Decide who will oversee your leader program. Is there a commissioner assigned to this task? Is it you? Who will make sure that the program happens? Working with your council training team to offer BSA trainings at camp will help them meet their goals of trained leaders and will help the BSA. Take a moment and write down one or two ideas to enhance your adult leader program and make it more than just an award.



FACILITATORS GUIDE

CUB SCOUT ADVENTURES

NCAP standard: PD-102

COURSE OBJECTIVES

At the end of this session you will be able to:

- Explain the Cub Scout Adventure program
- Understand the use of Cub Scout Advancement in camp

Materials needed for this session:

- Website: <https://www.scouting.org/program-updates/cub-scout-program-updates-announced/>
- Handout: 2024-2025 Cub Scout Program Updates and Adventures as of 01292024.pdf (on thumb drive)
- Video: <https://vimeo.com/871639573>

SESSION TIMELINE: 22 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Cub Scout Adventures - Overview	Discussion
10 minutes	Cub scout Adventures - Video	Video
1 minute	Closing	Instructor

1 minute	CUB SCOUT ADVENTURES INTRODUCTION
	FACILITATOR
 Cub Scout Adventures	Say: Hello and welcome to Cub Scout Adventures. Over the past several years the National Cub Scouting Committee has identified four areas to improve the Cub Scout program to ensure that it is fun, simple, and easy. These updates are based on feedback from over 23,000 parents and Cub Scout leaders through various surveys and data. These adventure updates will make it easier to deliver the program to multi-rank dens or a Pack. The updates will officially take effect on June 1, 2024.

10 minutes	CUB SCOUT ADVENTURES - OVERVIEW
	FACILITATOR
 	Say: To earn each rank in Cub Scouting will require a Cub Scout to earn the six required Adventures and two elective Adventures. Required Adventures reflect the aims and focus areas of the BSA. With the new system, the number of elective Adventures increases. Webelos and Arrow of Light will be separated. Webelos becomes the 4th-grade program in Cub Scouting. Arrow of Light becomes a <u>stand-alone</u> badge of rank for 5th graders and will no longer be associated with Webelos. Arrow of Light will be the program that prepares Cub Scouts to join Scouts BSA. Most Cub Scout program awards will transition into Adventures. Topics like camping, STEM, Whittling Chip, and range and target sports will be reimagined into elective Adventures that can be used towards earning a badge of rank. Say: Before you plan your Cub Scout advancement-related program, please take a moment to review the latest news about the 2024 updates by visiting the following website: https://www.scouting.org/program-updates/cub-scout-program-updates-announced/ Do: Show/review the “Cub Scout Program Updates Announced” web page. Also mention the “2024-2025 Cub Scout Program Updates and Adventures as of 01292024.pdf” hand-out on the participant thumb drive.

10 minutes	CUB SCOUT ADVENTURES – VIDEO
	FACILITATOR
	Say: Let's watch a brief video produced by Anthony Berger, National Director for Cub Scouting that will explain the updates in more detail. While the video was originally written for Day Camp Administration National Camping School, the concepts still apply to Cub Scout Resident Camp. Do: Play video Link for video: https://vimeo.com/871639573

1 minute	CUB SCOUT ADVENTURES CLOSING
	FACILITATOR
	Say: Cub Scout advancement is based on the completion of adventures. While advancement is not the sole purpose of Cub Scout camping, a well-designed advancement component may encourage Scouts and parent to attend. The use of a elective adventures in your camp could be appropriate and will not dilute the year-round den program.



FACILITATORS GUIDE

MARKETING SUMMER CAMP

NCAP standard: RP-151

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand what marketing is.
- Identify your market
- Identify appropriate marketing techniques
- Create a marketing plan
- Share ideas with fellow Camp Administrators

Materials needed for this session:

- Promotional materials from participants
- Promotional videos samples or online links
- Flip chart/Markers or whiteboard
- Projector
- Screen
- Internet access
- Handout “more information about the unit presentation”

SESSION TIMELINE: 70 MINUTES

Time	Action	Delivery Method
10 minutes	Introduction	Instructor/web search
20 minutes	The Customer	Discussion/breakouts
40 minutes	Developing a marketing plan	Media/Discussion/breakout
<1 minute	Closing	Instructor

10 minutes	MARKETING CAMP INTRODUCTION
	FACILITATOR
  	Say: Hello and welcome to Marketing Camp. For the next 70 minutes we will be discussing the best practices in camp marketing and will help you begin to develop a marketing plan for your camp. Ask: What is Marketing? <i>(Seek response and then share the following definition)</i> Marketing is the action or business of promoting and selling products or services, including market research and advertising. - Marketing includes - Public relations - Sales Promotion - Advertising - Social Media - Web and Digital - Pricing - Distribution Ask: How do people find out information about your camp? <i>(Many will say through our website, some will say from other campers, some will say from past experience)</i> Say: These are all good answers, but I would answer Google. Do: click on the Google image on the screen to open Google in a web browser and search for a camp in the room. This may astonish people to see what comes up first and what images are the first to come up. Ask: Is this the message that you want for your camp? <i>(answer may be Yes or No) – this is not the most important question to answer, the importance is WHAT you found first and in the top few results.</i> Do: Using your web browser, Open the council website for one of the councils in the room. Ask: If camp is one of the largest incomes and expense streams for the council, where is it on the council website? Is it easy to find? Is it easy to see what the camp offers? Is it easy to sign up? <i>(Bonus ask where the district Cub Scout day camps are located. - usually on the district page where a new Cub parent will not be able to find them as they do not know what a district is much less which one I am in).</i> Do: Use this as a teaching moment to open about how people find information today and simply saying “we put it on the website” is not the right answer to get the word out about your camp.

20 minutes	MARKETING CAMP ACTIVITY #1 THE CUSTOMER
	FACILITATOR
 Why Do We Market? • Summer camp attendance is competitive • Promotes unique programs • Gets youth and adults to camp • Sells parents on the value Slide has animation for answers to appear on click  Who is our market? • Scouts • Parents • Units • Community • Others? Slide has animation for answers to appear on click  What "features" do each of these customers want? • Scouts • Scout leaders • Staff • Parents • Donors • Outside groups/non-scout or offseason users	Ask: Why Do We Market our summer camps? (Seek response but aim for the following): • Summer camp attendance is very competitive – And your market is shrinking. • Marketing raises awareness of what your camp has to offer. • Marketing promotes unique and special programs. • Marketing gets Scouts and leaders to camp. • Marketing sells parents on the value of summer camp Who are we marketing our summer camp programs to? (Seek response but aim for the following): • Scouts • Parents • Units • Community • Others? Who are the key decision makers in the purchase process? (Seek response but aim for the following): • Parents – they must see a value in your product. • Units – the adults in the unit may provide a few choices for the Scouts to select from for a camp experience • Youth – your program must be appealing to the youth. This is true for the Cub Scouts who want to know about the adventure and imagination and theme to the older youth who want to know about the adventure and perceived danger of activities. How are decisions made? (As opposed to how are they supposed to be made.) (Seek response but aim for the following): • Parents – either through the value proposition or financial or perceived or desired outcomes. • Unit leaders – willingness to travel to the camp What "features" do each of these customers want in our product? (Seek response for each of these and discuss): • Scouts • Scout Leaders • Staff • Parents • Donors • Outside Groups/non-Scouts (offseason)



Market Research

- We are NOT the customer
- What are you selling?
- Who are you selling to?



