



Long-Term Camp Director Training Facilitator Guide

Table of Contents

<i>Preface</i>	6
<i>Resources</i>	7
<i>Schedule Considerations</i>	7
<i>About Learning Objectives</i>	7
<i>Room Setup</i>	7
<i>Games and Icebreakers</i>	8
<i>Presentation Tools</i>	8
<i>Training Techniques</i>	9
<i>The Parking Lot</i>	9
<i>Preparation</i>	10
<i>Leadership stories</i>	10
<i>Resident Camp Director Schedule</i>	11
<i>INTRODUCTIONS AND WHY ARE YOU HERE?</i>	12
<i>SESSION ORIENTATION</i>	16
<i>CAMP KEY 4</i>	20
<i>STAFF ORGANIZATION & POSITION DESCRIPTIONS</i>	30
<i>WHAT DO YOU EXPECT?</i>	36
<i>CUSTOMER SERVICE AND CUSTOMER EXPERIENCE</i>	44
<i>CAMPFIRE LEADERSHIP – CAMP DIRECTOR</i>	52
<i>PURPOSE OF SUMMER CAMP</i>	58
<i>MAKING NCAP REAL</i>	62
<i>EMERGENCIES AT CAMP</i>	76
<i>HARASSMENT PREVENTION</i>	84
<i>AN INTRODUCTION TO DIVERSITY AND INCLUSION</i>	92
<i>STAFF HIRING</i>	98
<i>CAMP STAFF MORALE AND DISCIPLINE</i>	106
<i>STAFF TRAINING</i>	112
<i>STAFF MANAGEMENT AND EMPLOYEE PRACTICES</i>	120
<i>EXECUTIVE LEADERSHIP – EVALUATIONS</i>	126
<i>ENTERPRISE RISK MANAGEMENT</i>	132
<i>INCIDENT REPORTING</i>	142

AGE APPROPRIATE PROGRAMMING	150
MICROLEARNING.....	158
FOOD SERVICE	162
COUNSELING	176
EXECUTIVE LEADERSHIP – ETHICS 101	188
SHORT-TERM CAMP ADMINISTRATOR	192
DISABILITY AWARENESS.....	206
CAMP COMMISSIONER	212
MEET YOUR AQUATICS DIRECTOR.....	218
MEET YOUR COPE/CLIMBING DIRECTOR	224
MEET YOUR SHOOTING SPORTS DIRECTOR	230
COUNSELOR IN TRAINING (CIT) PROGRAMS	236
MEET YOUR OUTDOOR SKILLS DIRECTOR	240
MEET YOUR ECOLOGY DIRECTOR	244
MEET YOUR TREK DIRECTOR.....	248
TRADING POST	252
MEET THE HANDICRAFT DIRECTOR.....	262
OPEN DISCUSSION	266
CAMP FISCAL MANAGEMENT.....	268
EXECUTIVE LEADERSHIP – CONFLICT RESOLUTION	280
DELEGATION.....	286
ADVANCEMENT	292
MENTAL HEALTH AT CAMP	302
WORDS MATTER.....	312
EXECUTIVE LEADERSHIP – EFFECTIVE COMMUNICATION	320
CAMPER SECURITY.....	326
MARKETING CAMP	334
FACILITIES MANAGEMENT	344
CFET, PQET, CCIP.....	356
A DAY IN THE LIFE OF A CAMP DIRECTOR	366
NCAP JEOPARDY	376
PARKING LOT AND OPEN FORUM	380



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 Camp Director Syllabus. The syllabus was new in 2021 and is updated annually. These updates include many modules that were not in previous versions of this course prior to 2021. The syllabus has been written through the combined efforts of an NCS task force group of professional and volunteer camp directors and the Outdoor Programs Group. Our goal was to give camp directors the best resources possible to meet the needs of today's Scout camp director 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 these 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 in this guide.

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 the NCAP standards that will be referenced during the school. 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 CD 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 participants to be seated with different classmates and not in the same seat the entire time. There are times when it is appropriate to group camp 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.

Leadership stories

During the “Session Orientation” participants will be asked to think about a leadership experience that they would like to share with the group. These stories are not scheduled in the syllabus. These stories should be scattered throughout the week when time allows. Some sessions are listed for one-hour time blocks on the schedule but do not have a full 60 minutes of material. These ending of these sessions would be opportunities to have participants share leadership stories. Another opportunity is during the “Open Forum” or “Parking Lot” sessions. Whatever you choose, allow each participant to share their story at some point during the week.

Resident Camp 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*	Camp Fiscals	A Day in the Life of a Camp Director	Exit Interviews, Evaluations, Goal Reviews
9:00 AM	9:30 AM		Making NCAP Real	Incident Reports	COPE*	Conflict Resolution		Graduation
9:30 AM	10:00 AM	Students Arrive, Check-in, Interviews						Drive Home
10:00 AM	10:30 AM		Youth on Youth Abuse Prevention Training	Age-Appropriate Programming	Shooting Sports*	Delegation		
10:30 AM	11:00 AM		Discussion Time	Micro Learning	CIT*	Advancement		
11:00 AM	11:30 AM		Lunch	Lunch		Lunch		
11:30 AM	12:00 PM							
12:00 PM	12:30 PM							
12:30 PM	1:00 PM	Lunch						
1:00 PM	1:30 PM	Introductions & Why Are You Here	Emergencies at Camp	Food Service	Outdoor Skills*	Mental Health at Camp	Micro Learning Project Completion Time	
1:30 PM	2:00 PM	Session Introduction	Harrassment Prevention		Ecology*	Words Matter Communication		
2:00 PM	2:30 PM							
2:30 PM	3:00 PM	Key 4	Diversity	Counseling	Trek*	Camper Security	Micro Learning Presentations	
3:00 PM	3:30 PM	Staff Organization	Staff Hiring		Trading Post*	Marketing Summer Camp		
3:30 PM	4:00 PM	What Do You Expect	Staff Morale & Discipline	Ethics	Handicrafts*			
4:00 PM	4:30 PM							
4:30 PM	5:00 PM	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time
5:00 PM	5:45 PM	Flag	Flag	Flag	Flag	Flag	Flag	Flag
5:45 PM	6:00 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
6:00 PM	6:45 PM							
6:45 PM	7:00 PM	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time	Personal Time
7:00 PM	7:30 PM	Customer Service & Customer Experience	Staff Training	Short-term Camp Administrator	Open Discussion with the CD/PD Sections	Facilities Management	Parking Lot Discussions, Open Forum, Q&A	
7:30 PM	8:00 PM	Campfire Leadership	Staff Management	Disabilities Awareness				
8:00 PM	8:30 PM			Camp Commissioner	Micro Learning Project Time	CFET, PQET, CQIP	Closing Campfire	
8:30 PM	9:00 PM	Opening Campfire	Evaluations					
9:00 PM	9:30 PM	Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel	Cracker Barrel
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.

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



FACILITATORS GUIDE

INTRODUCTIONS AND WHY ARE YOU HERE?

NCAP Standards: N/A

COURSE OBJECTIVES

- Feel welcomed to National Camping School (NCS)
- Have staff and participants get acquainted to one another
- Understand the Purpose of NCS (The Why)
- Participants prepared for weekly lesson
- Explain the importance of Safety Moments

Materials needed for this session:

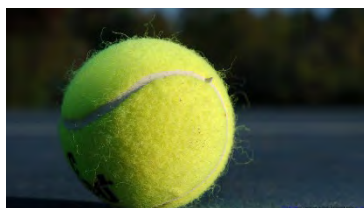
- Nametags and Nameplates
- Purpose of NCS Sheet
- Weekly Schedule
- Sticky notes
- “Parking lot” location for questions at the front of the room.
- Safety Moments Introduction
- Tennis ball or other soft ball for introductions game

SESSION TIMELINE: 60 MINUTES *(Note: depending on class size this session may run long. The Orientation session that follows has a cushion of time for this reason.)*

Time	Action	Delivery Method
1 minute	Introduction	Instructor
38 minutes	Getting to Know You Activity #1	Group activity
10 minutes	Why Are You Here/ Purpose of NCS	Instructor
10 minutes	Safety Moments	Instructor/video
1 minute	Closing	Instructor

1 minute	INTRODUCTIONS
	FACILITATOR
 Welcome to National Camping School	Say: Hello and welcome to National Camping School at (Name of Camp). My name is _____, and I'll be serving as your Section Director for this week of learning. Our goal this week is to ensure that you leave here better prepared to manage your camp. We have arranged this week to feel like a week in camp so we can model the week for you. Just as you probably experience in your camp, we have meals with programmatic elements, flag ceremonies, service patrols, and even some sessions on MBWA – Management By Walking Around!

38 minutes	INTRODUCTION ACTIVITY #1
	FACILITATOR
	Say: To get us more familiar with each other and to kick-off the team building for the week, we'll do our introductions! We'll start with the staff, and then each of you will have a chance to share about yourselves too! Starting with staff, everyone will share in no more than six short sentences the following information: • Name • Home Council and Hometown/State • Past Camp Staff roles • Scouting Roles • Fun/Unique/Interesting Fact It is a test to only use six SHORT sentences and yes, we will be counting. As camp directors, one of our goals is to look for areas of camp that we can make more efficient. 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 six short sentences. At the end of the sixth sentence, 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. <i>(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)</i> <i>(Play this for five minutes or until you have gotten around the group two or three times)</i>



10 minutes	WHY ARE YOU HERE? – DISCUSSION
	FACILITATOR
 Slide has animation for each question to appear 	Say: Now that we have had a chance to really get to know each other AND have some fun, let's start with some of the important material and learn why you are here. One of the crucial steps at the beginning of any endeavor is to "Start with Why." Starting with Why helps us to anchor our actions to our purpose and reminds us of the importance of what we are doing. Ask: Why are you here? (Solicit responses and talk about them. Make sure to focus on the why as this is critical to the next session and the week) Ask: What do you see as the purpose of National Camping School, and what are you hoping to take-away from this week? (Solicit responses and talk about them) As a reminder the purpose of National Camping School (NCS) is to provide adults with a learning experience and training related to the operation of council camps. The key staff members will, in turn, train and supervise other staff personnel in your council camping program. Note to presenter: DO NOT SKIP THIS next part. Require the participants to write some questions. You will use these questions for the customer service session after dinner. 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, 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 them on the "parking lot" at the front of the room. Make sure that there are a few questions on the board before moving on.

10 minutes	WHY ARE YOU HERE? – SAFETY MOMENTS
	FACILITATOR
  	Say: One key element of modeling what camp should feel like is the use of Safety Moments throughout the week. NCAP recommended practice 552 suggests that your camp includes a safety moment as part of its daily program to help foster safety awareness and a culture of safety. You'll notice that we will start our day with a safety moment to get ourselves in the mindset of looking for safety precautions and understanding 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 seconds) 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. Say: Our safety moment today will be about your safety and being comfortable in your surroundings at this camp. To model this now, we'll take a quick tour of the facility, so everyone is aware of where important items like water and restrooms are located. DO: (Take quick tour of the training room/area for the section)

5 minutes	HOUSEKEEPING ITEMS
	FACILITATOR
	Say: We want to use the time together this week to give you the tools to be an effective Camp Director. Don't hesitate to ask questions during sessions. For some of you there will be topics that we discuss that may not fall within your job responsibilities as defined by your council and there may be other topics that make you uncomfortable or push your boundaries. National Camping School like all places in Scouting is a safe haven, and you are welcome to ask questions that will help you be a better camp director. Please do not leave National Camping School with questions unanswered. If we do not know the answer, we will work to get it for you. We all want this to be an environment of friendship and fellowship so we can all learn at our best, and together we can make that a reality!



FACILITATORS GUIDE

SESSION ORIENTATION

NCAP Standards:

COURSE OBJECTIVES

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

- Understand how the NCS Camp Director Session is organized
- Understand the evaluation process
- Set expectations for “patrol” assignments for the course

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
	FACILITATOR
 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 • 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  Your Leadership Story • Time you were challenged as a leader • Issue at camp that you lead to a positive result • Not a contest to “outdo” anyone • A time you felt the strongest as a leader • Tell the story in under 2 minutes • We will ask for these throughout the week 	Say: We are going to take the next few minutes to talk about how the National Camping School Camp 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. We want to give you opportunities to share with us about you and your camp throughout the week. To this end we would like for you to think about a time that you had to lead and that challenged you as a leader. This should be a time that you had to deal with a problem or situation at camp that you were able to manage the situation to a positive outcome. Throughout the week when we have a moment, we will ask each of you to share. This is not a contest to see who had dealt with the most difficult situation or overcome the most adversity. This should be about a time where you felt the strongest as a leader.

	Say: You will have two minutes to tell your story and share your best leadership experience. You need to be able to share in two minutes or less so plan accordingly. You will be asked to share as share your safety moment. Do: Add this to the safety moment signup sheet. It is important that the stories are shared in less than two minutes to remind participants that they will often have a very short time to get something accomplished at camp and their ability to communicate quickly and appropriately is important. Use the rest of this time to • Organize the group into dens, patrols or crews • 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. • Discuss and sign up for safety moments • Discuss timing for best leadership stories
--	--

1 minute	SESSION ORIENTATION CLOSING
	FACILITATOR
 The graphic shows the Scout's Own logo on the left, the word 'Closing' in red text in the center, and a blue silhouette of a mountain range at the bottom.	Say: There is no way that we can give you every piece of information about how to be a camp 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. 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 well as your other classmates as a resource to discuss and share best practices or experiences to help each other in this role.



FACILITATORS GUIDE

CAMP KEY 4

NCAP Standards: 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, Program Director, Ranger, and Camp Commissioner
- 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: 60 MINUTES

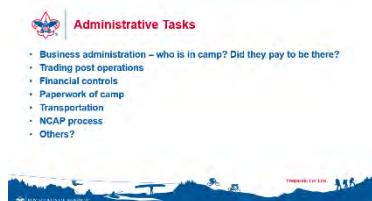
Time	Action	Delivery Method
3 minutes	Introduction	Instructor
25 minutes	Whose Job Is It Anyway?	Game/group activity
25 minutes	The Key 4 Roles	Discussion
5 minutes	Daily Meeting	Instructor
2 minutes	Closing	Instructor

3 minutes	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.

25 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 <i>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.</i> Say: Great Game everyone, please take your seats again. Do: Remove your costume and game show persona.
--	---

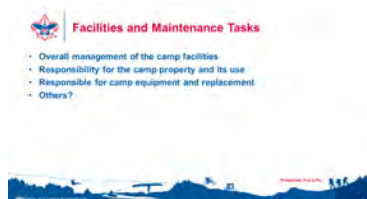
25 minutes	CAMP KEY 4 THE ROLES
	FACILITATOR
	Say: As the Camp Director, you are the person ultimately responsible for the camp operation. You do this through the following • Ensure all health and safety procedures are followed • Ensure all equipment and facilities are well-maintained • Ensure all program schedules and materials are prepared and delivered well • Ensure all units in camp are enjoying the program and following the rules • Ensure the budget is followed carefully



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Say: Every camp is going to have its own challenges. It is the responsibility of the Camp Director to strive to make the camp operate in a way that is safe, fun, and makes the Scouts and leaders want to come back.

Camp directors' jobs fall into one of 5 categories:

- Administration
- Program
- Facilities and Maintenance
- Personnel
- Education

What are some of the administration tasks of a Camp Director? (Seek response but aim for the following):

- Business administration – who is in camp? Did they pay to be there?
- Trading post operations
- Financial controls
- Paperwork of camp
- Transportation
- NCAP process
- Others?