Ways we Market

- Public Relations
 - What are you doing for your community?
 - How can you leverage?
- Sales Promotion
 - Are you asking people to buy your product?
 - Do you assume they will “just come”?
- Advertising
 - Publications
 - Mailings/direct mail/e-mail
 - Website



Ways we Market

- Social Media
 - Focus on the strategy not the tool
 - Whose voice?
 - What are the tools you use? (platforms?)
- Word of mouth
- Unit presentations
- Camp shows



Group project

- 5 minutes
- Answer the following focused on this past year's program
 - Did we deliver on the promises we made?
 - Did Scouts and leaders feel welcome?
 - Did we put our best foot forward?
 - What was the first impression of our camp?
 - Were frontline staff members properly prepared to respond to needs?
 - Were next year's sign-up discussions?
 - Was there a sign-up tracking sheet?
 - What changes need to be made to our program to meet the marketing needs and desires of our customers and keep your camp competitive?

Say: When was the last time you took the time to talk to your target audiences – and listened? This is called Market Research. We ARE NOT the customer, even though we think we are. As a result we make decisions based on our experience from several years ago - decisions that may not meet the needs of today's leaders and youth.

What are you selling and to whom are you selling it with your current plan? You must ask yourself if your current plan meets the needs of you or your customer. Marketing must be customer first focused.

Ask: Based on the definition of marketing we discussed a moment ago, what methods of marketing can we utilize? *(Seek response but aim for the following):*

- Public Relations – what are you doing in/for your community? How can you leverage these in your marketing campaign?
 - Community Events
- Sales promotion – are you asking people to buy your product or just assuming that they will come?
- Advertising – where do people see your product?
 - Publications – is this the council newsletter? Scout Life?
 - Mailings / Direct mail / Email
 - Website – how is camp listed on the site?
- Social media – At first don't focus on the tool, focus on the strategy – what is the message that you want to send out? Whose “voice” are you using?
 - It is not as important the platform you use (Face Book, Twitter Instagram etc.) as it is about what you are saying and the voice you are using to reach your intended audience
- What tools within social media can you use to get this message out?
 - FB Live
 - YouTube
 - Instagram
 - Twitter
 - Blog sites
- Word of mouth – your camp has a reputation already
- Unit Presentation
- Camp Shows

Ask: When Does Marketing Begin?

It should never end. Marketing for next summer begins this summer.

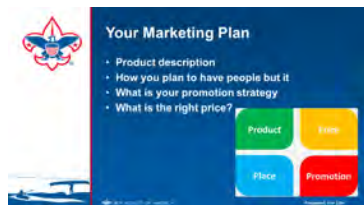
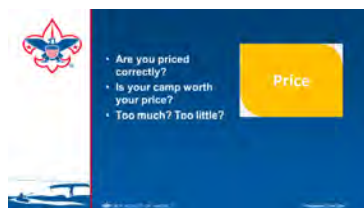
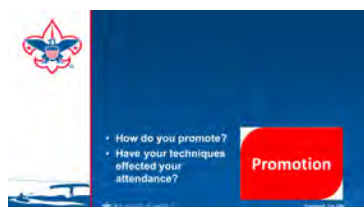
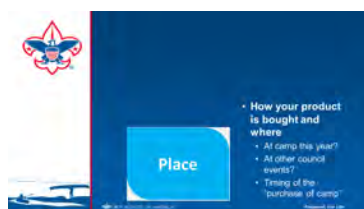
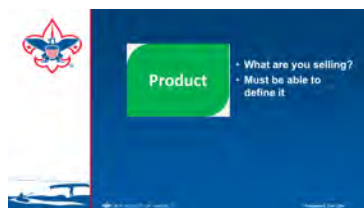
We are going to break into groups and have 5 minutes to discuss the following questions. This is a chance to be honest about your camp marketing and what you did well or need to work on in developing your plan.

Focusing on the past year's program:

- Did we deliver on the promises we made?
- Did Scouts and leaders feel welcome?
- Did we put our best foot forward?
- What was the first impression of our camp?
- Were frontline staff members properly prepared to respond to needs?

	- Was next year's sign-up discussed? Was there a sign-up chart? - What changes need to be made to our program to meet the evolving needs and desires of our customers and keep our camp competitive? Do: Give five minutes for group discussion and allow two minutes of debrief to discuss one take away from each group.

40 minutes	MARKETING CAMP ACTIVITY #2 DEVELOPING A PLAN
	FACILITATOR
 The graphic is a blue rectangle with a white border. On the left is a small Scout logo. To its right, the text 'Camp Promotional Video' is at the top. Below it is a bulleted list: 'What is the story?', 'Who is the audience?', 'Use a storyboard', 'Plan the shots', 'Edit and finalize'. At the bottom, it says 'Video is only ONE PIECE of the marketing PLAN'.	Ask: How many of us have a camp promotional video? Who would like to share theirs with the group? Say: We are going to watch this video and at the conclusion we will give some feedback on the positive aspects as well as what could be improved. Do: Share a promotional video(s) from a camp(s) in the room and discuss the positive aspects of it as well as areas that could be improved. Pay special attention to violations of the Guide to Safe Scouting or NCAP standards. Do each of the shots in the video correctly represent the BSA? <i>NOTE: The purpose of this exercise is not to critique the videos as much as it is to ask the follow up question about how the video fits into the overall marketing plan for the council camp.</i> <i>(The videos and discussion must not take more than 15 minutes)</i> Say: We will look for times to share other videos and get feedback throughout the week if we did not get a chance to watch yours here. Ask: What is the process of developing a good camp promotional video? (Seek response but aim for the following): - Ask yourself - what is the story we are trying to tell? - Ask yourself - who is the audience you are trying to reach? - Using a storyboard to develop the plan - Planning the shots – - Know the background both visual and audio - Plan the angle of the shot with purpose - Make sure it meets all the safety standards of the BSA – no shot is from downrange of the firing line for instance - Product placement and camp promotion in the video – are the Scouts in the video wearing your camp t-shirt drinking from your camp water bottle etc. - Staged shots vs “real life action” - Editing and finalize - Do you have the right energy for the shot? - Does the information align visually with any audio? - Does it represent who you are trying to sell? - Does it meet the aims of your camp and represent the best of your camp?



Say: A video is only a piece of the marketing plan – a video alone is not a plan or a strategy. A strategy is a comprehensive plan to get your message across.

How do you develop a marketing strategy for your camp?

- A Marketing plan consists of the 4 Ps of the marketing mix – these four must work together to meet the plan
 - o Product
 - o Place
 - o Promotion – what to communicate and how
 - o Price

In order to develop a marketing plan, we need to address each of these 4 P's and include them in our strategies.

Product – what are you selling? If you can't define what your camp is, how can you market this product?

Place – this means how your product is bought and where it is bought. Do you sell at camp this year for next year? Do you sell at other council events? Can people "purchase camp" at any time or only at certain times? Do your council staff have the ability to collect a camp purchase "in the field"?

Promotion – how do you promote? This is where we spend much of our focus. This is what we have discussed before. How have your marketing techniques effected your camp attendance and retention?

Price – You may not have a tremendous amount of say in this aspect, but is your camp priced correctly? Do people value your product based on the price? Would people who purchased camp say that is was worth the cost? Are you charging too much or too little for your camp? How do you decide on the price for camp? (legacy pricing or through analysis and research)

Say: You are going to have 15 minutes to begin work on a marketing plan for your camp based on all that we have discussed here. This is not enough time to develop the full plan but will give you a chance to begin the process.

You are welcome to work alone or in groups as you wish. The purpose is for you to think about the 4 P's of marketing and begin to develop the plan to reach the audience.

	Say: Your plan should include: A description of your product (camp) How you plan to have people buy your product – are there things that your council should add or mechanisms to drive sales of camp What is your promotion strategy? Do you have a video, what about the social media piece, what about unit presentations or other direct marketing strategies? What is the timeline for each of these touches? What is the right price? What else should you consider when developing the price structure? Do: Give 15 minutes for the plan development then call the group back together for the closing.

1 minute	MARKETING CAMP CLOSING
	FACILITATOR
	Say: Marketing is a never-ending job. As you operate camp this summer, be marketing for the next camping season. – note we did not say next summer, what are you doing this fall? Next spring? You must be the number one advocate for your camp and never, ever miss an opportunity to promote! Be everywhere. It takes seven touches for a consumer to remember your message. If you must reach everyone seven times, you need to be in enough places for everyone to see you at least that many times.

More information about the unit presentation

Unit Presentations

Every unit should have a camp promotion night during the camping off-season. The best time to have a camp promotion night is to schedule it around a troop court of honor or a Cub Scout pack meeting. This will ensure that a large number of parents will be in the audience. The camping presentation should be promoted at the unit level to generate excitement and set up the crowd before the presentation begins. Have a dynamic presenter—perhaps a special guest—who can bring the excitement of camp to that meeting and can interact effectively with the video and other tools. Your goal should be to have the audience leave thinking “What a great camp,” not “What a great video.”

Effective marketing is accomplished by creating satisfying transactions between a source provider and a customer. Our challenge is to create satisfying relationships with potential campers, unit leaders, and parents. The presentation should be scripted and well-rehearsed. Presenters should be well-versed in basic information about the camp and be prepared to answer basic questions. They should know how to operate the equipment and should have brochures to put in everyone’s hand. They should respect the amount of time allotted and not overstay their welcome.

The unit leader should also be prepped for the presentation. The support of the unit leader for the camping opportunity being promoted is crucial. The promoter will be connecting families and youth to information—the “what” and “how”—but the unit leader who already has the audience’s trust can connect the “why” and provide credibility to the presenter. Prep the unit leader to enthusiastically introduce the presenter and set up the presentation by stating that camp is a critical part of a youth’s time in Scouting. Following the presenter’s close, the unit leader should make statements in support of the camp and the opportunities it provides to youth.

Who Conducts Unit Presentations?

The best presentation is done by a camp administrator. Someone who can answer any question or concern the Scouts, parents and leaders may have. If a camp administrator is not available there are groups of people that would be a good choice. The main thing is that camp promotions be conducted in every unit.

- District or Council Camping committee members
- Order of the Arrow lodge members
- Camp staff members
- An enthusiastic unit leader with a passion for camping (they already have credibility in the unit)



FACILITATORS GUIDE

CFET, PQET, CCIP

NCAP standard: FA-701, AO-810

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand the process for facilities improvement outlined in CFET
- Understand the use of the PQET to improve program quality and staff quality
- Understand the CCIP
- Describe the role of the program director in each of these processes.

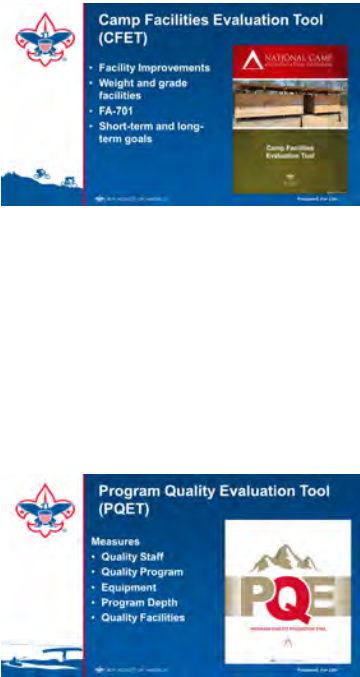
Materials needed for this session:

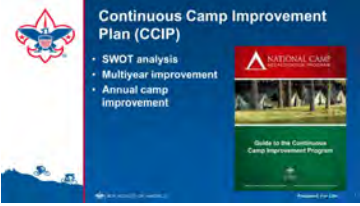
- Camp Facility Evaluation tool
- Program Quality Evaluation Tool
- Guide to Continuous Camp Improvement

SESSION TIMELINE: 45 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
3 minutes	Definitions	Instructor
20 minutes	CFET	Discussion
10 minutes	PQET	Instructor
10 minutes	CCIP	Instructor
1 minute	Closing	Instructor

1 minute	CFET, PQET, CCIP INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to acronyms, acronyms and more acronyms namely the CFET, PQET, CCIP. For the next few minutes we will be talking about these tools to help your camp improve in many areas. Peter Drucker, who was one of the world's greatest management consultants, is credited with saying "if you can't measure it, you can't improve it." In this session we are going to talk about ways to measure items at your camps to ultimately help improve them. We will be discussing three tools, the Camp Facility Evaluation Tool (CFET), the Program Quality Evaluation Tool (PQET) and the Camp Continuous Improvement Program (CCIP). After we consume this alphabet soup of acronyms you will be able to understand how these tools can help your camp and your council improve the overall camping operation.

3 minutes	CFET, PQET, CCIP - DEFINITIONS
	FACILITATOR
	Say: As we begin, it is important to understand each of these items and how they fit into the National Camp Accreditation Program. As we discussed in the NCAP session, when used correctly, NCAP is about the overall health of your camp. One of those measures is in the Council Facilities. The Camp Facilities Evaluation tool, or CFET, is a program designed to help your council make decisions about facility improvements. The evaluation assigns a weight and grade to each building and area at your camp giving an overall final grade from A to F to each. As stated in FA-701 the CFET should be conducted at least once during your council's authorization period. This means at least once every five years your council is required to conduct a full inventory and make a record of the facilities of the camp. The purpose of this evaluation is to help the council develop both short-term and long-term corrective goals or improvements for the camp property. This evaluation will then lead to conversations about the budget and how to implement the improvements. The Program Quality Evaluation Tool or PQET is a program designed to help your council make decisions about the program offerings of your camp. This evaluation measures four areas of your camp program: Quality Staff; Quality Program Equipment; Program Depth; and Quality facilities. These items are each evaluated against a standard and grades are given based on how your camp meets this standard. While this is not listed in the NCAP standards, it is a valuable tool to help your council take an objective look at the program offerings and how your council operates the program of your camp.

 Continuous Camp Improvement Plan (CCIP) • SWOT analysis • Multiyear improvement • Annual camp improvement	Say: Each of these evaluations, the CFET and PQET along with other evaluations that your council utilizes leads into the Camp Continuous Improvement Program or CCIP. In the CCIP, the council, its camp staff and stakeholders identify areas of strength that should be maintained or expanded, areas of weakness that need improvement (“areas of improvement”), and a plan to maintain or build strength and improve or eliminate weaknesses. The CCIP has two components: a multiyear camp strategic improvement plan, and an annual camp improvement program.