What are the program functions of the Camp Director? (Seek response but aim for the following):

- Campfire involvement
- Leader meetings
- General oversight of programs of camp
- Purchasing of materials and program supplies
- Others?

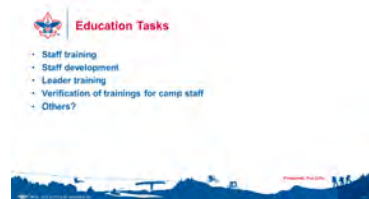
What are the facilities and maintenance tasks of a Camp Director? (Seek response but aim for the following):

- Overall management of the camp facilities
- Responsibility for the camp property and its use
- Responsible for camp equipment and replacement
- Aesthetics
- Licensing
- Others?

What are the personnel functions of the Camp Director? (Seek response but aim for the following):

- Hiring staff
- Staff removal if necessary
- Payroll
- Counselor
- Mentor
- Others?

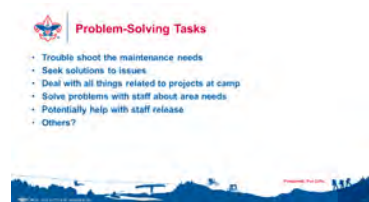
Slide has animation for each to appear on click



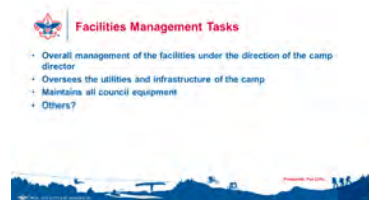
Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click

Say: What are the education tasks of the Camp Director? (Seek response but aim for the following):

- Staff training
- Staff development
- Leader training
- Verification of trainings for camp staff
- Others?

The camp ranger is a year-round employee who manages a significant council resource, is knowledgeable about the property and council policies, is vital to the successful camp operation ensuring units have a positive camp session. The ranger has five specific areas of responsibility:

- Administration
- Problem Solving
- Facilities Management
- Equipment Management
- Risk Management

What are the administration tasks of the Camp Ranger? (Seek response but aim for the following):

- Weekend check-in at camp
- Purchasing for camp
- Project management
- Others?

What are the problem-solving tasks of the Camp Ranger? (Seek response but aim for the following):

- Troubleshoot the maintenance needs
- Seek solutions to issues
- Deal with all things related to projects at camp
- Solve problems with staff about area needs
- Potentially help with staff release
- Others?

What are the facilities management tasks of the Camp Ranger? (Seek response but aim for the following):

- Overall management of the facilities under the direction of the camp director
- Oversees the utilities and infrastructure of the camp
- Maintains all council equipment
- Others?



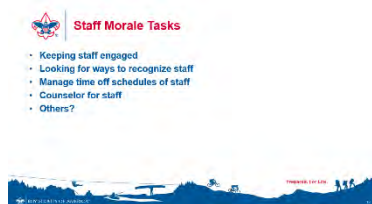
Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click

Say: What are the Equipment management tasks of the Camp Ranger? (Seek response but aim for the following):

- Vehicles
- Refrigeration
- Plumbing
- Electrical
- internet
- Others?

What are the Risk Management tasks of the Camp Ranger? (Seek response but aim for the following):

- OSHA regulations
- Water tests
- Pool chemical operations (may be the Certified pool operator at camp)
- Oversees the use of chainsaws and other tools
- Identifies risky behaviors of staff and campers
- Physical hazards
- Fire extinguishers
- Others?

For many camps the ranger is on site year-round managing the property. As camp directors we need to remember that the camp ranger is a valuable part of the camp and not minimize them or their contributions to the camp operations. Having a good working relationship and open communication of expectations of the ranger is critical to your success as a camp director.

Say: The Program Director's skillset includes Leadership, Enthusiasm, and knowledge of Scouting programs. Ideally the program director has several years of camp staff experience. The Role of the Program Director:

- FUN
- Staff Morale
- Staff Recruitment
- Evaluation
- Advancement

What are the FUN tasks of the Program Director? (Seek response but aim for the following):

- Song leading
- Campfire leading
- Program development
- Others?

What are some of the staff morale tasks of the Program Director? (Seek response but aim for the following):

- Keeping staff engaged
- Looking for ways to recognize staff
- Manage time off schedules of staff
- Counselor for staff
- Others?



Evaluation Tasks

- Interim reviews of staff
- Management by Walking Around each day looking for issues and/or concerns
- Weekly camp evaluations from participants
- Adjusting instruction or instructors based on feedback
- Training of staff
- Others?



Slide has animation for each to appear on click



Equipment Management Tasks

- Vehicles
- Refrigeration
- Plumbing
- Electrical
- Internet
- Others?



Slide has animation for each to appear on click



Camp Commissioner Role

1. Administration
2. Liaison
3. Counseling
4. Problem Solver
5. Relationships




Administration Tasks

- Daily campsite inspections
- Tent assignments
- Assessing tent/equipment damage
- Help units reserve a space for next summer before they leave this summer
- Others?



Slide has animation for each to appear on click



Liaison Tasks

- Management by walking around the campsites for check-in on unit needs
- Be able to handle small issues with units
- Liaison between some staff and camp management
- Others?



Slide has animation for each to appear on click

Say: What are the evaluation tasks of the Program Director? (Seek response but aim for the following):

- Interim reviews of staff
- Management by Walking Around each day looking for issues and/or concerns
- Weekly camp evaluations from participants
- Adjusting instruction or instructors based on feedback
- Training of staff
- Others?

What are the advancement tasks of the Program Director? (Seek response but aim for the following):

- Manage the advancement program for the camp
- Develop a schedule as appropriate
- Offer opportunities for advancement for staff
- Reporting of advancement to unit leaders and council office
- Paperwork (blue cards) for campers
- Cub advancement tracking and reporting to adult leaders
- Others?

Say: The role of the Camp Commissioner is:

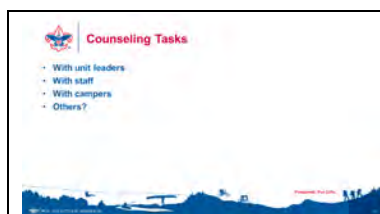
- Administration
- Liaison
- Counseling
- Problem Solver
- Relationships

What are the administration tasks of the Commissioner? (Seek response but aim for the following):

- Daily campsite inspections
- Tent assignments
- Assessing tent/equipment damage
- Help units reserve a space for next summer before they leave this summer
- Others?

What are the liaison tasks of the commissioner? (Seek response but aim for the following):

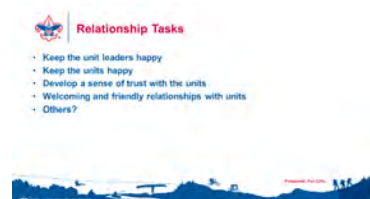
- Management by walking around the campsites for check-in on unit needs
- Be able to handle small issues with units
- Liaison between some staff and camp management
- Others?



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Slide has animation for each to appear on click



Say: What are the counseling tasks of the commissioner? (Seek response but aim for the following):

- With unit leaders
- With staff
- With campers
- Others?

What are the problem solver tasks of the commissioner? (Seek response but aim for the following):

- This is the main role of a commissioner
- Solve issues for campers, unit leaders and units in camp
- Help units meet the needs of the unit program
- Find resources for units to meet their needs
- Others?

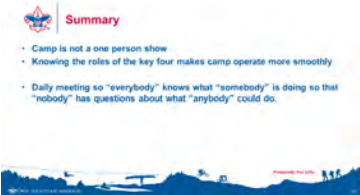
What are the relationship tasks of the commissioner? (Seek response but aim for the following):

- Keep the unit leaders happy
- Keep the units happy
- Develop a sense of trust with the units
- Welcoming and friendly relationships with units
- Others?

We are going to talk more about the camp commissioner in another session as this role is often misunderstood.

As you can see many of these roles overlap and for this reason, we sometimes believe that "somebody" will take care of it since it is "everybody's" job. We need to work with our key four to have clear expectations and division of responsibilities when appropriate.

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 Four 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 you as 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> <i>Allow for a few responses.</i>

2 minutes	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 we have discussed, 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. The daily meeting lets “everybody” know what “somebody” is doing so that “nobody” has questions about what “anybody” could do.



FACILITATORS GUIDE

STAFF ORGANIZATION & POSITION DESCRIPTIONS

NCAP standard: SQ-401

COURSE OBJECTIVES

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

- Identify the positions within a camp staff and draw an organizational chart.
- Determine the staff needed for the participant's own camp.
- Write position descriptions for key camp staff positions.
- Understand why we have each camp staff position.

Materials needed for this session:

- Flip chart
- Video

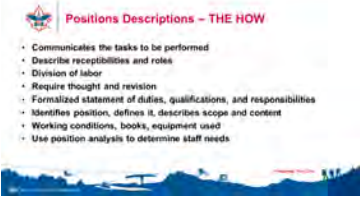
SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
7 minutes	Introduction	Instructor/video
8 minutes	The WHAT (Goals)	Discussion
5 minutes	The HOW (Position Descriptions)	Instructor
10 minutes	The HOW (Organizational Chart)	Activity/Discussion
1 minute	Closing	Instructor

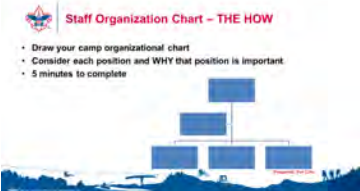
7 minutes	STAFF ORGANIZATION INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to Staff Organization. My name is _____, and for the next 30 minutes we will be discussing how to organize your camp staff. The first question we asked you as we began National Camping School is why are you here? It is important that you understand this and equally as important is that your camp staff understand this. Do: Show video https://www.youtube.com/watch?v=tK4HNPCVt2k (start with the why) 7:51 <i>NOTE: for further study or if participants have interest the full TED talk can be found at https://www.youtube.com/watch?v=u4ZoJKF_VuA&list=RDCMUcsTOYlqwnpJCM-mx7-gSA4Q&start_radio=1&t=8 (18:02). If the short version does not work, use the long version and begin at 1:30 and stop at 7:32</i> Say: (Do not seek responses) So you need to ask yourself - What is the mission of your camp? <i>The Why</i> What is the mission of your camp staff? Why do you have camp in your council? What would your staff say if you asked these questions? These are the questions we intend to answer this week along with giving you the resources to determine the staff you need, how to organize them and why they are important to the success of your camp.

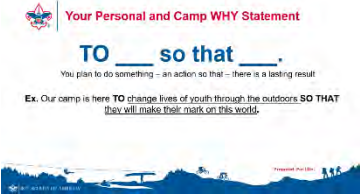
8 minutes	STAFF ORGANIZATION GOALS - THE WHAT
	FACILITATOR
 Slide has animation for points to appear on click  Slide has animation for points to appear on click	Say: As you seek the WHY for your council and your camp (which is a personal and council decision), we need to develop the understanding of the what and the how as these are items that we all have in common. Like Apple, and Dell, we have the same product. The WHY for your camp is a council and personal statement that we will drive to help you develop and understand. Let's develop some common ground. The principal mission of the camp staff is to ensure a quality program of adventure that will meet the high expectations of every camper. The staff must be organized to deliver an outstanding camp experience for every participant. Ask: What are the goals of a camp staff? <i>The What</i> (Seek response but aim for the following): • Support unit program – our goal is to help make the unit program effective to meet the goals of the unit. They are the customer. • Promote the Aims and Methods of Scouting - Strengthen the unit leader's understanding of Scouting's aims and methods through program skills and activities offered at camp.

	• Instruct Scouting activities – This is the advancement program portion as well as the “fun” of camp. We must make sure to follow the Guide to Safe Scouting and make sure we are giving Scouts an opportunity to do things that are just fun and that not everything at camp is about advancement. • Lead camp-wide activities – This is an opportunity for Scouts to get together as a full camp and experience the competition and camaraderie of Scouting. These events show a Scout that there is a bigger world than just the troop. • Explain the purpose of Scout camping – Help leaders and youth know why camping is an important part of the BSA and the outdoors is a method of Scouting. • Help youth have an enjoyable and worthwhile experience – This is done through example of the staff. The staff set the tone for camp and their actions show Scouting at its best. Baden Powell said, “Scouting is a game with a purpose.” This is the opportunity for the staff to convey that fun with a purpose.
--	---

5 minutes	STAFF ORGANIZATION POSITION DESCRIPTION – THE HOW
	FACILITATOR
	Say: When we ask how we go about recruiting the right camp staff and how we meet these objectives, one of the tools is the position description. The position description is used to communicate tasks to be performed at camp. Such descriptions help staff members understand their responsibilities and roles within the broader context of the camp. Further, position descriptions may be useful in analyzing the division of labor. When position descriptions are well done, revised frequently, and used for staff recruitment and determining training needs and evaluation, they can be a very useful management tool. Position descriptions require systematic thought and continual revision. Careful consideration of how a camp operates is an integral part of the position description. If your position descriptions do not describe what is expected of staff members, then it is time to develop new descriptions that communicate required tasks more clearly and how they should be accomplished. <i>Camp Program and Property Management</i> has good samples for key positions in camp. A position description is a formalized statement of the duties, qualifications, and responsibilities of the position, based on information obtained through an analysis. The position description identifies the position, defines it, and describes its scope and content. It may include information on working conditions, books and equipment used, and relationships to other positions. The most popular approach in writing position descriptions is to address duties and responsibilities. This type of position description has a wide range of uses and will be the most effective and practical for the camp director. The position analysis is frequently conducted by organizations to help determine what tasks and functions are being performed. The purpose of the position analysis is to gather descriptions of the tasks, functions, skills, knowledge, and abilities a person needs to perform a position. Most key positions on a summer camp staff probably do not dramatically change from year to year but must be reviewed to be certain they are current and factual.

 Position Titles – THE HOW • Administrative • Counseling • Activity • Support	Position titles are important because they convey images and are descriptive of the role carried out. Use the position title to convey the role of the individual and leverage regarding expectations of the position. “An area director is expected to...” as you develop the job description further. In camp, position titles are divided into four groups based on the functions performed: • Administrative – those who administer the camp operations • Counseling – those who interact with staff and campers in a way that would require them to be able to counsel. • Activity – most of your staff fall here with program delivery • Support – these are the staff who work to support the programs (kitchen staff, trading post staff, services, commissioners) Position specifications include those tasks the camp staff member is expected to do. These responsibilities could be included in a brief one-sentence statement of the general nature of the job. Position specifications should be very clear about the reporting structure and supervisory responsibilities of a position. The position description should include the qualification requirements, such as level of education, training, and age. Some job qualifications may describe abilities and traits such as flexibility and enthusiasm. According to the Equal Employment Opportunity Act, all required qualifications must be directly related to the position. For example, age should not be specified unless there is a concrete reason as to why a person must be a certain age. For example, a waterfront director must be at least 21 years old.
---	--

10 minutes	STAFF ORGANIZATION ORGANIZATIONAL CHART – THE HOW FACILITATOR
 Staff Organization Chart – THE HOW • Draw your camp organizational chart • Consider each position and WHY that position is important • 5 minutes to complete	Say: We are going to take a couple of minutes and have you draw your camp organizational chart. As you do, consider each position that you have and ask yourself why this position is important. Each staff member you recruit will be a representative of your camp, and each one is important. As we think about why we have these positions and not WHO is in the positions we strive to recruit the best staff that will help us meet the why of our camp. Even if you have a chart already in place, open it and think about WHY each position exists. Because we have always had them is not the why. We have fewer youth in Scouting and fewer of them coming to camp. We can’t have the same staffing model we have had in the past. Everyone needs to know WHY they are there and WHY their position is on the chart. Do: Give five minutes for participants to draw their chart. After the time ask one or two to share the chart, but do not focus only on the positions. Ask them to share WHY they have an area director for handicraft or scoutcraft or aquatics, or why they have a steward in the dining hall. Push participants to think about why these people are important to their camp success.