20 minutes	CFET, PQET, CCIP – CFET
	FACILITATOR
 CFET Details • Grade – “A” – Excellent and “speaks well” of the BSA brand – “B” – Good and is a positive reflection of the BSA brand – “C” – Acceptable and is neutral to the brand – “D” – Fair and does not speak well of the BSA brand – “F” – Poor and has a negative reflection on the BSA brand • Weight – Defines importance of the facility – High visibility = high weight	Say: Let’s look at a bit of the detail of the CFET program. In short, the Camp Facilities Evaluation Tool is a combination of a grade (A, B, C, D, or F) and a weight. Your council through evaluation will determine a grade for each facility and the weight of that facility. You will then multiply the grade by the weight to derive a score for each facility, program area, campsites, and all improvements made upon the land. The average of all scores determines the total camp score. An “A” is defined as Excellent and “speaks well” of the BSA brand. You would be proud to say that this is a part of the BSA system. The facility is in excellent condition and fully functional. It is clean from floor to windows and is a place where you would be proud to have your family visit. A “B” is defined as Good and is a positive reflection of the BSA brand. There is some wear, but work has not been deferred for years on end. It does not need painting within the next 12 months. A “C” is defined as Acceptable and is neutral to the brand. It does not help the brand, but overall does not hurt either. Wear is noticeable and some deferred maintenance is noticed. It needs painting within the next 12 months. A “D” is defined as Fair and does not speak well of the BSA brand. You would not be proud to say it is part of the BSA system. The facility is not clean and may even be unpleasant. There is strong evidence of deferred maintenance. You would be concerned about family members using the facility. A “F” is defined as Poor and has a negative reflection on the BSA brand. This conflicts with the BSA values of stewardship of the land and BSA resources. Work needs to be completed on it prior to its next use. Major damage exists, and the facility is not safe. The weighting scale helps to define the importance you council sees for the facility. A facility that is highly visible and highly used by the customer (a dining hall or campsite for instance) has a higher weight than a warehouse or maintenance area where only employees see it. This does not mean that the maintenance area is not important and should not be well-maintained, it simply means that the weight for the end user is lower.

Say: A council could decide that the maintenance area is a higher rating because everyone who drives into camp must drive past this area to enter camp. In this case the maintenance area could have a higher weight. This weighting is defined by the council based on the council needs and individual camp layout. The important factor is that not all facilities are equal in their impact to the brand or your camp.

As a part of the process, the council should take photos of each building and improvement. These photos will serve not only as a guide for your evaluation, but as a resource to help develop the priority list for camp improvements and capital expenditures. Your council will want to focus resources on the items with the highest impact.

We are going to look at some photos of actual camps in the BSA system. The names of the camps have been removed. Looking at these, what rating would you give each?

Do: Look over each slide and discuss the grading. There may be disagreement from the participants, and this is expected. The purpose of the exercise is to help them develop a baseline for evaluation. When in doubt, lead the participants to the lower rating as not to artificially inflate our brand.



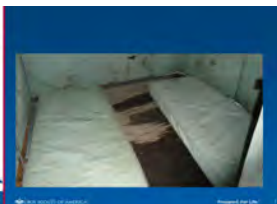
Kitchen and serving line (A)

- Clean
- looks new
- Well maintained and inviting



Shooting Range (B)

- Clean
- Functional
- Need to upgrade chairs and paint



Tent (F)

- Mold on the tent
- Floor is wet
- Mattress on wet floor.
- Tent does not fit the floor
- Note: this picture was taken while campers were present using this facility



Small Cabin (A)

- Well maintained
- Entry is in good shape
- New paint



Amphitheater (D)

- Benches leaning
- No clear walkways
- Green moss on some benches



Camp entry (C)

- Moss on roof
- Needs painting,
- Nothing says "welcome to camp" like a barbed wire fence in the background left.



Cabin with garage doors and barn on site (B)

- Barn on the side needs painting
- Lawn work required



Latrine with sink in bathroom (F)

- Sink not working
- Dirty
- Door missing
- Could be a higher rating with a little work



Pit latrine (D)

- Needs new roof
- Needs new paint
- Needs to be updated for privacy issues (looking under or over)
- Approach needs to be updated



Sign and bridge (A)

- Sign is clean and well done
- Paint looks good
- Material on the board is laid out well and does not show any signs of weathering



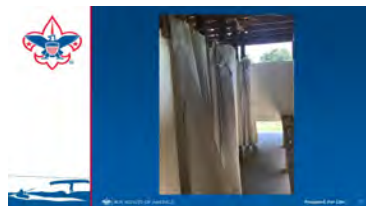
Large Cabin (C)

- Roof needs to be cleaned off
- Approach needs to be updated
- Needs new paint on door



Dining Hall (D)

- Ceiling needs painting
- Building not currently functional
- Doors are not sealed against pests.
- Electrical wiring hanging down exposed
- Windows need to be cleaned.



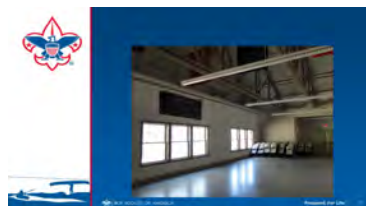
Shower (F)

- Filthy
- Shower curtains need to be replaced
- Walls need to be updated for privacy



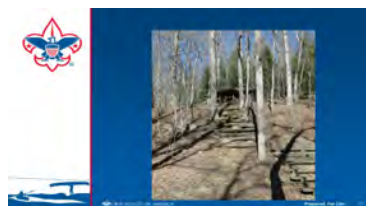
Camp Sign (C)

- Does not promote a grand image of camp
- Simple
- Dated.



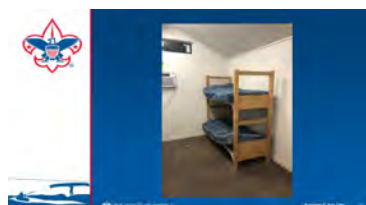
Dining Hall (B)

- Some level of wear shown
- Painting required
- Uniform chairs a plus



Stairs (F)

- Unsafe
- Uneven
- Trail shows lack of erosion control (poor land stewardship)



Bed (D)

- Mattress does not fit the bed
- With new mattress could be higher rating
- Cabin also does not have a second form or egress which is a legal concern.
- Upper bunk needs a rail



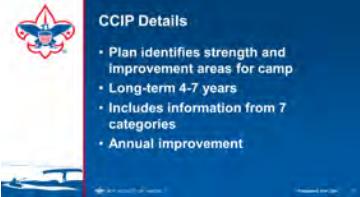
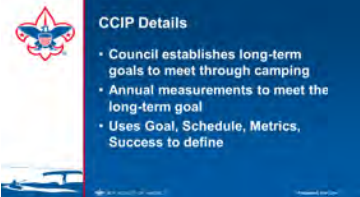
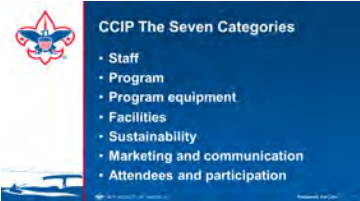
COPE course (A)

- Well maintained area
- Structures look clean and updated
- Lawn is maintained
- Inviting and "looks" safe.