1 minutes	STAFF ORGANIZATION CLOSING
	FACILITATOR
	Say: We will have more sessions about camp staff recruitment and training. We will talk more about the how-to of hiring and in some cases how to dismiss a staff person. When you are able to talk about why you need this staff person and why their job is important, it changes the way we think about the staff we recruit, select, and hire. It is critical for staff to understand that what they do is important and what the expectations are for them in their roles. Writing strong job descriptions and calling them by the right title tied to your expectations will help you to be successful. If you do not have position descriptions or an organizational chart from the previous year, <i>Camp Program and Property Management</i> is a valuable resource. We have established what we do and how we do it related to your camp staff and camp staff organization. Now you will need to look at the camp staff that you want and the camp that you want and begin to determine WHY you “do camp.” This WHY statement for your camp, your council, and for you should be able to fit into the following pattern: “To _____ so that _____.” You plan do to something, an action so that there is a lasting result. For example: Our camp is here TO change lives of youth through the outdoors SO THAT they will make their mark on this world. Before you ask, no, you cannot simply use this one. Your camp WHY should be personal to your camp. Throughout this week one of our goals is to help you develop as a great camp leader and camp director. Take some time to think about and develop your why statement for your camp, and your camp staff. If you do not know the why at this point, we hope to help you develop this as we go through the process of becoming a camp director. Your why will drive your camp mission, your camp program, and your staff selection. If you do not have a why statement, take a moment to think about what this would look like and come back to it throughout the week. We will ask you to share your why statement for your camp or for you personally at the end of the week. Use your time this week to think about and make a statement of WHY you are here and WHY your camp is important.



FACILITATORS GUIDE

WHAT DO YOU EXPECT?

NCAP Standards:

COURSE OBJECTIVES

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

- Explain what you expect from those who work with you
- Understand the importance of knowing what your staff leader wants you to do

Materials needed for this session:

- Flipchart

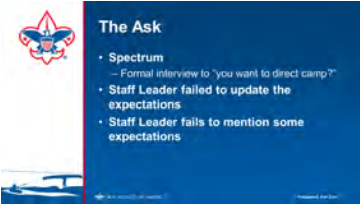
SESSION TIMELINE: 52 MINUTES

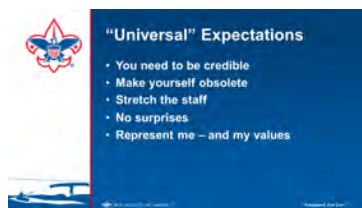
Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Your Staff Leader	Discussion
30 minutes	The Talk	Discussion
10 minutes	Your Expectations	Discussion
1 minute	Closing	Instructor

1 minute	WHAT DO YOU EXPECT? INTRODUCTION
	FACILITATOR
   	Say: Hello, and welcome to what do you expect? My name is _____ and for the next hour we will be discussing how to develop your personal WHY and about expectations of your staff leader. In the earlier sessions, we talked about understanding the why of what we do. Our focus so far has been the why of camp and the why of others. We are going to spend the next few moments talking about your personal why. The first question that you should ask yourself is “Why was I chosen to be the camp director for my camp?” What did the Scout Executive or my staff leaders see in me that caused them to think that I was right for this role? If you have not asked that question, we encourage you on a break or during some personal time to call and ask that question. You may be surprised by the answer.

10 minutes	WHAT DO YOU EXPECT? YOUR STAFF LEADER
	FACILITATOR
  Slide has animation for answers to appear when clicked	Say: When you understand why you were chosen; you need to also understand how your staff leader wants you to operate and that is all about expectations. Ask: What does your staff leader expect of you? (Seek response but aim for the following): • Safe camp • Budget management • Staff hiring • Staff recruitment • NCAP accredited • Getting youth outdoors • Changing lives through the Scouting program • Others? Does your staff leader expect you to lead camp and bring all decisions to them to make or do they want you to handle most of camp and only bring them the “big issues”? Leading a camp is difficult enough, but if you do not have the responsibility and authority to make decisions it is more difficult. This is a conversation that you need to have prior to opening day of camp.

 Slide has animation for answers to appear when clicked	Ask: How do you gain the confidence of your staff leader to give you the responsibility and authority to lead camp and not just have the title of camp director? (Seek response then share the following): • Manage Expectations – Be realistic in what you can do and show that you are capable • Communicate – Learn how and when your staff leader wants to communicate and seek to use that method. • Ask questions – Be willing to ask when you do not know what decision to make or how something operates • Display a positive attitude – We want to be around people who are positive • Be a team player – Show that you can contribute to the overall council team • Become self-motivated – Show your staff leader that you are willing to put in the work • Keep your skills up to date – Don't stop learning. Find additional ways to gain knowledge about the role of a camp director. Use the resources of the BSA and other camping organizations to add new skills • Be flexible – Camp is ever changing and there will be a time that something happens that you did not plan. Be able to change quickly. • Pay attention to detail – There are many parts of the NCAP process and in leading camp that call for detailed plans. Asking the right questions to get to the details of a situation will help you manage it. • Differentiate yourself – Be you. You were chosen for a reason. Be who you are, and work to show how you were the right person at the right time.
---	--

30 minutes	WHAT DO YOU EXPECT? THE TALK
	FACILITATOR
 Slide has animation for answers to appear when clicked	Say: When you were asked to be the camp director for camp, there are a few ways this could have happened. On one end of the spectrum is a formal interview process where you were grilled for several minutes on your experience level and your vision or life goal or other interview jargon. On the other end, you were told, "Hey you are going to direct camp next year, ok"? No matter where you fit on the spectrum, there was most certainly a follow up conversation if not an extension of this one where you were given some expectations from your staff leader. No matter how good that initial talk was, however, it might have failed to provide you with the road map you need to succeed. And that's true for two reasons: 1. Too many staff leaders fail to update their expectations on a regular basis. 2. The staff leader often fails to mention—or adequately stress— some expectations that are very important. Too many of those initial "expectations talk" are inadequate because of what goes unsaid. Maybe some staff leaders believe there are expectations so obvious you shouldn't need to talk about them. Of course, this is not the case, and you may need to remind your staff leader about this from time to time.



Slide has animation for each point to appear when clicked

Say: There are some expectations that are relatively universal or at least we can agree are important. These points were originally written about journalism but fit for us as camp directors as well.

You need to be credible. What journalist doesn't get the importance of credibility? But this isn't about the journalism you produce; it's about the stands you take, the staff members you lobby for, the work you champion. You need to be credible in those areas, too. Think about it: Haven't you worked with the editor whose story-of-the-day is always worth top play? Whose resource needs are always the most important in the newsroom? Whose unsuccessful efforts are always some other department's fault? Don't get me wrong. Managers should advocate for their staff's work. But they need to be credible advocates. Because if I'm your boss, I need to be able to trust that when you say work is exceptional, you genuinely believe it is exceptional. I need to be able to count on you to accept responsibility for disappointing results. I need to know that you are advocating for something or someone because of their value, and not because your performance plays well with your staff. And here's the kicker: When a credible manager makes a pitch, the boss is more likely to buy it.

Ask: How do we show that we are credible in a camp setting? (Seek response and discuss)

Make yourself obsolete. I had a boss who told me that in one of our first conversations. I had no idea what he meant, until I went on vacation and received about 20 calls from work. The last was from the boss, telling me I could go on vacation again after I had taught someone how to do my job. I then understood. Your boss wants your operation to work whether you're there or not. In fact, it makes a boss downright uncomfortable to think an operation depends on the presence of any specific individual. Maybe you don't bear ultimate responsibility for grooming your successor or even for replacing you during your absences. No matter. Don't let your rank discourage you from contributing to this effort. You're a manager; help the newsroom better manage itself. Collaborate with as many other managers as necessary to help ensure that no matter who is on duty, assignments will be made, work will be polished, the newscast or the Web site or the paper will be produced. The broader the effort, the more effective the system. (The systems created by colleagues *who do the work* are often far better than those handed down from on high.) Yes, the boss wants you to help make sure someone else knows how to do your job. The boss also wants you to help build systems and processes that work in *anyone's* absence.

Ask: How do you work this summer to set up the staff to make yourself obsolete? (Seek response and discuss):

Stretch the staff. From the moment the boss gives you responsibility for managing people, she is expecting you to be her expert on them. What are their talents, their challenges, their potential? Unfortunately, too many managers accept the reputations that past managers have applied to staffers. "Can't write," "straight news reporter," "unwilling to change." When that happens, the new manager quickly becomes a caretaker—making sure the trains run on time, but rarely adding any new destinations. Bosses expect more. They expect change. If a staffer truly is limited in ways that hold the staff back, bosses expect you to actively work toward moving that staffer out. But I've never met a boss who didn't welcome a good redemption story. From Day 1, the best managers look for untapped talent.

Say: They look for staffers who fell into coverage ruts because editors turned to them for the same dependable work, day after day. They look for staffers willing to try something new and help them succeed at it. When they find out something good about a staffer, they share it with the boss immediately, hoping to change that staffer's reputation. These stories don't always have happy endings, but when they do, you've given your boss a better staff than the one she gave you.

Ask: How can you stretch your staff? What can you do to give them opportunities to stretch themselves? (Seek response and discuss)

No surprises. Lots of bosses tell their managers, "I don't like surprises." What they mean, of course, is they don't like *embarrassing* surprises. No calls from someone (the publisher, the mayor, a member of the cleaning crew) who knows something the boss believes he should have known. This expectation helps to explain why management—especially managing your boss — is an art, not a science. You can't possibly tell your boss everything (bosses certainly don't want that), and you can't possibly anticipate everything that might turn out to be important — and a possible source of embarrassment. So you must pay attention. What issues matter most to your boss? What does he ask the most questions about? When does she tend to get calls from the publisher or the general manager? How do you learn those things? Once you're talking with your boss regularly, it gets a lot easier.

Three reasons: During those conversations, bosses will inevitably reveal issues they care most about, by the time they spend on them and the questions they ask. You get the chance to ask questions that further reveal the boss's interest in a subject. And you have an easy opportunity to give the boss a heads-up about information you think he should know — without making a special trip to his office. No matter how well you anticipate the land mines, you can't totally protect your boss from surprises. But you can learn how to minimize them. That's worth the effort. OH, and remember, the boss absolutely reserves the right to surprise *you*.

Ask: How can you set up times to speak with your staff leader regularly so there are not surprises? (Seek response and discuss)

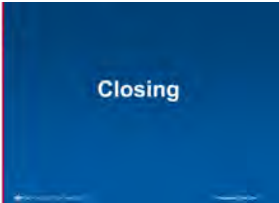
Represent me — especially my values. Bosses expect you to represent them all the time. That's why many bosses will tell managers, "it's okay if we disagree behind closed doors, but once we walk outside, we have to speak with one voice." But this expectation applies in a special way to the values the boss holds dearest. If your boss, for instance, places a high value on responding to the public, she expects you and your staff to respond promptly and courteously to the public's emails and calls. If your boss has strong feelings about collaborating with the advertising department, he will expect you to observe those same boundaries when you deal with that group. Simply put, you are always expected to act as if the boss were in the room. The challenge here is threefold:

1. First, of course, you need to know the values your boss cares most about. Pay attention to the boss in meetings; take note of the projects he champions (or refuses to get involved in); listen to her critiques (positive and negative) of your staff's work.
2. Second, you must credibly represent the boss's values and positions —even if you don't share them. If the day arrives when you cannot do that, it's time to think about moving on.
3. Finally, you need to help your staff embrace the boss's values as well. Staffers also represent the newsroom (and by extension, your boss) and she will expect you to make sure they represent the organization well.

	Ask: Aside from the Scout Oath and Law what are the guiding values that your council, or your staff leader have for your camp? <i>(Seek response and discuss)</i> Meeting expectations like these five goes a long way toward cementing a good relationship with your staff leader. Yes, you're already busy, and they appear to require a lot of extra work. The good news is you master them over time. You build credibility with the choices you make every day. You massage your systems and processes, one new wrinkle at a time. You build your awareness of the staff leader's hot buttons and values with each interaction. And you're always looking for ways to stretch the staff's individual and collective skills. Be patient. But be deliberate. Remember, even if your staff leader doesn't talk much about these expectations, they're real. Say: We are going to take one minute, and I want you to write down which of these five expectations you feel you are the strongest and which one you feel you are the weakest. Understanding yourself is a large step in understanding your why for camp. Do: Give 1 minute to complete the exercise.
--	--

10 minutes	WHAT DO YOU EXPECT? YOUR EXPECTATIONS
	FACILITATOR
 Slide has animation for answers to appear when clicked  Slide has animation for each point to appear when clicked	Say: If you have struggled with your staff leader or any other boss not giving clear expectations, it is time to do some self-reflection on how you communicate to your camp staff to make your expectations clear. So first you need to decide what are your expectations. Then they must be communicated clearly. One of the best ways to do this is during staff training week review position descriptions with your staff. What expectations do you have for your team, do the letter of agreement and position description say it? Ask: What are some expectations that we need to communicate to our staff? <i>(Seek response but aim for the following):</i> ▪ Live by the Scout Oath and the Scout Law. ▪ Agree on a written vision of success and a plan to get there. ▪ Set a good example (uniform, language, behavior). ▪ Continue with personal advancement and recognition as appropriate. ▪ Devote the time necessary to handle the responsibilities of the position. ▪ Be where you are supposed to be when you are supposed to be there. ▪ Be enthusiastic. ▪ Others? Ask: What are some key behaviors traits that you are seeking in your staff? <i>(Seek response):</i> ▪ Action-oriented - Hire employees who act and take chances. ▪ Intelligent - Intelligence is not the only thing, but it's a strong foundation for success. ▪ Ambitious - Employees can only help your camp if they want to help themselves have a better career. ▪ Autonomous - You are hiring an employee who can get the job done without extensive handholding.

	▪ Say: Display Leadership - Do you see this individual being a significant part of your company and leading future employees of the camp? ▪ Cultural Fit - Are you going to enjoy working with this individual daily? ▪ Upbeat - Employees who come into work fresh and energetic everyday are going to out-produce workers who think negatively or easily burn-out when they encounter defeat. ▪ Confident - Confidence produces results and encourages employees to take on challenges that others shy away from. ▪ Successful - One of the most effective ways to predict future success in a candidate is their past success at other jobs. ▪ Honest - An employee can have all the talent in the world, but without integrity and authenticity, nothing great will be accomplished. • Detail Oriented - Attention to detail is crucial or mistakes will be made. ▪ Modest - The most sought-after employees shout their value not through their words, but rather through their work. ▪ Hard working - Nothing great is accomplished easily. ▪ Marketable - By marketable, I mean presentable to clients. ▪ Passionate - Employees who are passionate about their job never work a day in their lives. ▪ Values listed in the Scout Law - Trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.
--	---

1 Minute	WHAT DO YOU EXPECT? CLOSING
	FACILITATOR
 	Say: Knowing the expectations of your staff leader and understanding your responsibility and authority in camp will lead to your success. Understanding and communicating your expectations to your staff are critical for your success as a manager and camp director. We are only as strong as the staff we surround ourselves with at camp. As we go through this week together your ability to understand your why and to focus on why you are here, and why you were chosen to direct a camp for Scouts will be the main goal of your NCS experience. Understanding what is expected of you and how to communicate your expectation and this vision to others are all parts of the process.



FACILITATORS GUIDE

CUSTOMER SERVICE AND CUSTOMER EXPERIENCE

NCAP Standards:

SPECIAL NOTE: This session uses materials asked for in the opening session with questions that participants want answered. These will be props in the first role play.

COURSE OBJECTIVES

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

- Identify your customers
- Identify best forms of customer service
- Identify role of camp staff to support customer service plan
- Share ideas with fellow Camp Administrators

Materials needed for this session:

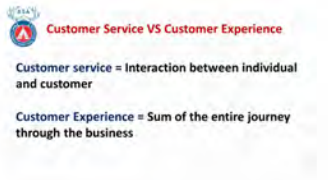
- Whiteboard or Flipchart
- Markers
- Handout: the 10 Commandments of Legendary Service

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
5 minutes	Introduction	Instructor 1
20 minutes	Awareness Activity #1	Instructor 2 and Breakouts
15 minutes	Awareness Activity #2	Activity/Breakout
20 minutes	Awareness Activity #3	Video/Discussion
1 minute	Closing	Instructor

20 minutes	CUSTOMER SERVICE AND CUSTOMER EXPERIENCE ACTIVITY #1
	FACILITATOR
 Customer Service and the Customer Experience	Say: We are actually going to be talking about customer service and the customer experience. Although it is true, we will talk about how to make you a better camp director, our focus for the next few minutes will be on the customer. If you were to judge National Camping School on the beginning of this session, what would you say? (<i>expect that they may not like the person presenting at this point, or that they would have a bad experience</i>) Do: Assure participants that this was all set up as a role play and that we will answer all these questions in the sessions and throughout the week in a positive way. Also assure them that the first presenter cares about them as well and is here to help. Say: You will not leave the NCS without answering all your questions. Ask: What do you think is more memorable, your best or your worst customer service experience? - A majority of people remember their worst customer service experience over their best. Ask: Why do you think that is? (Accept responses and discuss.) Ask: Who would like to share with us how your camp staff help deliver the best customer service? - Have a couple volunteers share what they think good customer service looks like. Do: Ask participants to open the handout “Ten Commandments of Legendary Service” from the flash drive. https://www.customerservicetrainingcenter.com/customer_service_training_Ten-Steps-To-Improved-Customer-Service-Skills.htm (Full text is listed at the end of this facilitator guide) Give participants 5 min to read through this and then summarize the 10 steps: 1. Make a commitment to customer service. 2. Develop a proactive recovery strategy. 3. Ensure continuous improvement. 4. Listen to customers. 5. Facilitate change. 6. Define the playing field. 7. Provide autonomy. 8. Measure performance. 9. Hold everyone accountable. 10. Celebrate success.
 Customer Service BEST VS WORST	
 Ten Commandments of Legendary Service 1. Make a commitment to customer service 2. Develop a proactive recovery strategy 3. Ensure continuous improvement 4. Listen to customers 5. Facilitate change 6. Define the playing field 7. Provide autonomy 8. Measure performance 9. Hold everyone accountable 10. Celebrate success	

15 minutes	CUSTOMER SERVICE AND CUSTOMER EXPERIENCE ACTIVITY #2
	FACILITATOR
 Slide contains animation for each to appear when clicked	Say: Who is our Customer at Summer Camp? (Seek responses but aim for the following): • Scouts • Leaders • Parents • Donors • Vendors • Neighbors We are going to break into groups for each of these customers and take 5 minutes to discuss why this customer is the most important for your camp. We will then have about 1 min for each group to tell us why that group is the most important. Do: Allow 5 minutes for groups and then have a one minute debrief from each group. Ask: After hearing each of these, who is right? Which customer is the most important? (Seek response but aim for ALL are the most important.) We will want to make sure that each of our customers has the right experience.

20 minutes	CUSTOMER SERVICE AND CUSTOMER EXPERIENCE ACTIVITY #3
	FACILITATOR
  	Ask: What is the difference between customer service and a customer experience? (Seek response then share the following definition.) • Customer service is the interaction between individuals and customer experience is the sum of the entire journey through your business. Do: show the 5-minute video https://www.youtube.com/watch?v=C4EaZM5BKJw Say: The customer experience begins well before your campers, staff, or parents arrive at camp. It begins with their first interaction with your brand. This could be the online search of your camp, or from your reputation. Who at your council makes the first impression for your camp? (Hint: the person who answers the first phone call, or email or social media post)

 Provide A Great Customer Experience • Clearly marked buildings and trails • Ability for staff to answer questions • Clean camp and campsites • Clean restrooms • Welcoming atmosphere • Learning camper names and calling them by name • Having a "yes" culture • Living the experience from the customer perspective Slide has animation for each to appear when clicked	Say: You want to develop the best customer experience through your entire camp. This requires a plan and buy in from all parties. If people have a bad first experience they will most likely not ever make it to your property to meet your well-trained, customer service expert camp staff. The customer experience at camp starts when they drive down the camp road. • Is it marked? • Do they know where to go? • Is it clear where to check in? • Whom do they see first? • What is that person saying before they even speak (in their clothing, facial expression, and demeanor)? • What is the impression of the first meal? • Is the food good? Enough of it? • What about the program? A great customer experience does not just happen. We must design our camp and our program to give a great customer experience from the first moment. – but how? Ask: What do you do at your camp to provide a great customer experience? (NOTE: we asked earlier about customer service, make sure to make the distinction here.) Seek responses, but aim for the following: • Clearly marked buildings and trails. • Ability for staff to answer questions. • Clean camp and campsites. • Clean restrooms. • Welcoming atmosphere. • Learning camper names and calling them by name. • Having a "yes" culture. • Living the experience from the customer perspective. Say: Notice on this list there are very few that cost money. Developing a great customer experience is not about how much you spend, but on how your customer feels. We at the core of BSA camping are in the service industry. We are NOT in the advancement or BSA Merit badge camp business. We must raise the bar of service at camp and help people understand that BSA good is not always good. We need to be better.
1 minute	CUSTOMER SERVICE AND CUSTOMER EXPERIENCE CLOSING
	FACILITATOR
 Closing	Say: Our camps, our businesses, and our campers are customers. We need to ensure that our customers continue to receive the best service, having the best possible experience. Remember we are the Boy Scouts of America, and we have the safest and greatest summer camps in the world. Always deliver service with a smile, and always find a way to say yes.

Improving the quality of your customer service requires commitment and consistent effort from everyone.

Since creating a product that is unique in the eyes of the customer is becoming increasingly difficult in today's competitive environment more companies are relying on customer service to achieve competitive advantages. Outstanding customer service companies share some basic similarities, but they also customize systems, structures, management styles and employment practices so suit their strategic goals.

To improve the quality of your customer service takes the following 10 steps:

Make a commitment to customer service.

The return on investment for companies that impress their customers with value added customer service can be staggering. These returns are not the result of providing excellent customer service but of customers perceiving that a company delivers customer service that is unique. Achieving quality customer service takes a serious commitment from every employee in the organization to remove the "s" word (satisfy) from customer service goals and instead work to exceed customers' expectations to the point that customers are willing to tell others.

Develop a proactive recovery strategy.

The quickest way to improve your customer service reputation is to improve your recovery process. Customers are impressed by companies that make an empathetic, hassle free effort to recover when customers perceive that they received less customer service than they expected. These efforts dramatically communicate to customers that the company cares, that it is sensitive to the customer's business and that it will stand behind its product or customer service - no matter what. An effective recovery strategy requires going all out to find disgruntled customers.

Ensure continuous improvement.

Effective customer service improvement is the cumulative effect of a thousand small improvements made daily at every level in the organization. It often requires changing the culture from one that accepts the status quo to one that is excited about change and continuous improvement. Innovating customer service practices and redefining customer service delivery must be everyone's job -start small and demand improvement from everyone. Define success as continually improving in all areas, including customer service, first-time quality, cost reduction, productivity and development of human resources.

Listen to customers.

Listening is the foundation of all good relationships and a prerequisite to business success. But surprisingly few companies systematically listen to customers, suppliers, employees and competitors. The radical customer service improvements needed in this decade will require better customer information systems. The more we know about a customer's business, the easier we can form strategic partnerships. Because customer service professionals spend so much time with customers, they must be the primary source for developing and updating the system.

Facilitate change.

Service problems are leadership problems, often resulting from management's unwillingness to change structures, reduce the number of inflexible policies and procedures, set higher customer service goals for themselves and their work groups and spend more time on customer-related issues. Customer service improvement efforts fail more from ineffective management practices than from lack of front-line effort. Yes, the front-line people are often unwilling or unable to take risks necessary to embrace their changed role and enthusiastically deliver customer service that consistently exceeds customer expectations. But this happens because leaders fail to ensure that:

- 1) Desired customer service outcomes are well defined;
- 2) the customer service delivery process is clearly communicated and perceived to be flexible;
- 3) guiding principles and core values are established; and 4) everyone understands their role in the show.

Define the playing field.

Front-line employees must understand the rules of play and how to win before they can successfully customize customer service for the customer. There must be a clearly defined direction (a goal-line that indicates how to score) and predefined parameters (the "rules" or boundaries) that outline the limits of responsibility and decision making. In

the past, outlining boundaries has been accomplished primarily by correcting mistakes. Unfortunately, this does not communicate what is desirable, only what is out of bounds. When employees are not secure, they focus on avoiding problems and mistakes and not on creativity and customization. This uncertainty often results in such responses as "I'd like to help you but it's not my job," "I just work here," or "It's just our policy." These responses are the consequence of a risky customer service culture created by uncertain boundaries and inconsistent goals.

Provide autonomy.

Creative, dedicated, enthusiastic customer service professionals who routinely make business decisions and improvise when necessary are the foundation of excellent customer service. Yet many companies ignore the benefits of engaging the talents of their work force. Too often they ask front-line employees to park their brains at the front door and blindly obey pre-determined policies and procedures. Serious customer service improvement involves people meaningfully in every aspect of customer service delivery, including customer service planning. Innovation and process improvement. It means replacing many "rules" with judgment, allowing for greater flexibility in front-line decision-making within well defined parameters. It requires more trust between leaders, employees and their unions, a greater sharing of information and an unprecedented commitment to continuous education. The heroes in a customer-focused culture must be highly trained, enthusiastic front-line customer service professionals who make hundreds! Of decisions daily to deliver a customized product faster than ever before.

Measure performance.

Managers must educate everyone to routinely measure all of the responsibilities crucial to success. Cost-reduction measures should be balanced with measures of customer service, quality and leadership, employee flexibility and continuous improvement. The most valid measures of customer service quality are the subjective opinions of customers. Only customers can evaluate customer service in light of their unique expectations. Consequently, responsibility for measuring and demonstrating continuous customer service improvement should be focused closer to the customer service professional. Only when customer service teams are actively involved in every facet of the customer service business, including measurement of quality, can organizations capture the creativity and enthusiasm needed to radically enhance customer service delivery.

Hold everyone accountable.

When we ask, "Who is responsible for customer service improvement in your organization?" we are usually given the names of several people whose responsibilities cross many functional areas. When customer service problem surfaces, these people point out that the root cause of the problem exists with another group. This "fragmented accountability" is no accountability at all. Until a single person is accountable for customer service improvement and until serious personal consequences are set for failing to achieve customer service goals, continuous customer service improvement is unlikely. Lack of individual accountability allows leaders to avoid focusing on ineffective managerial practices, such as adhering to time-wasting routines, attending endless meetings, failing to set goals that test their talents and failing to change ineffective reporting and promotional structures. If all employees were held personally accountable for influencing the perception of the customer, customer service wow! LD is perceived as a part of the strategic plan instead of a "slogan" or theme program.

Celebrate success.

Every organization must develop a culture of celebrated discontent - a simultaneous feeling of accomplishment and a desire to improve. Too often, though, organizations create an almost schizophrenic "either/or" mentality celebrate one minute and be emphatically discontent the next. People find these environments confusing and uncomfortable. Organizations must celebrate often, making the celebrations sincere and spontaneous. Those who consistently demonstrate improvement must become the heroes.

These 10 fundamentals will help create a culture of continuous customer service improvement. Companies must define success for everyone in the organization as continually improving everything - everyday. Nothing less will do.

by Rick Tate and Gary Heil



FACILITATORS GUIDE

CAMPFIRE LEADERSHIP – CAMP DIRECTOR

NCAP Standards: PD – 103, RP - 158

COURSE OBJECTIVES

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

- Understand the basic elements of a campfire.
- Understand appropriate skits/songs and understand how to evaluate them.
- Understand the Camp Directors Role in campfire leadership

Materials needed for this session:

- Campfire program planner

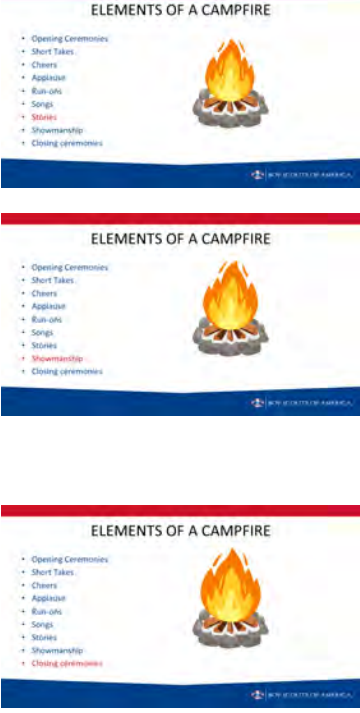
SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
2 minutes	Learning Objectives	Instructor
10 minutes	Elements of Campfire	Instructor
15 minutes	Campfire Standards & Gray Area	Instructor
1 minute	Putting It All Together	Instructor

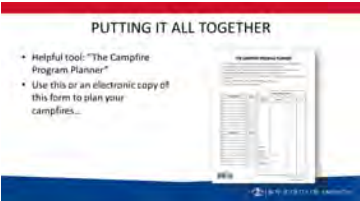
1 minute	CAMPFIRE LEADERSHIP - CAMP DIRECTOR INTRODUCTION
	FACILITATOR
	Say: Hello again and welcome to Campfire Leadership. We have an enlightening half hour ahead, so let's begin.

2 minutes	CAMPFIRE LEADERSHIP - CAMP DIRECTOR OBJECTIVES
	FACILITATOR
	Say: At the end of this session, you will be able to do the following: • Understand the basic elements of a campfire. • Understand appropriate skits/songs and understand how to evaluate them. • Understand the camp director's role in campfire leadership Say: Why do we have campfires? Say: • 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—Build 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

10 minutes	CAMPFIRE LEADERSHIP - CAMP DIRECTOR CAMPFIRE ELEMENTS
	FACILITATOR
	Say: While the program director is responsible for the campfire program, the camp director is responsible for the administration of that program. Your role is to understand the parts of the fire and how each of these plays a part in the overall campfire program and to ensure that each element meets the standards of the BSA. Say: There are 9 elements of a campfire. The first is the Opening Ceremonies. • Sets the tone of the campfire program • Gets the attention of the audience • 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 stunts (a staff member or camper who can juggle or stand on their hands) 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 build enthusiasm and excitement.