	Ask: What observations can you make about BSA camping when you see these photos? (Seek response but aim for the wide array of camp standards and how all camps have room to improve.) Say: It is important to note that each of these pictures are of actual BSA camps and facilities. How does your camp represent the BSA brand? Once your council has decided on the weight and the grade, the process moves to a discussion on how to make the needed improvements. This discussion is a part of the council strategic plan and the annual budgeting process for your council. The CFET evaluation should be done at least once during your council's authorization period but could be conducted at any time there is an improvement to a facility or if there is a change in the status due to environmental issues, fire, flood, etc.

10 minutes	CFET, PQET, CCIP - PQET
	FACILITATOR
 PQET Details • Happens during program delivery • Four pillars 1 - Quality staff — Experience level — Subject matter expertise — Communication skills — Customer experience	Say: The property is only one part of what makes your camp successful. One of the largest factors is the program. The Program Quality Evaluation Tool, much like its counterpart for facilities asks your council to evaluate and grade the program elements of the camp. While the CFET deals with the buildings and land, the PQET deals with the programs and the people who make your camp run. Unlike the CFET that can happen at any time during the year, the PQET evaluation happens during the camp season. There are four pillars that are evaluated in the camp program. The first is the quality staff. As we have discussed, the staff can make or break your camp experience. A quality staff leads to quality instruction and a quality program. This first pillar asks your council to evaluate the experience level, subject matter expertise communication skills, and customer experience associated with the staff member. A high-quality staff member is one who is not reading from a book but knows the subject and goes beyond the basic outline to engage the participants. The second pillar is quality program equipment. The program equipment at your camp needs to be functional and well-maintained. It does not have to be the newest or most expensive, but needs to meet the needs of the camp both in quality and quantity. For instance, if the council offers a session in map and compass it is important to have a compass for each participant for instruction and not have 8 youth huddled around the instructor looking at a single compass. In addition, if your camp offers programs for different age youth, having properly sized equipment would fit into this category. This section of evaluation calls for a written plan for repair or replacement of equipment and a process to get items needed for programs.

 PQET Details 3 - Program Depth - Array of programs - Enrichment of programs - Designed to add depth of program	Say: The third pillar is program depth. This speaks to the array of programs that your camp offers. This does not mean that every camp should have high adventure programs or offer the newest program just to add things to camp. This section speaks to the enrichment of the program. A shooting sports program for instance that discusses the mathematics involved and muzzle velocity or the physics of sound vs simply pulling a trigger might be seen as “enriched.”
 PQET Details 4 - Facilities - Facility meets the needs - Appropriate size - Inclement weather plan	Say: This is a nature program that discusses the environmental impacts to the camp property through trail maintenance. These program enhancements add depth to the programs offered and moves the program away from instruction around a picnic table. How the program is designed to add additional depth and enrichment activities would bring a higher score than simply having more things on the list.
 PQET Details • Evaluated against a standard • Interviews with the staff and leadership • Score is weighted for each pillar • Overall score • Aid in future plans for camp	The final pillar of the program evaluation is the facilities. In addition to the appearance and brand guidelines of the CFET discussed earlier, this section speaks to the use of the facility. Do the facilities meet the needs of the program? When the camp is in session, is there enough room in an area for the multiple instructional sessions that are being conducted? Is there a bottleneck at an area? When Scouts are using tools for a craft or wood project is there enough room for them to be spread apart? Is everyone in that area able to be under cover in the event of inclement weather? These are the types of questions that try to answer the question “Is the facility we are using meeting the needs of this program?” While we may have some attractive facilities, if they do not meet the needs of the camp, they could ultimately receive a lower score.
	Each of these pillars is evaluated and graded against a standard that is defined in the program literature. In addition there is opportunity for interviews with camp staff members and camp leadership to get an understanding of the camp processes and improvements needed or blind spots that may be revealed. There is then a weighted score assigned and an overall scoring of the program. These scores can help your council make strategic decisions about the improvement of staff, equipment, program depth, or facilities that can improve your camp programs. Councils who have completed this program have found it to be a valuable tool in future planning.

10 minutes	CFET, PQET, CCIP - CCIP
	FACILITATOR
 CCIP Details • Plan identifies strength and improvement areas for camp • Long-term 4-7 years • Includes information from 7 categories • Annual improvement  CCIP Details • Council establishes long-term goals to meet through camping • Annual measurements to meet the long-term goal • Uses Goal, Schedule, Metrics, Success to define  CCIP The Seven Categories • Staff • Program • Program equipment • Facilities • Sustainability • Marketing and communication • Attendees and participation	Say: The CFET and PQET along with camp evaluations and conversations with camp staff, council and camp leadership, and other stakeholders all work together to develop the Camp Continuous Improvement plan. This plan identifies areas of strength and areas of improvement that the council would like to address over the next four to seven years. The plan must include information from at least 5 of the seven categories of the CCIP. The annual camp improvement plan will address areas of strength or areas of improvement that the camp will address during this camping season. This annual plan which stems from the multi-year plan must address at least four of the CCIP categories. In both the camp strategic improvement plan and the annual camp improvement plan the council and the camp develop goals, plan for achieving these goals, define success criteria, the metrics for tracking progress toward the goal, and the success criteria. This may sound confusing, but in short, the council will establish long-term goals that it wants to meet through the camping program over the next several years and then develop annual goals and measurements to get to that long-range goal. There are seven categories from which the council can choose to meet the long-range and annual goals. These are the following: • Staff • Program • Program equipment • Facilities • Sustainability • Marketing and communication • Attendees and participation The council will decide which of these categories to address and the set the goals and measures to meet them. There is a schedule or timeline of the goal, the metrics or measurables toward the goal and a measure of success – how do we know when we hit the goal.

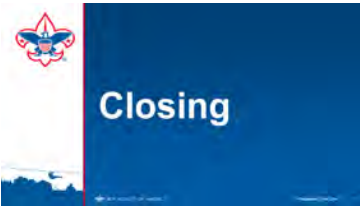
Goal	Improve quality of instruction in core merit badge programs by developing course syllabi that includes required content, activities and minimum program equipment.
Schedule	Complete swimming, rowing, pioneering by year 2, lifesaving, canoeing, camping by year 3, and rowing, orienteering and environmental science by year 4.
Metric(s)	1 – Syllabi completed 2 – Instructors following syllabus based on area director review of teaching 3 – Customer satisfaction survey
Success	1 – Syllabi completed on time 2 – 80% of instructors following syllabi 3 – Decrease in complaints/increase in compliments about syllabi class instruction on customer survey

For instance the council may look over the CFET and PQET and want to develop a program goal for improved instructional quality of the merit badge program. This goal would fit in the Program category of CCIP and could look like the following:

Goal	Improve quality of instruction in core merit badge programs by developing course syllabi that includes required content, activities and minimum program equipment.
Schedule	Complete swimming, rowing, pioneering by year 2, lifesaving, canoeing, camping by year 3, and rowing, orienteering and environmental science by year 4.
Metric(s)	1 – Syllabi completed 2 – Instructors following syllabus based on area director review of teaching 3 – Customer satisfaction survey
Success	1 – Syllabi completed on time 2 – 80% of instructors following syllabi 3 – Decrease in complaints/increase in compliments about syllabi class instruction on customer survey

Say: The council then has a roadmap and a consistent plan for improvement in this area. This camp strategic improvement plan is submitted during the council authorization process and the annual camp improvement is submitted with the camp declaration of readiness annually.