	Say: The seventh is Stories Say: The eighth is Showmanship. - All costumes must be in good taste. - Maintain discipline. Explain at the outset that “We do not allow any razzing or booing here.” (If it starts, the leader should stop it immediately). Say: The ninth is Closing ceremonies - Great chance for closing inspiration or “Scoutmaster Minute.” This could be an opportunity for you to share some inspiration.
---	--

15 minutes	CAMPFIRE LEADERSHIP - CAMP DIRECTOR - STANDARDS
	FACILITATOR
	Say: We are now going to focus on your role in the campfire administration. You must be diligent in upholding the values of the BSA and strive for the best example of scouting in your campfires. Remember, a skit or song that a Scout sees or hears at camp will be repeated at the next pack, troop, or crew campout and the district camporee. The best motto to have is, “If in doubt, take it out!” It is important to remember that all campfire material is vetted by the Camp leadership team including any that are performed by units to the camp. There are numerous things that are inappropriate and unacceptable at campfires. Your role as a camp director for the campfire is monitoring and approving what happens and the skits, songs or stories that are told. The following are not acceptable in the BSA: Do: <i>(spend time discussing each of these and answer questions or elaborate as necessary)</i> - 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 (stereotyping) - 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. - 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. Challenge your staff and campers to be creative and develop skits and songs that represent the best in the BSA.
1 minute	CAMPFIRE LEADERSHIP - CAMP DIRECTOR CLOSING
	FACILITATOR
	Say: We have a very Helpful tool: “The Campfire Program Planner.” Use this or an electronic copy of this form to plan your campfires. As a camp director and representative of the BSA, it is your responsibility to set a high standard for appropriateness when it comes to what skits should or should not be allowed at any program. Raunchy humor, bodily functions, and making fun of someone will always get a laugh from the participants, but there are much better choices when planning material for a program. As a camp leader, it is critical that all material be screened prior to presentation so nobody is surprised or offended. Let’s raise the bar and make sure everything presented is up to BSA standards.



FACILITATORS GUIDE

PURPOSE OF SUMMER CAMP

NCAP Standards:

COURSE OBJECTIVES

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

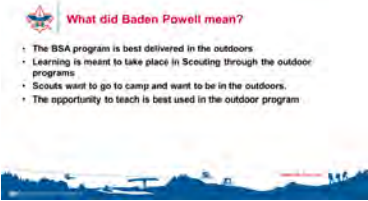
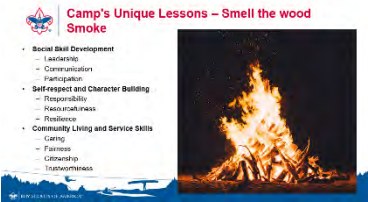
- Understand the importance of Summer Camp within the BSA & Unit Program
- Understand the importance of Outdoor Learning for youth
- Review the lessons learned that are unique to camp
- Maintaining the Scouting Brand

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 an 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/wlStXktNbs (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 your 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 camp 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 Standards: Definitions pages and SA series focus.

COURSE OBJECTIVES

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

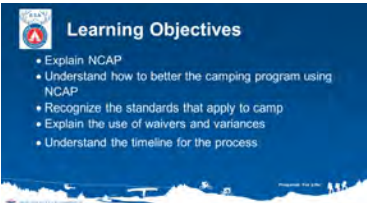
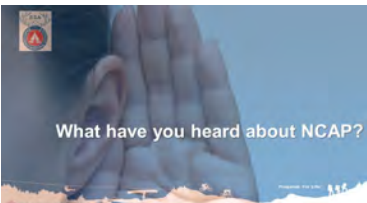
- Explain NCAP
- Understand how to better the camping program using NCAP
- Recognize the standards that apply to camp
- Explain the use of waivers and variances
- Understand the timeline for the process

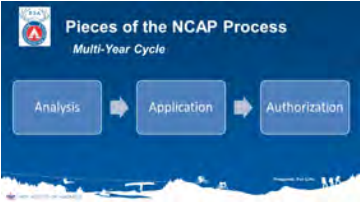
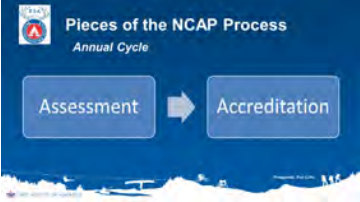
Materials needed for this session:

- NCAP standards (current year)

SESSION TIMELINE: 60 MINUTES

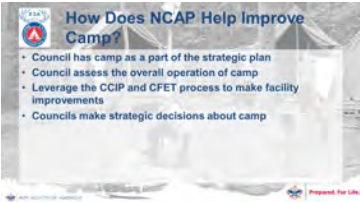
Time	Action	Delivery Method
3 minutes	Introduction	Instructor
10 minutes	Background	Instructor
10 minutes	What is NCAP	Instructor
10 minutes	Understanding the Standards	Instructor
15 minutes	Assessment	Instructor
5 minutes	Assessment Scoring	Instructor
5 minutes	Timeline	Instructor
3 minutes	Closing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

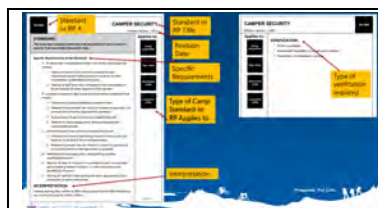
10 minutes	MAKING NCAP REAL BACKGROUND
	FACILITATOR
  	Say: NCAP at its core is a set of criteria to measure safety, facility readiness, and program delivery in camp. • NCAP as a safety tool – NCAP has a set of standards to meet the minimum safety standards for our BSA programs. These are related to, 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 Camp 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 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.

	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?

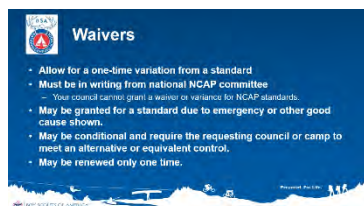
- Check first to confirm the standard applies to your camp and the programs you are offering. Not all standards apply to all camp types or programs offered.
- Review the standard, but also review the standard specific requirements. Many standards have specific requirements for long-term camps versus 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? Areas 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. The assessment of short-term camps will be discussed later this week as you will be certified in Short-term Camp Administration in addition to Resident Camp Director.



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.



Slide has animation for answers to appear on click.

- **Say:** 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.

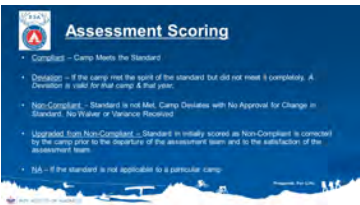
Let's discuss Waivers and Variances.

Waivers

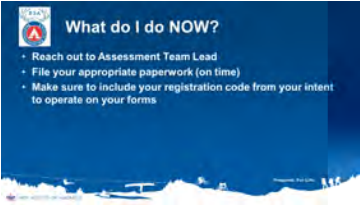
- Allow for a variation from a standard for ONE season.
- Must be in writing from the National NCAP Committee. Your council cannot grant a waiver or variance.
- May be granted for a standard due to emergency or other good cause shown.
- May be conditional and require the requesting council or camp to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

 Variations 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.  Request for Waiver or Variance	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
 Assessment Scoring • Compliant – Camp Meets the Standard • Deviation – If the camp met the spirit of the standard but did not meet it completely. A deviation is valid for that camp & that year. • Non-Compliant – Standard is not Met, Camp Deviates with No Approval for Change in Standard, No Waiver or Variance Received • Upgraded from Non-Compliant – Standard is initially scored as Non-Compliant is corrected by the camp prior to the departure of the assessment team and to the satisfaction of the assessment team. • NA – If the standard is not applicable to a particular camp.	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. A Deviation is valid for that camp & that year. • 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 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 • 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.

 NCAP Website Resources • NCAP standards at a glance -- • NCAP scoresheet	• Say: 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.

	• Say: 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. 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
	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:

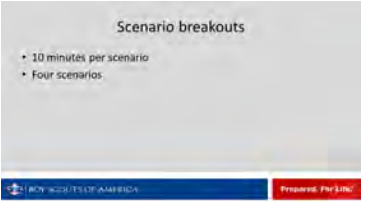
- Determine the types of emergencies in camp that require a plan
- Discuss potential emergencies at camp
- Discuss steps that should be included in an emergency plan

Materials needed for this session:

- SAFE Scouting 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.

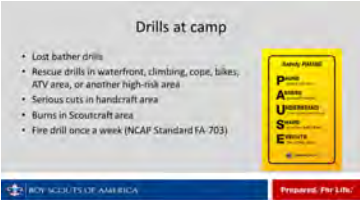
Or choose an appropriate incident from the list here:

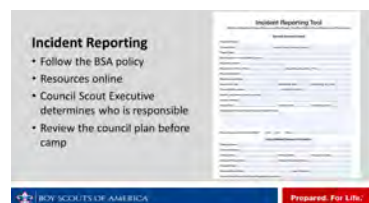
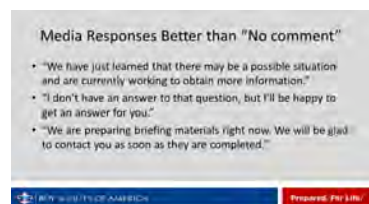
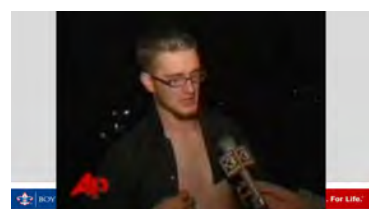
<https://www.scouting.org/health-and-safety/incident-report/incident-reviews/>

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

Action Plans • Several steps in each plan • Ask yourself what are the actions that need to take place? • Stay calm • Follow your plan NEW SCOUTS OF AMERICA Prepared For Life	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) NEW SCOUTS OF AMERICA Prepared For Life 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.) NEW SCOUTS OF AMERICA Prepared For Life Types of Emergencies Vehicle – AO-805 • ATV • Biking • Boating • PWC • camp or camper vehicle accidents on or off camp property while on camp business. NEW SCOUTS OF AMERICA Prepared For Life	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)

 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 For Life	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. 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 For Life	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.

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.

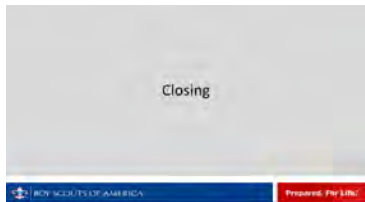
If a media person calls with questions, it is best not to say, “No comment,” but to respond:

- “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:

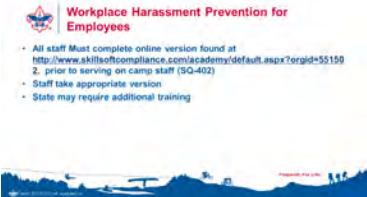
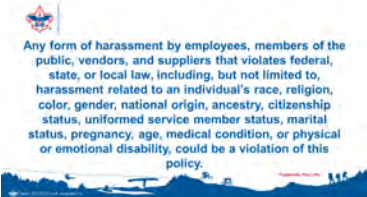
- Understand what constitutes harassment
- Describe what do to if someone reports harassment
- Explain staff relationships and interpersonal relationships
- Explain cyber harassment
- Describe racism as a form of harassment

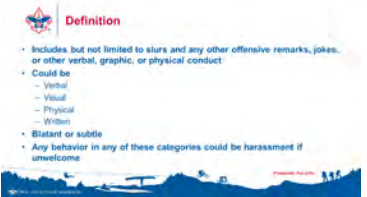
Materials needed for this session:

- 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
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.skillssoftcompliance.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.

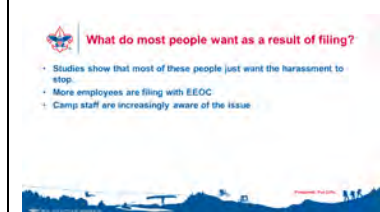
10 minutes	HARASSMENT PREVENTION – DEFINITION
	FACILITATOR
	Ask: What does the term harassment mean? (Seek response then state the following): • The term “harassment” includes, but is not limited to, slurs and any other offensive remarks, jokes, or other verbal, graphic, or physical conduct. • Harassment 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.



Slide has animation for answers to appear on click



Slide has animation for answers to appear on click



Slide has animation for answers to appear on click



Slide has animation for answers to appear on click

Ask: 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):

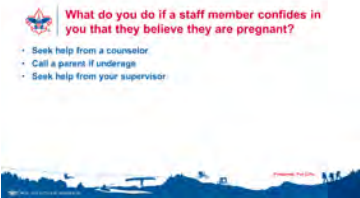
- There is no typical abuser.
- Anyone can harass just as anyone can be the target of harassment, regardless of sex, sexual preference, age, or position.

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):

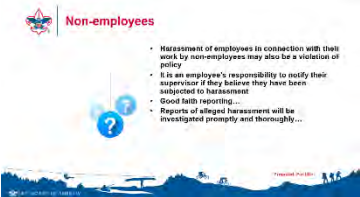
- The best method to stop harassment is to prevent it from happening
- Prevention begins with the attitude that it will not be tolerated.

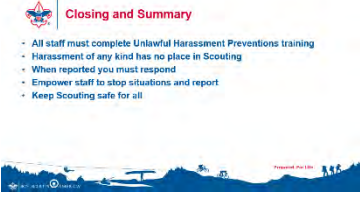
15 minutes	HARASSMENT PREVENTION INTERPERSONAL RELATIONSHIPS
	FACILITATOR
 Interpersonal Relationships • Conduct needs to reflect a professional workplace • Education during staff training about appropriate relationships • Council policy about relationships in the workplace  What happens when a staff member shares that they have been sexually assaulted at camp? • Remove the target from the situation • Seek help from your supervisor • Report as appropriate to law enforcement Slide has animation for answers to appear on click  What do you do if a staff member confides in you that they believe they are pregnant? • Seek help from a counselor • Call a parent if underage • Seek help from your supervisor Slide as animation for answers to appear on click	Say: Your camp staff could range in age from a 14-year-old CIT to senior adults. With this wide range of staff, it is important that we understand and monitor how they interact with one another. For some of our youth, this may be their first job and first time in a work environment. For some of our senior adults and retirees, this may be the first time they have been in the workforce in some time. Each group may have different challenges and may not understand what they say and how they act must reflect a professional workplace. Some of our staff members think of camp as a fun place to be and incorrectly do not think about it as a workplace. Staff must be reminded of the obligations related to a working environment. This includes any relationships that may develop through a common camp staff experience. Many youth and young adults are trying to understand relationships and may not understand that a joke, or slur, or shared visual material may adversely affect them and their employment. This is one of the reasons this topic is required for all camp staff members. Your staff training should include sessions on appropriate relationships and reporting of inappropriate relationships. Ask: How do you talk with staff about the difference between sexual attraction and sexual harassment? (Seek response but aim for the following): • Sexual harassment is a form of discrimination and may have nothing to do with physical attraction. It is a misuse of power. From the beginning, the harasser is out to prove their power or dominance over the victim. What happens when a relationship does begin between your camp staff? (Seek response but aim for the following): • Your council should have policies about relationships in the workplace, but at the least there should be a discussion with staff about romantic interactions at camp. • Remember there is no sexual activity in Scouting. What happens when a staff member shares that they have been sexually assaulted at camp? (Seek response but aim for the following): • Remove the target from the situation. • Seek help from your supervisor. • Report as appropriate to law enforcement. Say: These are the same processes we learned about in youth on youth abuse prevention training. What do you do if a staff member confides in you that they believe they are pregnant? (Seek response but aim for the following): • Seek help from a counselor. • Call a parent if underage. • Seek help from your supervisor. Speaking with staff about sexual activity at camp is not something that can be ignored, and the subject of sex and sexual consent can be one that is uncomfortable. One resource for this conversation is to talk about it in another context.

	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, 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. (If time permits this is a good place to add in some BEST LEADERSHIP stories from participants.)



FACILITATORS GUIDE

AN INTRODUCTION TO DIVERSITY AND INCLUSION

NCAP Standards:

COURSE OBJECTIVES

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

- Understand why inclusion in the BSA enables us to prepare today's youth for a life in a better America.
- Recognize the difference between cultural values and cultural expressions.
- Point out the strengths of a diverse camp staff and camp.
- Accept a challenge to create an inclusive Scouting community.