Your council can update and change the plan as appropriate to meet the needs of the council and the camp.

1 minute	CFET, PQET, CCIP CLOSING
	FACILITATOR
	Say: We have discussed a large amount of information in this session, and this was simply an overview of the resources your camp and your council have to improve the quality of camp property and camp program that is offered in your council. You should understand that this is a council effort and not meant for any one person to accomplish. If you have not seen your camp continuous improvement plan or do not know what is listed for this year, this is a resource that you should find when you return from National Camping School. As we discussed in the NCAP session, the NCAP program is not just about the standards and the visitation day. It is an overall holistic look at your council camping operation. The tools of CFET, PQET and the CCIP are meant to help your council raise the level of Scout camping and Scout facilities to best represent the brand of the BSA.



FACILITATORS GUIDE

A DAY IN THE LIFE OF A PROGRAM DIRECTOR

NCAP standard:

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand the daily tasks of a program director
- Practice the skill of crisis management
- Understand the resources available to help you as a program director including the other camp staff members
- Develop a plan to deal with stress

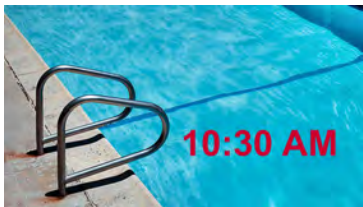
Materials needed for this session:

- Personal staff management plan
- Video and YouTube Access

SESSION TIMELINE: 120 MINUTES

Time	Action	Delivery Method
20 minutes	Introduction and scenario #1	Discussion
20 minutes	Scenario #2	Discussion
15 minutes	Scenario #3	Discussion
15 minutes	Scenario #4	Discussion
15 minutes	Scenario #5	Discussion
15 minutes	Scenario #6	Discussion
15 minutes	Stress management	Video/Discussion
5 minutes	Closing	Instructor/activity

	Ask: What do you do? How do you go about addressing this problem? (Allow time for discussion) you can do this through many methods. You could have the groups break up and come up with priorities and how to delegate the tasks. You can ask one participant to start with the first thing and ask others to build on it or have a group discussion. The purpose of the exercise is to have them begin to problem solve and seek help from the area directors, other staff, or other resources. There is not a “right answer” to this, but help the participants work through the situation. If they do not mention it, DO NOT remind them of the tie dye materials as they will probably be focused on the crisis at hand. This will come up again. Ask questions to get them thinking about additional issues that arise • What do you do with breakfast being late? • How do you entertain Scouts when they are waiting on food? • Do you need to adjust the program schedule? • How are you going to offer shooting sports programs with no director? • Who is the instructor for Environmental Science? Has this been the case for the previous week(s) of camp? • Was the area director present/do they know about the class being dismissed early? • Do you have time to have “the discussion” with the instructor now or should it wait? • Is the counselor teaching this badge qualified to do so?

20 minutes	DAY IN THE LIFE OF A PD SCENARIO #2
	FACILITATOR
	Say: Ahh you take a breath and have breakfast. You look at your watch and it is now 10:30 AM. You are heading back to the office when you are stopped by a waterfront staff who shares the following: The waterfront director has not yet shown up at the pool. She had the night off last night and went into town with the shooting sports director and health officer and no one has seen her since she left last night. The pool gate is locked and there is debris in the pool from the storm last night. Just as the waterfront staff is finishing the Outdoor skills director shares that the unit he has been assigned to as a troop guide told him at breakfast they are packing up and leaving this morning because all their stuff got wet last night in the rain because all the tents leaked. This unit says they will never come back. He then shares that the signaling tower they built at the outdoor skills area was leaning from the storm, so one guy was going to climb up on it while a couple others were going to climb the tree next to it to “fix it” before lunch so they may be late to lunch. The ranger said if they couldn’t get it back up, he would bring the backhoe over and they could stand in the bucket of the backhoe to tie it back up. Just then a call comes over the radio that it appears someone broke into the COPE tower overnight and all the ropes have been cut into unusable pieces.

	Say: What do you do? How do you go about addressing this problem? (Allow time for discussion using the same or similar technique as before) Ask questions to get them thinking about additional issues that arise • How do you go about locating the perpetrators of the COPE incident? • If the shooting sports director, aquatics director and health officer were all together are the others sick? Are they covering for one another? Where did they go last night? • How will you be able to offer aquatics programs? Did they offer programs prior to 10:30? Who was in charge? • Who do you need to call to help? What can you delegate to others? • What is the height of the signaling tower? Do you have permission from your ERM committee to have youth on it above 6 feet high? • How are you following up with the adult leader from this morning with the schedule change request and Environmental Science class?

15 minutes	DAY IN THE LIFE OF A PD SCENARIO #3
	FACILITATOR
 11:45 AM	Say: You walk back into the office and it is now 11:45 AM. Lunch is set for noon and you are going to be doing a fashion show today to promote items in the trading post. You only have a moment to change into your outfit to promote the camp wide program night tonight. You walk past the welcome desk and you are handed the following: • A phone message from 8:30 this morning that the rope you ordered yesterday was not going to be delivered for three weeks? Do you still want it? • A phone message from your mom to call when you can • A note from the trading post manager that the speaker in the dining hall is not working for the music today for the fashion show. There seems to be no power to the speakers • A note from the shotgun instructor that the spring on the electric skeet thrower just broke so there will be no more shotgun class until it gets fixed. And by the way we just shot the last round of 12-gauge ammunition that we have at the range this morning. We have a class at 2 where we will need some more. • You are then told that these two adults in the office have been waiting on you since 10 AM to play horseshoes to check the box on their leader's award. Say the following only if the participants missed it before. There was something important that you woke up thinking about this morning...Oh yeah, the tie dye order for tonight. What do you do? how do you go about addressing these problems? (Allow time for discussion) Ask questions to get them thinking about additional issues that arise or that still need attention from earlier • Who else do you need to call? • Did you schedule a time to talk with the ranger about the backhoe usage from this morning?

	• When do you need to talk with the waterfront director now that she is back at work? What about the others? • Did that signaling tower ever get back up safely? • Did anyone have the conversation with the Environmental Science instructor? • Do you have a hand thrower for the shotgun range? • If you cancel the rope order can you make it through the summer? • What about the Rope that was cut in COPE? Can it solve your other rope issues? • Can your staff member who is in town pick up ammunition for you in addition to the tie dye materials? • Is the power out to the speaker because the breaker is out? Is power out in other parts of the dining hall?