Materials needed for this session:

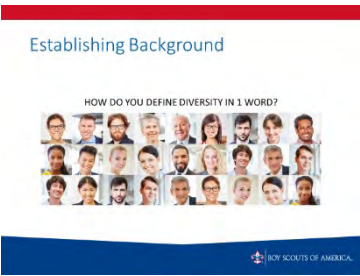
- None

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
11 minutes	Introduction Objectives and Activity #1	Discussion
20 minutes	Establishing Background & Activity #2	Activity/Breakout
10 minutes	Cultural Values and Expressions	Instructor
3 minutes	Blending Diversity	Instructor
15 minutes	Making a Difference & Activity #3	Activity/ Breakout
1 minute	Closing	Instructor

11 minutes	DIVERSITY INTRODUCTION, OBJECTIVES AND ACTIVITY #1
	FACILITATOR
   	Say: Hello and welcome to An Introduction to Diversity and Inclusion. For the next hour we will be discussing inclusion in the BSA. At the end of this session, you will be able to do the following: • Understand why inclusion in the BSA enables us to prepare today's youth for a life in a better America. • Recognize the difference between cultural values and cultural expressions. • Point out the strengths of a diverse camp staff and camp. • Accept a challenge to create an inclusive Scouting community. Say: What does it mean for you to show respect, and what does it mean for you to be shown respect? <i>(Seek response but aim for the following):</i> • To regard highly or to think much of. • An attitude of admiration or esteem. Say: everyone desires to be respected. On the slide, you will see 15 common ways to show respect. I am going to give you just a minute to look over these ways to show respect and to determine the one that you think defines respect the best. Don't share your response with anyone yet, we are going to do an experiment. Do: Give one minute for participants to decide then Say: Each of these responses offers interesting points of reflection. Do: Take an informal survey about who "voted" for each one of the 15 points. Do not get into a discussion about each, simply note the results. <i>Note to faculty: The focus of this session is on awareness building and appreciation for how inclusion can make our camp program, our staff, and Scouting stronger. As questions and comments arise during the session, address them with that point in mind.</i> Say: Does everybody really want to be treated the way you want to be treated? Is it respectful in every culture to make eye contact with whomever is speaking? What if somebody's ideas are oppressive? Should we still respect them, and to whose benefit?

	Say: It is important to mention that respect is a crucial ingredient in any discussion of race, sex, or economic disparity. The point is to learn from our differences to understand each other's understanding. The point is not to always agree. The point is to reflect critically on our assumptions and socializations around the concept of respect. Say: This activity touches many bases. First, it starts the crucial path toward building a community of respect. This is the first step in maintaining a constructive exchange regarding issues related to equity and social justice. Second, the community is built through an understanding of how the group perceives respect and how we negotiate its meaning. Third, the similarities and differences in your ideas about respect begin to show the first signs of similarities and differences within the group on a larger level, often in ways that reflect power and privilege. Awareness of these differences and perceptions of these differences lie at the foundation of helping your camp and staff draw strength from the diversity of its participants. So, let's establish some basic knowledge.
--	---

20 minutes	DIVERSITY ESTABLISHING BACKGROUND
	FACILITATOR
 	Say: Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin and political beliefs. Many times we focus on diversity dimensions when discussing diversity. Dimensions can be described through any of the following: • Age • Race • Job • Gender • Culture • Religion Say: Diversity has many dimensions and most of those listed comprise visible dimensions of diversity, while the rest fell into the invisible dimensions. For the BSA to be more diverse we should strive to increase our diversity in several dimensions.

Establishing Background • What does diversity look like in your workplace? • What does diversity look like in Scouting? • What does diversity look like at your camp? • How does your camp, institutionally, respond to increasing the diversity of campers and staff members?  BOY SCOUTS OF AMERICA	Say: We are going to break into groups to answer 4 Follow-up questions: • What does diversity look like in your workplace? • What does diversity look like in Scouting? • What does diversity look like at your camp? • How does your camp, institutionally, respond to being more inclusive of campers and staff members? Each group will have 5 minutes to discuss and write down your answers. Each team will then report back to the group. Do: Give five minutes for group discussion then get the group back together. Have each group report. Say: It sounds like we could all make a greater impact by focusing on inclusion and being more inclusive. Our goal is to be intentional about becoming more inclusive not only in Scouting but in our camps and camp staffs.
--	---

10 minutes	DIVERSITY CULTURAL VALUES AND EXPRESSIONS
Cultural Values and Cultural Expressions • Cultural Expressions • Foods, dance, clothing • Cultural Values • Roles of faith, family, morality  • We tend to focus almost exclusively on cultural expressions rather than on cultural values. • Although each of us is a unique being, we share a most significant common denominator: working together in the BSA on behalf of America's youth. BOY SCOUTS OF AMERICA	Say: Diversity has many forms and layers. Diversity is present not only when we see physical differences such as skin color, age, gender, or ethnic background, but also in our different cultural backgrounds. There is a difference between cultural expressions and cultural values. We see cultural expressions in the form of ethnic foods, dance, and clothing. Cultural values—the nature and roles of family and faith, concepts of right and wrong, and beliefs about what constitutes acceptable or unacceptable behavior—represent the fundamental beliefs of a given culture. We might respond to cultural expressions without understanding their underlying cultural values. Now, reflect on the opening activity: What are some cultural values that came out of the discussions? (Seek response but aim for things like the Golden Rule) What were some cultural expressions that came out of the same discussion? (Seek response but aim for things like: respect coming from certain types of behavior – looking some in the eye for example) What can we use from what we learned in the opening activity when we think about this from the perspective of deeply held beliefs versus the expressions of a culture? (Seek response but aim for the need to understand other cultures and beliefs and the need to support other cultures and differences). We are all born and reared within a cultural context, whether it is Northern, Midwestern, Southern, Northeastern, Southwestern or another country. This cultural context creates differences in family structure, schooling, and many other influences that have contributed to who we are today.

	Say: We need to ask ourselves how we can best prepare our Scouts to live in a world that is changing? A better understanding and awareness of cultural and personal diversity can enhance personal growth and ability and change perceptions. For people to develop comfort and ease in working together, the proactive involvement of leadership is required. Proactive leadership is more than teaching a child that it is wrong to hate. Such leadership means teaching every child how to see the value in others and that their view is not the only view of how to live. If our assumptions are incorrect, we may create trouble for ourselves and others. What is comfortable for one person may not be comfortable for someone with a different view of life. When we are aware that people have different perceptions of the same issues based on their backgrounds and experiences, we can begin to understand and value the individual and create an environment that supports everyone. Although each of us is a unique being, we share a most significant common denominator: working together in the BSA on behalf of America's youth.
--	--

3 minutes	DIVERSITY – BLENDING DIVERSITY AND DIFFERENCES
	FACILITATOR
	Say: From the year 2013 to 2060 the US Department of Commerce Projects that the US population will continue to change. • The US population is projected to grow more slowly. • The older population is projected to nearly double from 43 million in 2012 to 84 million in 2050 and by 2030 one in five Americans will be 65 years or older. • The US is projected to become a plurality nation by 2043. In 2060 57.4% of the total population and 67.1% of the population under 18 is expected to be minority (other than non-Hispanic white alone) <i>Source: US Population Trends: 2000 to 2060 Stephanie Ewert US Department of Commerce</i> Such demographic trends are causing institutions and organizations to look for other ways to respond to cultural differences. Most organizations and institutions view diversity as a desirable and attainable goal. In fact, many have gone beyond the simple assertion that discrimination is wrong, both morally and legally. The BSA's diversity, equity and inclusion statement reads: "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.

15 minutes	DIVERSITY MAKING A DIFFERENCE IN SCOUTING
	FACILITATOR
	Say: We all work together in the BSA on behalf of America's youth, providing the depth of experience from our own cultural or ethnic background. You will have opportunities to reach out this summer and make a difference for everyone who attends your camp. The following questions are designed to draw today's discussion into actionable plans. Our final activity in this session will give you the opportunity to look to the future for you and for Scouting. We are going to break into 3 groups. You will have 5 minutes to come up as many ideas as possible for your question. Each group will be answering one of the following questions: • How can you make your camp more welcoming to more Scouts and Scouters? • How can you help to attract and engage more youth in Scouting and to attend our camp? • How can you help staff members who belong to marginalized identities feel more welcome and support their success at camp? Do: Give five minutes to discuss and then bring the group back together. Allow each group 1 minute to report.

1 minute	DIVERSITY CLOSING
	FACILITATOR
	Say: We are called to serve youth and adults through the outdoor programs of the Boy Scouts of America. Striving to attract and to understand youth from different cultures will not only improve Scouting but will improve the impact Scouting will have on the local community and the country. Make a goal to implement some new programs, policies, or ideas to make your camp more inclusive. Pledge to help Scouting in your community to be more diverse and to help recruit and retain members and camp staff to more fully represent the diversity of the community that you serve.



FACILITATORS GUIDE

STAFF HIRING

NCAP Standard: SQ - 401

COURSE OBJECTIVES

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

- Identify sources of potential camp staff.
- Have an interview plan.
- Be able to match staff members with the best-suited job.
- Explain expectations of potential staff members.
- Have a midpoint and an exit interview plan.
- Explain how to dismiss a staff member

Materials needed for this session:

- Whiteboard or Flip Chart and Markers
- Camp Staff Interview Questions Handout (thumb drive)

SESSION TIMELINE: 60 MINUTES

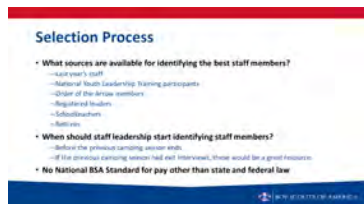
Time	Action	Delivery Method
2 minutes	Introduction	Instructor
5 minutes	Identify the Candidates	Discussion
5 minutes	Selection process	Discussion
30 minutes	The interview	Breakouts
5 minutes	Midpoint and Exit Interviews	Instructor
10 minutes	Releasing a Staff Member	Discussion
3 minutes	Closing	Instructor

1 minute	STAFF HIRING INTRODUCTION
	FACILITATOR
 Staff Hiring Session Objectives - Identify sources of potential camp staff. - Have an interview plan. - Be able to match staff members with the best-suited job. - Explain expectations of potential staff members. - Have a midpoint and an exit interview plan. - Explain how to dismiss a staff member.	Say: Hello and welcome to Staff Hiring and for the next 60 minutes we will be discussing the process for hiring staff at your camp. At the end of the session you will be able to do the following: - Identify sources of potential camp staff. - Have an interview plan. - Be able to match staff members with the best-suited job. - Explain expectations of potential staff members. - Have a midpoint and an exit interview plan. - Explain how to dismiss a staff member.

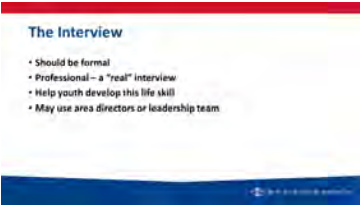
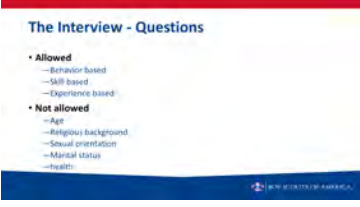
5 minutes	STAFF HIRING IDENTIFY CANDIDATES
	FACILITATOR
 What is your Greatest Challenge in Identifying and Recruiting New Camp Staff Members? Selecting for the Leadership Roles - What NCAP standards? (SQ – 400 series) - What considerations (other than age) do you think about when hiring leadership team? - Availability for the full summer - Salary requirements - Housing requirements - Customer service ability - Are they a good leader? - Can they manage staff and job responsibilities? Slide has animation for answers to appear on click	Say: Much of the success of a successful camp season depends on the ability to select, recruit, and hire a quality camp staff. Ideally, you will have a strong returning lineup from the previous camp season. Using a football analogy, not many teams with a freshman backfield win national championships. Ask: “What is your greatest challenge in identifying and recruiting new camp staff members?” (Seek responses and note on a flip chart. Post this chart in the room for future reference.) Say: “We are going to look at these challenges and work to get some solutions during this session, and throughout the rest of National Camping School as well. One of your first tasks in hiring staff is to fill the roles of your camp leadership. These can be your program director, commissioners, area directors for each of the program areas, the trading post, and dining hall. Keep in mind that for some of these areas additional training is required including National Camping School. Many of these staff must also meet an age requirement to serve in these roles as well. Ask: Which National Camp Standards tell us about the staffing requirements and who can serve in these roles? (SQ – 400 series) Say: While these standards define the staff, we are going to spend most of our time in this session on the first two. Most of the other standards we will discuss as we talk about each of those specific program areas later during this course.

	Ask: When you think about the area directors, what kinds of considerations other than age and experience do you need to think about in the hiring process? (Seek response but aim for the following): • Availability for the full summer • Salary requirements • Housing requirements • Customer service ability • Are they a good leader? • Can they manage staff and job responsibilities? • Others? Each of these staff will be integral in your success as a camp director and as a camp. These will be your leaders in your camp and your problem solvers. As we discussed earlier, developing a strong job description for these positions and selecting people who fit the job description are critical to success. Notice the word selecting in that statement. We need to be able to select the right people for the job. We need to raise the bar on our camp staff and not settle for just anyone who applies. If we want our camps to be better and our camper experience to be better, we need to start with a quality staff.
--	--

5 minutes	STAFF HIRING SELECTION PROCESS
	FACILITATOR Say: Now that we know what kinds of people we want and have begun the selection process; the next step is to determine how much they will be paid. Salaries will probably be the second largest budget expense (next to food) for the summer, so determine the number of staff you need and build an estimated budget per position. Ask the following questions, and list answers on a whiteboard or flip chart. • What sources are available for identifying the best camp staff members? (Seek response but aim for the following): — Last year's staff — National Youth Leadership Training participants — Order of the Arrow members — Registered leaders — Schoolteachers — Retirees • When should staff leadership start identifying staff members? — Before the previous camping season ends — If the previous camping season had exit interviews, these would be a great resource. There is not a national BSA standard for the amount to pay staff other than the federal, state and local laws.



Slide has animation for answers to appear when clicked.

30 minutes	STAFF HIRING THE INTERVIEW
	FACILITATOR
 The Interview • Should be formal • Professional – a “real” interview • Help youth develop this life skill • May use area directors or leadership team  The Interview - Questions • Allowed —Behavior based —Skill based —Experience based • Not allowed —Age —Religious background —Sexual orientation —Marital status —Health Slide has animation for answers to appear on click  Interview Role Play • Break into pairs • 5 minutes for each to interview • For any job at camp	Say: Once you have determined the type of person you want to hire and have developed the salary and have begun to get in applications, the next step is the interview. Interviewing is a skill that must be developed, especially when interviewing youth. Interviews should be formal and conducted in a professional manner. For staff to understand that camp staff is a “real job,” the interview needs to have the feel of a “real” interview. Remember that for many of your younger staff this may be the first time they have been on a job interview. You are helping them to develop this skill not only for your summer camp staff, but as a life skill when they apply for other jobs. The interview may be conducted using staff who could be area directors or other leaders on the summer camp team. Each of the interviewers need to be instructed on how to conduct interviews. In a moment each of you is going to have an opportunity to conduct an interview of one of your peers. You will each have the chance to be conduct the interview and to be interviewed. Before we begin this exercise, let’s talk about some appropriate and inappropriate and illegal questions for interviewing. Ask: What kinds of questions are you allowed to ask in an interview? Not specific questions at this point, but what kinds of questions? (Seek response but aim for the following): • Behavior based questions • Skill based • Experience based What types of questions are not appropriate or allowed to be asked in an interview? (Seek response but aim for the following): • Age • Religious background • Sexual orientation • Marital status • Your health • Others? Whether you are conducting the interview, or you have area directors or other staff conducting the interview, it is important they understand what types of questions to ask and not to ask of the candidates. Let’s break into pairs and you will be given five minutes each to interview your partner for a job at camp this summer. Do: Give participants 10 minutes to conduct the two interviews and then get the group back together.

Additional Interview Information • What else did you learn outside of the answers? —ability to think on his or her feet —the quality of the answers —ability to make eye contact —ability to engage in a mature conversation —demeanor —personal appearance Slide has animation for answers to appear on click Camp Staff Interview Questions • Sample in your handouts for the course	Ask participants to comment on the quality of the answers provided and if they uncovered any issues during the mock interviews. Ask: What did you learn from the process in addition to information in the interviewee's answers? (Seek response but aim for the following): • Ability to think on their feet • The quality of the answers • Ability to make eye contact • Ability to engage in a mature conversation • Demeanor • Personal appearance Say: There is a resource for you to help with interviewing on your flash drive. It is the camp staff interview questions handout. This can be a resource for you to help plan your interviews. Review a few of the questions listed below as examples. • Are you a registered member of the BSA? • What special skills do you have? • What kind of work experience have you had? • Do you have any special talents, such as playing a musical instrument? • Have you had any special training outside of the BSA? • What BSA training have you completed? • What positions have you held in your troop/crew? • Are you a member of the Order of the Arrow? • What is your greatest strength? • What is your greatest weakness? • What are your pet peeves? • Do you prefer to work independently or on a team? • Give me some examples of situations where you demonstrated teamwork. • Are you available all season? • Can you give me some examples of times you have demonstrated self-discipline? • Do you have a problem getting up in the morning? • How many hours of sleep do you require? • What interests you most about this job? • Is there anything you want to know about the job? • Where would you like to work? • What would be your second choice? • Can you give some examples of how you live by the Scout Oath and Scout Law? Say: When you are ready to hire staff, you will send them a Letter of Agreement along with any other paperwork for employment. It is important that your council attorney reads and approves the letter and any paperwork that you require.
---	--

Releasing a Staff Member - Following the release - Staff member needs to leave ASAP - Reassign responsibilities immediately - Keep your staff advisor in the loop Slide has animation for points to appear on click	Say: If the decision is made to release a staff member it is important to have a plan for what happens next. Once the person is released: - Do not let the released employee remain at camp. - Reassign job responsibilities promptly. - Keep your staff advisor in the loop. “No surprises” is always a good motto, along with “Be Prepared.” Your council will also need to have a plan in place for the logistics of dismissing a staff member. Ask the following and discuss: NOTE: these may be different answers for different councils and there is not a “right” answer. The purpose is to have the participants think through the process of releasing a staff and the steps that may be required. - When do you call the parents for a youth staff member? - Do you have an escort to stay with the person until they are able to leave the property? Who is this person? - Do you involve the camp ranger? - Do you need to submit any additional paperwork? This process should be discussed with your leadership team of camp so there is a clear plan when a staff member is released.
---	--

1 minute	STAFF HIRING CLOSING
	FACILITATOR
Summary - Keep staff reviews formal. - Make no promises. - Set a level professionalism. - Establish a reasonable timeframe for performance issue reviews. - Keep the exit interview brief and concise. - Have midpoint and exit interviews. - Have a plan in place for staff replacements. - Dismissal should not be a surprise.	Say: In this session we have discussed the hiring process and the interview process. As we close there are a few things you should remember: - Keep staff interviews formal. This is a “real job”. - Unless you are certain a staff member will be returning, make no promises during the interview. The next person you interview may be a better choice. - Set a level of high expectations during the interview. Avoid engaging in humorous banter during the interview. - State that you will be in contact with the staff member within a reasonable time frame, as you realize they will need to make personal plans. - Keep the interview focused on the skills and dispositions needed to effectively perform the role. - Have midpoint and exit interviews to determine staff satisfaction and for planning for the future - If you must dismiss a staff member, it should not be a surprise to them. Do so quickly and professionally.



FACILITATORS GUIDE

CAMP STAFF MORALE AND DISCIPLINE

NCAP Standards:

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

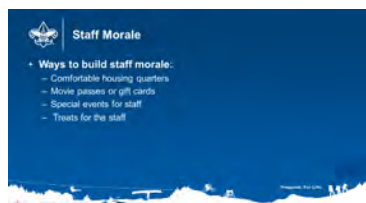
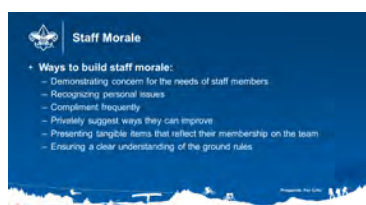
Time	Action	Delivery Method
5 minutes	Introduction	Instructor/video
10 minutes	Factors	Discussion
10 minutes	Empowerment	Discussion
4 minutes	Discipline vs Punishment	Discussion
1 minute	Closing	Instructor

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; 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: What are some key factors that bring about high staff morale? (Seek response but aim for the following): - How they are treated; - Build trust and respect of the employee; - Fairness; - Did you consider their idea? And - 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; and
- 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; and
- 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.

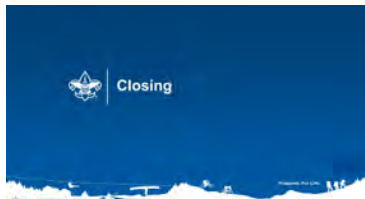
You must always show a positive attitude, enthusiasm, courtesy, and genuine concern for others.

The Scout Oath and Scout Law are practical guidelines for the conduct of the staff. Every activity in camp must 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. We will have a session later this week on delegation, but 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 atmosphere – 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 an 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 wrong.

	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. As we have discussed in the staff hiring and staff management sessions 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
 A blue rectangular graphic with a white Scout logo on the left and the word "Closing" in white text. Below the text is a white silhouette of a campsite with tents and trees.	Say: One of our roles as camp directors 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 your WHY 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

STAFF TRAINING

NCAP Standards:

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
- Understanding the training methods of the EDGE model
- Have a plan to maintain high standards throughout the summer

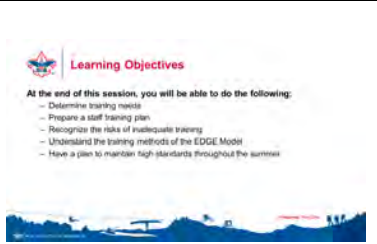
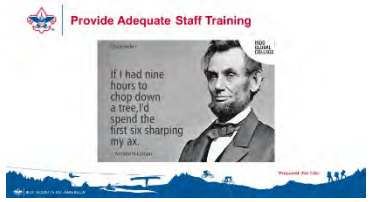
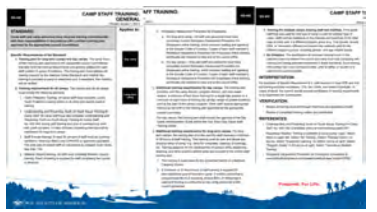
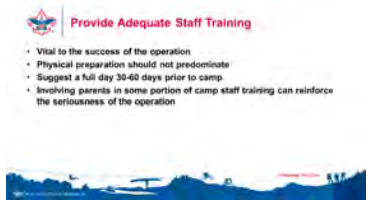
Materials needed for this session:

- Piece of Paper for each participant (folding a paper airplane)

SESSION TIMELINE: 60 MINUTES

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

1 minute	STAFF TRAINING INTRODUCTION
	FACILITATOR
	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
    Slide has animation for points to appear when clicked	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 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 (<i>Minimum of 28 hours, SQ-402</i>) Do: Review NCAP standard SQ-402 and point out the specific requirements of the standard. 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. 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 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.

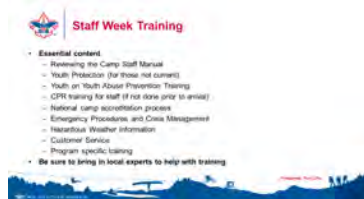
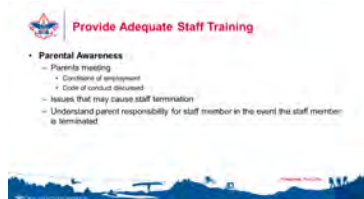
Encourage the parents of younger staff to participate in appropriate staff training to be aware of the rules of camp. Parents may be invited to:

- 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 for staff (if not done before camp)
- National Camp Accreditation Process
- Emergency Procedures and Crisis Management
- Hazardous weather
- Customer service
- Program Specific led by NCS certified staff
- Additional considerations if your camp shares staff and facilities for additional program delivery.
- Additional trainings specific to program areas (lifeguard, COPE, etc.)

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.



Slide has animation for points to appear when clicked

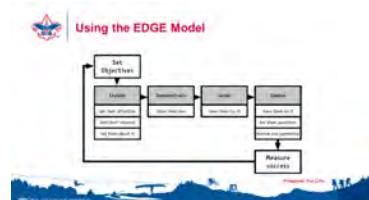
Say: Your staff week should also train staff in any additional duties that may be required of them such as cleaning and use of chemicals in their area. Appropriate training may be required in handling some kinds of cleaning materials.

Ask: Where do you find the information on what is required for your staff training? (NCAP standards 400's level)

15 minutes

STAFF TRAINING EDGE METHOD

FACILITATOR



Say: One of the skills that we need to teach to our instructors and that should be included in your staff week training is the use of the Teaching EDGE. There is a daylong training that you can offer called "The Trainer's EDGE" that you can use for your staff training, but we are going to briefly discuss them here.

The steps of the training EDGE are:

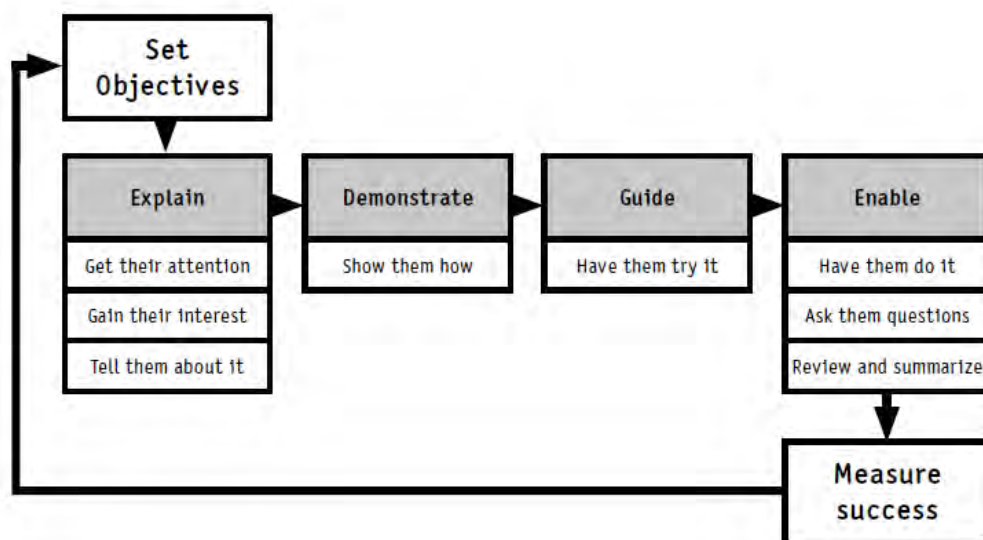
- Explain
- Demonstrate
- Guide
- Enable

The trainer sets the objectives of the training and then through the process helps participants to be able to meet those objectives.

While the steps in the EDGE method work in this specific order, there are times when is it appropriate to use two steps together. A trainer may be explaining a concept and demonstrating at the same time for instance.

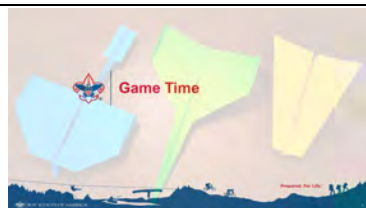
The steps are outlined in the chart on the screen.

Do: explain the steps of the chart listed.



Do: Hand out or have each participant take out a sheet of paper.

Say: We are going to do a brief demonstration of the training EDGE with something that you may be familiar. As we go through this demonstration, I would like you to yell out when we are doing each step of the process.



Say: We are going to have a contest. We are going to see who can get a piece of paper closest to the table at the front of the room starting from the back of the room. We are going to do this in a special fashion as we are going to fold a paper airplane. *Did that get your attention?* (EXPLAIN).

Do: Lead the participants through folding a **simple** paper airplane. (you may choose the airplane style) making sure to use each of the steps in the EDGE method. As a reference the following video can give you some help.

<https://www.youtube.com/watch?v=veyZNYurlwU>. **DO NOT simply show the video as the demonstration is about YOU leading the session.** Remind participants that the demonstration is not about the airplane but about noticing the steps and being able to understand how each step is used. **Remind participants to yell out when they recognize you move from one step to the next.** Remind participants that they should use a session like this to train the staff in developing good lesson plans that have each of the steps in EDGE. Make sure to have participants write their name on the airplane before you begin the contests.

Do: After leading the participants to fold an airplane, give each a chance to throw the plane multiple times toward a goal. (farthest, fastest, most loops, etc.) This is not about the performance of the airplane, but about the steps in the process.

Ask: Why was it important that you got to throw your airplane in the end? (Seek Responses but aim for the following):

- You were going to throw them anyway – ***Don't miss this as an instructor!*** *Remind the participants that they can predict the behaviors of Scouts in the same way. Allow the Scouts to do what you ALREADY know is going to happen. This way you are still in control of the situation.*
- Reward of an accomplishment
- FUN – sometimes it is good just to throw an airplane.
- The Enable step will allow them to be able to do this again on their own and maybe even teach this skill to someone else (Leadership – an AIM of Scouting!)
- Others?



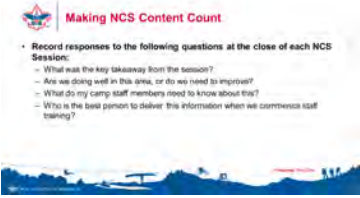
"Scouting is a Game with a Purpose"
Baden Powell - Founder of Scouting

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.

Now that we have had some fun with this, when you have your staff develop plans to teach a skill, remind them to use the steps in the EDGE method to develop their delivery.

30 minutes	STAFF TRAINING - TRAINING SCHEDULE
	FACILITATOR
 Designing a Staff Training Plan - Group project! - Develop an outline for camp staff training. - Develop consensus as to what staff members and subject area experts will lead training sessions - Teaching EDGE	Say: Now We are going to breakout into three 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; and - Determine how will you use the teaching EDGE as a part of the training? - If you have a schedule already in place, determine what modifications 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 your WHY statement for your camp and ask yourself what additional trainings you may need to add to help your camp staff sell the why vision 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 MAINTAINING STANDARDS
	FACILITATOR
 Maintaining Standards While Camp is in Session - How will you maintain standards from week one to week 5 or 6? - Management By Walking Around Slide has animation for points 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. 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
 Making NCS Content Count - Record responses to the following questions at the close of each NCS Session: - 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?	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 four 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?



FACILITATORS GUIDE

STAFF MANAGEMENT AND EMPLOYEE PRACTICES

NCAP Standard: SQ - 401

COURSE OBJECTIVES

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

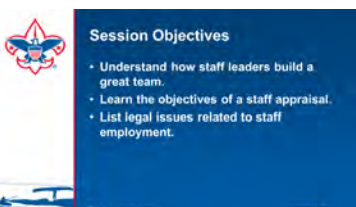
- Understand how staff leaders build a great team.
- Learn the objectives of a staff appraisal.
- List legal issues related to staff employment.