15 minutes	DAY IN THE LIFE OF A PD SCENARIO #4
	FACILITATOR
	Say: The fashion show happened at lunch and it was just the one breaker in the dining hall. You were able to text the staff member in town the list so she can pick up the tie dye materials and shotgun shells and you got some lunch. The staff member sends you a text that she received the message and will pick up the items, she will be back in camp by 4:30. It is now 1:30 PM and you sit down to call your mom back when the phone rings. It is the Scout executive that tells you someone called the council office to complain about the archery instructor who last week asked a Scout to be a “board monkey” to write on the whiteboard at the front of the class. She wants to know how you handled this last week so that she can call the parent back today. The Camp director just handed you a note that says, “The Scout Executive may call, don’t call her back until we talk.” Oh and what troop is doing the flag ceremony tonight? I have someone who wants to do it. Just then a radio call comes over that there is a bear sighting in campsite 9 and the bear is on the table eating from a Dutch Oven that the troop had not cleaned after their troop cracker barrel last night. You know that the troop has been excited to see a bear in camp all week. Immediately after this radio call another call comes across from a CIT at the waterfront to tell you that they need buddy tags for next week. A handicraft staff member walks in to remind you that you are supposed to be at the art class which starts in 15 minutes to pose for the campers to draw you. You made this promise to the class at breakfast. The Scout Executive is still on the phone waiting for a response... What do you do? How do you go about addressing these problems? (Allow time for discussion) Ask questions to get them thinking about additional issues that arise or that still need attention from earlier

	• What is your wildlife plan and what needs to happen to follow it? • You still haven't called mom • What about the conversation with the Environmental science instructor? • What about the conversation with the aquatics, shooting sports directors and health officer? • What about the ranger? • How are you handling the shotgun issue with the broken spring? • How are you handling shooting at 2 PM when the shotgun shells will not be there until 4:30? • When do you have a conversation with the Shooting Sports director about letting you know before the shells run out? • Did you ever play horseshoes with those two adults?

15 minutes	DAY IN THE LIFE OF A PD SCENARIO #5
	FACILITATOR
4:30 PM 	Say: It is now 4:30 and the staff member comes back to camp and you meet her in the parking lot as you are heading back to the office from a walk to the dining hall. She hands you the tie dye materials but then tells you that you did not give her enough money for the shotgun shells, so she did not get them. She tried to call, but they said you were busy and could not answer so she just came back to camp. She tells you that she was going to put them on her credit card but was not sure if you would reimburse her for them. She then hands you receipts for the tie dye and for her lunch that she purchased while out in town and a receipt for gas to fill her car since you had asked her to pick up those things. She says when she called, the person who answered the phone told her it was OK to buy lunch and gas and that "camp would take care of it" since she was on camp business. The radio goes off and it is the camp commissioner who is putting together the cookout for tonight and cannot find the hamburgers or hot dogs. He has "looked around the kitchen and doesn't see them." The nature director approaches you as you are walking to let you know that they have a new game for the camp wide program tonight. They are going to do a giant dodgeball tournament and have been taking signups from troops around camp. They have 15 teams and only need one more to make the brackets even. He wants you to make a camp wide announcement to get the staff team together to practice. As you continue walking to the office with these staff by your side, you look up to notice the local news van pull into camp and you find out that they saw on a social media page a video of a bear sitting on a table eating from a Dutch oven with Scouts in the background taking pictures. One of the Scouts in the troop is friends with the news producer's son and the video was on the Scout's page. The Scout had also mentioned in a post that the aquatics director, shooting sports director and health officer were not at work today because he heard from a staff member that they had all been out drinking last night and were hung over.

	Say: What do you do? How do go about addressing these problems? (Allow time for discussion) Ask questions to get them thinking about additional issues that arise or that still need attention from earlier • How do you check in supplies like the ones you have for tie dye? • How does your camp staff ask for supplies? • How have you communicated your purchasing plan? • What can you reimburse for staff? • How do you use petty cash? • What is your camp communication plan? • Who handles the media? • Do you need to call the Scout Executive? • Where is the plan for wildlife that is required in AO-805? • Who can you ask to execute part or all the plan? • What support do you have/need? • Did you answer the question about the flag ceremony?
15 minutes	DAY IN THE LIFE OF A PD SCENARIO #6
	FACILITATOR
	Say: it is now 8:30 PM and dinner is over, and you have cleaned up from the camp wide program. The only program plan left in your day is the campfire. This one is run by the commissioners, so you are here just as an observer. They have approved all the skits and have the plan in place. They call the first troop to do their skit which begins by having three boys come on stage dressed as pregnant women and speaking with thick “southern” accents. As you begin to stand you see two male staff members, one 19-year-old and one 17-year-old coming out of the woods holding hands walking toward the campfire area. What do you do? How do go about addressing these problems? (Allow time for discussion) Ask questions to get them thinking about additional issues that arise or that still need attention from earlier • What resources do you have? • Who do you need to contact? • What about the youth protection issue? • What would change if the two youth were from the same Venturing crew? • When do you have the conversation with the commissioners about skit approval?

15 minutes	DAY IN THE LIFE OF A PD STRESS PLAN
	FACILITATOR
   	Say: It is finally time to end the day and what a day it was. It is about 2 AM. Did you every call your mom back? Time to take a nap and get ready for tomorrow. Throughout this “day” that we just experienced, many of these experiences probably caused you some stress. What was the most stressful part of the day we just experienced? <i>(Seek responses as they will vary)</i> Say: Many of us find different things stressful and each of us deal with stress in different ways. One of the things you must be aware of is of when stress begins to build in your life. How do you know that you are stressed? <i>(Seek responses, some examples might include):</i> • Bad temper/irritability • Extreme hunger • Hitting people or things • Overtiredness • Swearing • Throwing Things • Withdraw • Yelling • Excessive Sarcasm/Snarkiness • Inattentiveness At some point in the summer we are all going to be stressed. Let’s watch a quick video about stress management. Do: Show the video Stress Management Strategies: Ways to Unwind (YouTube: https://youtu.be/OfL-pn80s-c) 5:05 Say: Now that we have talked about some of the signs of stress, some of the causes of stress, and learned some strategies to help deal with stress, it is time for each of us to develop a personal stress management plan for camp. Stress management starts at the top. Do: Pass out the Personal Stress Management Plan template. Instruct participants to take five minutes to think about and complete their template. After five minutes ask several participants to share for each area on the template.

5 minutes	DAY IN THE LIFE OF A PD CLOSING
	FACILITATOR
	Say: When you are the program director you do not have to look far for a crisis to find you. You need to remember to take it one step at a time and use your resources to delegate where you can. You will need to have a good retrieval system to make sure that you have done all the needed follow up when and how it is appropriate. You were chosen for this role and you can do it. We have worked through situations in our day that would (we hope) take place over several days. These are real items that many program directors have had to deal with in their tenure and some point. Remember that to make it through the day we had to lean on each other and support each other. This network exists for you throughout the BSA. Take two minutes right now and make a list of the people that you are going to call when you feel overwhelmed at camp this summer. This could be a friend, a coworker, spouse, parent or other member of this course. If you need to take a minute to talk with someone in this room to get their contact information take the time to do so. Do: Give two minutes to make the list Say: Do not hesitate to reach out for help and remember that you can't help anyone if you are in need so find time for yourself each day to do something that you enjoy.



FACILITATORS GUIDE

NCAP JEOPARDY

NCAP standard: Overview/Recap of all

COURSE OBJECTIVES

At the end of this session you will be able to:

- Understand NCAP process and specific standards
- Develop an understanding of the NCAP process and selected program standards
- Have FUN while learning about NCAP.

Materials needed for this session:

- PPT from resources - NOTE: as there are several links in this PowerPoint, you will be prompted upon opening it to enter a password to modify the presentation. You will need to click the “read only” option. This will not affect the operation of the PPT but will protect you from removing a link by mistake.
- Method of buzzing in to answer – one for each group (ex. Bicycle horn)
- Game Show host “outfit” (optional)

SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
90 minutes	Play the game	Instructor/groups

NOTE TO INSTRUCTOR: Read all directions in the “set up” section below for how to operate the game.

	NCAP JEOPARDY SET UP
	FACILITATOR
	This session is conducted like the popular TV show of the same name There is a Jeopardy round, a Double Jeopardy Round and a Final Jeopardy round. There are daily doubles (one in the first round and 2 in the second round). Staff is encouraged to dress in costume as a TV game show host and help participants enjoy the experience. The game is managed from the PowerPoint slides and follows the same flow as the TV show. While it is not essential to keep score for each team, it is important that the participants work as a team to answer and that each team participates. To begin, the participants should be divided into teams and be given a method to buzz in to be able to answer. (this can be a bicycle horn for each team or a more elaborate setup.) This could also be a simple raising of hands or saying “buzz”. Be creative and make it a fun environment. Once teams are established the host of the show should introduce the game. The slides are set to do the “work” of the show and bring you back to the appropriate place in the game. Game Play The game play for this Jeopardy board is fairly simple, but there are a fair amount of little hidden objects you should know about throughout. Jeopardy Round As you begin the game, slide 1 should be displayed as the title slide to introduce the game. You may click through slides #2-7. This will introduce each category, starting with the first category until the sixth. As you click through each of these slides, the transition will create the illusion that a camera is panning from one category title to the next. Continue this process until after the sixth category title slide (slide 7) and the game board slide (slide 8) pops up on the screen. Slide 8, or the interactive game board, will be the slide around which the entire game is focused. There are 30 boxes on the game board which have dollar amounts. All these boxes with the dollar amounts are clickable. For example, if you wanted the \$200 question for category 2, you would click the corresponding box. This click of the box will take you immediately to the slide which contains the question for that category and dollar amount. The same goes for any other combination of category and dollar amount on the board. • After you announce the answer, participants should buzz in with the answer. • You award points for each correct answer based on the dollar amount for that clue. • You should subtract points for incorrect answers • DO NOT FOCUS ON THE POINTS • The purpose of the game is to make sure the participants understand the NCAP standards, not beat the opponents.

Now, on every one of the question slides, whenever you are finished with the question, if you click anywhere on the slide in the blue (meaning do NOT click the text), the slide will transition to the answer slide, revealing the answer to the question.

Once on the answer slide, when you would like to return to the game board (slide 8), click anywhere in the blue (again, do NOT click the text), and you will be returned to the game board.

Upon your return to the game board, you will notice that the box you had previously clicked will disappear from the game board. Like the real Jeopardy, this is so that you may know which questions have already been selected from the game board. After the previously clicked question disappears, you are welcome to move on and select another clue to move along with the game.

Double Jeopardy

When the board is cleared and you are ready to move to the Double Jeopardy round, you may do so by clicking another hidden box. This box is disguised as the category 6 box (very top right box) on the game board on slide 8. If you click this box, it will take you immediately to the cover slide for Final Double Jeopardy.

You may then click to the next slides to introduce the categories for Double Jeopardy similar to the Jeopardy Round. You will see a new game board that works in the same fashion as before.

Final Jeopardy

When you have completed the Double Jeopardy Round and are ready to move to final Jeopardy, simply click the category 6 box (very top right box) of the game board and you will be taken to the Final Jeopardy title screen.

Clicking on the final Jeopardy title screen will reveal the category for Final Jeopardy.

Allow teams to make a wager (if keeping score) and then click to reveal the question and click once again for the correct response.

A word about Daily Doubles

There are three Daily Doubles in the game (one in round 1 and two in round 2). When these are found (Staff \$400 in round 1, Venturing \$400 and Program Proficiency \$600) the Daily Double logo will appear on the screen. Clicking anywhere on this slide will advance to the clue for that category and dollar amount (just like before) the process then continues as before.

Use this game to spark further discussion as needed about the NCAP standards and process.

NOTE: if you have been using a “clicker” to move between PPT slides for other sessions, the clicker is not able to be used for this game. You will need to click on each image or clue with a mouse.

	FINAL THOUGHTS The game may not take the full 90 minutes but is designed for you to be able to have discussion about any NCAP standards or questions that arise during the game. At the end of the game, it is not important who has the highest total as much as it is about how the participants understand where and how to find the answers in the NCAP standards book.

90 minutes	NCAP JEOPARDY PLAY THE GAME
	FACILITATOR
 Follow information in the set-up instructions above for the complete game	Say: Welcome to our last instructor led session of National Camping School. We are going to put together everything we have learned this week into a final test of your wits in a game we call NCAP Jeopardy. We are going to break into teams and each team will have a “buzzer” (introduce the buzzer mechanics here) to be able to buzz in when you think you have the right answer. This game works just like the Jeopardy TV show. So I am your host Dew T. Calls and welcome to NCAP Jeopardy. Here we go. Do: Operate the game as described above. ENJOY! Take time to discuss any issues that may arise and use this as a teaching tool to further the understanding of the NCAP process and the standards.



FACILITATORS GUIDE

PARKING LOT AND OPEN FORUM

NCAP standard: none

COURSE OBJECTIVES

At the end of this session you will be able to:

- Answer remaining question from National Camping School
- Share a personal or camp WHY statement
- Understand the use of the WHY statement for a successful camp

Materials needed for this session:

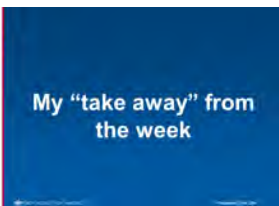
- none

SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
89 minutes	Introduction and Discussion	Discussion
1 minute	Closing	instructor

89 minutes	PARKING LOT AND OPEN FORUM INTRODUCTION
	FACILITATOR
	NOTE: this session is like the “open discussion” earlier in the week, but with a slight addition. This session should be to answer any lingering questions that participants have about National Camping School, or about being a program director. It is your chance to empty the “parking lot”. This session also gives a chance for the instructors to meet individually with each participant to share their evaluation by pulling them out one by one during this time. This session is meant to be informal and a safe environment for participants. If possible, arrange the participants in a circle for open flow of discussion. It will also be critical for you to moderate the discussion so that it is not dominated by only a few participants and that all participants feel free to participate, share and ask questions. Be attentive in this session that participants know when something is

  	your opinion versus policy. Many councils have different policies regarding how camp operates so care must be taken when questions arise about how things “should be done”. Instead pivot the conversation to state how you might think about solving the issues. Your counseling skills may come into play. Say: You are almost there. We have reached the end of our week together. For this last hour and a half or so we want to once again open the floor to discussion. We will empty the parking lot of questions and then talk about anything else that you would like before we break. So let’s get started. Do: Answer questions and lead discussion about any remaining issues including anything on the parking lot board and anything that comes up as a result. This is your chance to once again challenge participants to think about how to solve the remaining issues.

1 minutes	PARKING LOT AND OPEN FORUM CLOSING
	FACILITATOR
 	Say: To close this session, we have been speaking all week about how you will be working to change or strengthen the program of your camp. We are going to go around the room and ask that you share one big idea that you have gotten this week and one thing that you are looking to improve in your camp this season. Do: Allow each participant to share. Say: Congratulations on completing the classroom portion of National Camping School. The practical portion and your real test will come when you have those campers enter the camp gates. Do not forget why you are doing camp and share that with your staff, your council and your campers. As you seek to improve the program of your camp, don’t forget to be creative in your program design and engage the youth on day one in the activities. Scouts come to camp for FUN and excitement. Work with your staff and your council to deliver that promise.