Materials needed for this session:

- Flip chart and markers or whiteboard

SESSION TIMELINE: 52 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
20 minutes	Rewards	Discussion
30 minutes	Legal Aspects	Discussion
1 minute	Closing	Instructor

1 minute	STAFF MANAGEMENT AND EMPLOYEE PRACTICES INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to Staff Management and Employee Practices. For the next hour we will be discussing managing your staff and the legal aspects of staff hiring and management. At the end of this session you will be able to: • Understand how staff leaders build a great team. • Learn the objectives of a staff appraisal. • List legal issues related to staff employment.

20 minutes	STAFF MANAGEMENT AND EMPLOYEE PRACTICES REWARDS
	FACILITATOR
  Slide has animation for points to appear when clicked	Say: Several NCS sessions deal with hiring, managing, and training your staff. It is critical that you hire the very best people available and get them assigned to positions where they are best suited. There is a management maxim that says, “Get the right people on the bus, and get them seated in the right seat.” This is so true for a summer camp staff! Ask: Why is it important to not just get them on the bus but to make sure they are in the right seat? <i>(Seek response but aim for the following):</i> • Staff need to be placed in positions that fit their skill sets. • Staff who are just “on the bus” go through the motions, but do not contribute and can sometimes be a hindrance to success. • People thrive when given a position for which they are passionate. • Other? Camp leaders must set a high level of expectation for the staff and for themselves. As a staff leader, you must “walk the walk” from the first day. You will set the example, and your actions will be scrutinized from the first day until the end of camp. Your staff will be examining everything you do and everything you say, and they might copy your every move. Usually when we talk about customer service, we think of customers who come through the camp entrance. However, camp staff members are also your customers. Staff leaders can set a high level of expectation by using a “service culture” attitude with the staff. Service culture will then flow from the top down. A great example of service culture is to look for opportunities to thank your staff.



Slide has animation for answers to appear when clicked



Slide has animation for answers to appear when clicked



Say: Rewards do not have to be large, and sometimes just a "nice job" is adequate.

I want you to think about a staff member who you would consider one of your "rock stars," the ones who campers always wanted to hang around.

Ask: What are the skills that these staff demonstrated? (Seek responses but aim for the following):

- Spend time with campers
- Communicated well
- Outgoing
- Able to have fun and be silly when appropriate
- Had the respect of both youth and adults
- Mature judgment
- Classroom management skills
- Others?

Ask: How do we help to develop these skills in all our staff? (Seek response but aim for the following):

- Staff training in customer service
- Recognize when they meet expectations
- Reward staff for positive traits
- Look for ways to highlight some other staff (not always the "rock stars")
- Making sure the staff member is in the right seat on the bus
- Others?

Creating a service culture at your camp is one of the best ways to develop these skills.

Show the video "What is Service Culture"

<https://www.youtube.com/watch?v=qLU8-XgLPuI> (2:57)

After the video

Ask: What does it mean to "hire the smile and train the skill"? (Seek response)

Say: One of the ways you can help to develop the culture of your camp is with staff appraisals. With few exceptions, camp staff members sincerely want to do a good job.

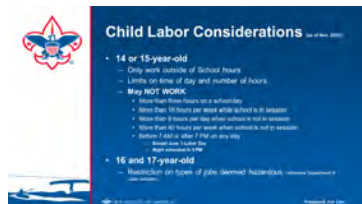
Two appraisals of each staff member during the camp session will check possible weak points and express appreciation for a good job. No one plans on doing a bad job.

These appraisals can be formal or informal but should consist of a conversation with the staff member about performance.

Appraising program personnel is the responsibility of the program director, and appraising other administrative staff is the responsibility of the camp director.

	Say: The council administration, the camp director, and the program director should agree on the performance rating scale to be used. There is a tendency to rate people on the high side, which can be misleading. The definitions of the scores of 1 to 5 should be carefully followed. A score of 3 is the baseline, normally indicating satisfactory performance. This is where the typical staff member should be. Any staff member scoring below 3 should be the subject of counseling to clarify expectations and should receive guidance toward a better level of Performance. Using objective assessment is key to making the appraisal process valid.
--	---

30 minutes	STAFF MANAGEMENT AND EMPLOYEE PRACTICES LEGALITIES
	FACILITATOR
 Slide has animation for each point to appear on click	NOTE to Faculty: If possible, recruit a local authority to deliver the following content. Expand on this content locally where appropriate. This information is from the EEOC website and is federal law. Allow participants to discuss or ask questions for clarification on these issues. Say: One of the main issues to keep in mind as a camp director is that your camp is a business and as such has a legal responsibility in the staff hiring and management process. There are some hiring processes of which you need to be aware. • Nondiscriminatory practices regarding • Age requirements • Sex • Religion • Race • Marital status It is illegal for an employer to discriminate against a job applicant because of their race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability or genetic information. For example, an employer may not refuse to give employment applications to people of a certain race. An employer may not base hiring decisions on stereotypes and assumptions about a person's race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability or genetic information. If an employer requires job applicants to take a test, the test must be necessary and related to the job and the employer may not exclude people of a particular race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, or individuals with disabilities. In addition, the employer may not use a test that excludes applicants age 40 or older if the test is not based on a reasonable factor other than age.



Say: If a job applicant with a disability needs an accommodation (such as a sign language interpreter) to apply for a job, the employer is required to provide the accommodation, so long as the accommodation does not cause the employer significant difficulty or expense.

- Dismissal practice
 - Just cause (reasons)
 - Documentation
 - Fairness

In general, if the reason for termination is not because of discrimination on these bases described above, or because of the employee's protected status as a whistleblower, or because they were involved in a complaint filed under one of the laws enforced by the Department of Labor like a whistleblower of non-retaliation, then the termination is subject only to any private contract between the employer and employee.

- Child labor laws
 - Federal laws
 - Local state offices
 - Harassment
 - Injuries
 - Liabilities—negligence

The Department of Labor website (as of Nov. 2020) states for a 14 or 15-year-old: If you are 14 or 15 years old, you can **only work outside of school hours**. The federal youth employment requirements limit the times of day and the number of hours that youth may work as well. They may **not work**:

- More than 3 hours on a school day, including Friday;
- More than 18 hours per week when school is in session;
- More than 8 hours per day when school is not in session;
- More than 40 hours per week when school is not in session; and
- Before 7:00 a.m. or after 7:00 p.m. on any day, except from June 1 through Labor Day, when nighttime work hours are extended to 9:00 p.m.

If a youth is home schooled, attend private school, or no school, a "school day" or "school week" is any day or week when the public school where you live while employed is in session. There are some exceptions to the hours standards for 14- and 15-year-olds if you have graduated from high school, you are excused from compulsory school attendance, or you are enrolled in an approved Work Experience or Career Exploration Program or Work-Study Program.

Sixteen and seventeen-year olds do not have these restrictions but do have restrictions on types of jobs deemed hazardous.

 Child Labor Considerations • Time sheets • Schedule work time versus non-work time • Distinguish when they are "on duty" to other staff  Staff Legal Issue Awareness • Employment Eligibility – Keep a file of completed I-9 forms separated from personnel files. – All blanks on the I-9 file must be filled out • Fair Labor Standards Act – Council may qualify for exemption – Annual test to determine Slide has animation for points to appear when clicked	Say: One way to manage the hours of work for your younger staff is to have the 14 and 15 years olds you employ sign a time sheet each day with start and end times and scheduled breaks. Have them sign in and out of work times and initial when they are working versus not working. It may also be important to have a way to distinguish when these staff are working versus when they are participants in the program. This could include these individuals removing staff identification (staff shirt, staff bolo, or nametag for example) when they are not working. Failure to follow these laws can result in tremendous fines for your council in addition to the damage to the good name of your camp and council. All staff must meet eligibility requirements to work in the location of the camp. All federal, state and local laws must be followed. • Employment Eligibility • Keep a file of completed I-9 forms separate from personnel files. • All blanks on the I-9 file must be complete. • Fair Labor Standards Act (FLSA) • Whether a ranger is salaried or paid hourly should be determined by the local council. If your camp qualifies for exemptions under the Fair Labor Standards Act, camp employees including the ranger are exempt from overtime year-round and not just during the peak summer season. • If the camp's average gross receipts for its lowest six months totals one-third of the average gross receipts for the other six months, the camp qualifies for the exemption. • Because this test relies on receipts of a camp during the preceding calendar year, a council should assess its exempt status at the end of each calendar year. For more information on these and other employment laws visit the websites of the Department of Labor and the Equal Employment Opportunity Commission (EEOC). You should also become familiar with your local and state laws.
---	---

1 minute  Summary • Message to depart with: – Staff leaders set the mark: set it high. – Enthusiasm is contagious and starts at the top – Function as a servant leader – "Your attitude will determine your altitude" – Know the local, state and federal laws regarding staff hiring and employment	STAFF MANAGEMENT AND EMPLOYEE PRACTICES CLOSING FACILITATOR Say: As camp directors, you set the mark. Set it high. If you wow your staff, this enthusiasm will trickle down to the campers. Provide servant leadership to your staff and you will be richly rewarded as they emulate your leadership. Your attitude will determine your altitude. Knowing your local laws regarding staff employment practices and understanding is critical for your camp and your council. Managing your staff to follow the rules is imperative to keeping your camp in compliance.
---	---



FACILITATORS GUIDE

EXECUTIVE LEADERSHIP – EVALUATIONS

NCAP Standards:

- AO-810 Continuous camp improvement plan
- RP-154 Rotation of Merit Badges for the program plan
- PD-111 and PD-112 for new program development discussion

COURSE OBJECTIVES

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

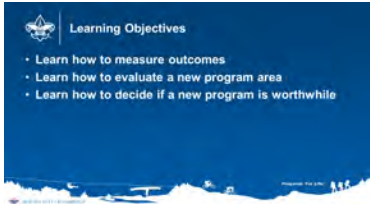
- Learn how to measure outcomes
- Learn how to evaluate a new program area
- Learn how to decide if a new program is worthwhile

Materials needed for this session:

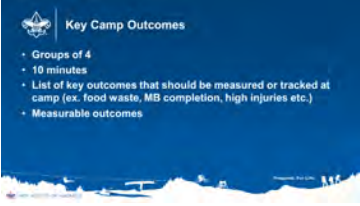
- Whiteboard or Flip Chart
- Markers
- SWOT Analysis Form

SESSION TIMELINE: 45 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
20 minutes	Measurable Outcomes	Group Breakouts
5 minutes	Evaluating Programs	Instructor
15 minutes	Continuous Camp Improvement	Discussion
3 minutes	Closing	Instructor

1 minutes	EVALUATION INTRODUCTION
	FACILITATOR
  	Say: Hello and welcome to Executive Leadership. For the next 45 minutes we will be discussing evaluations in camp. John Wooden, famous UCLA basketball coach and mentor once said, “Without proper self-evaluation, failure is inevitable”. We all want to improve our camps and the experience for our Scouts. In order to do this we have to learn how, and more importantly, what to measure. In this session we are going to be able to do the following: • Learn how to measure outcomes • Learn how to evaluate a new program area • Learn how to decide if a new program is worthwhile The ability to evaluate your camp programs, facilities, customer service, and staff will be a determining factor in the level of success you are able to have throughout the camp. The most successful camps are those who can evaluate their programs with an unbiased perspective to ensure high quality and continuous improvement.

20 minutes	EVALUATION MEASURABLE OUTCOMES
	FACILITATOR
	Say: Who has ever used Yelp or Trip Advisor? Or some other review platform online? Maybe you have only read the reviews, or maybe you have left a comment. How many of us have had these reviews or opinions affect our purchase of a product, or a decision to visit or not visit a restaurant or hotel? Have you ever looked at the Yelp review of your camp? Do you have any? There are Scouts and parents who are evaluating your camp and letting others know how they feel about your camp. Your camp has a reputation and it is not OK to say, “Well that is only one person’s opinion.” Take a moment and look up a camp represented in the class and read a Yelp or Trip Advisor review for the camp. What are people saying? So how do we impact these reviews and how do we evaluate what we are doing at our camps? We need to know what outcomes we want first. We need to ask ourselves what we are trying to accomplish at camp.

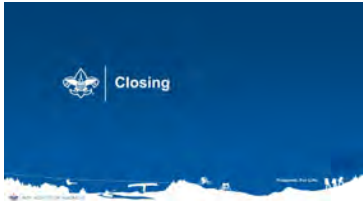
 Key Camp Outcomes • Groups of 4 • 10 minutes • List of key outcomes that should be measured or tracked at camp (ex. food waste, MB completion, high injuries etc.) • Measurable outcomes	Say: We are going to break into groups of four and we will take 10 minutes to discuss and create a list of key outcomes that should be measured and tracked at your camp this summer. These are things like the amount of waste for certain food items in the dining hall, the number of Scouts who complete a certain merit badge, or even an unexpected high injury occurrence. Discuss in your group, highlighting those things that, when measured and tracked, can be evaluated and improved to make camp a better place. We will come back together and discuss. Do: After ten minutes ask for the groups to report and begin a list of measurable outcomes for camp. Make sure to stress that these items must be able to be measured. Don't accept answers like "make the food better," "have good food," or "have good evaluations." Push for how to measure those things and what specifically the group wants to measure to effect the change.
---	---

5 minutes	EVALUATING PROGRAMS
	FACILITATOR
 Program Area Evaluation • Safety • Teaching style • Completions • Camper evals • Number of Scouts served • Consider throughput	Say: With these measurable outcomes in mind, we can begin to talk about how to evaluate our program areas and new program possibilities given what we want as the measurable outcomes. Ask: What are some of the elements that go into determining if a program area is running well or if it needs attention? <i>(Seek response but aim for the following):</i> • Safety • Teaching style • Number of badges completed vs. number of Scouts taking the badge • Comments on the camper evaluations from the previous week Say: One key factor in evaluating program areas is the number of Scouts served by the area and its draw for the camp. If you have an area that only 5% of your Scouts use and there is much more capacity, then you likely have a candidate for a program area that can be re-tooled or removed. One factor that can contribute to a lack of participation is the instruction being given. Different programs and skills call for different teaching styles and requirements, and you want to be sure your staff is carrying-out the program well. If you are looking to add a new program area or merit badge or advancement opportunity, one element to consider is the number of campers we can put into that program vs. the cost of adding that program. It may not be the best decision to add the latest and greatest program if there is a high cost with minimal participation. It is exciting to start a new program, but not every new program should be continued forever. You need to evaluate the program after the first session and after the first full summer to be sure it is worthwhile.

 New Program Evaluation • People were excited • Positive reviews • Safe with few injuries • Delivered as designed	Ask: At the end of the first year of a new program, what are some key elements to consider when evaluating the new program in camp? (Seek response but aim for the following): • People attended and were excited about it • The reviews were overall positive • There weren't an unexpected number of injuries from the activity (risk review was completed in advance) • The program was carried-out by the staff as designed Say: These factors are important when evaluating new programs because these new programs are the future of your camp, and if they are not executed well, evaluations will reflect this, and campers will not return.
---	---

15 minutes	EVALUATION CONTINUOUS CAMP IMPROVEMENT
	FACILITATOR
 NCAP tools for New Program Evaluation • PD – 111 New Programs and Activities • PD – 112 Council Program Design, Safety and Risk Review • Tool used for new programs of all levels • New programs for your camp (ex. if you are adding an archery program that you did not have prior) • RP – 154 Merit Badge Rotation (Scouts BSA Long-Term Camp) • AO – 810 Continuous Camp Improvement	Say: There are many tools in the NCAP process to help us evaluate new programs and to determine how our camp is progressing. The first is in standards PD-111 and PD-112. These two standards discuss adding new programs to camp and the process required to do something new. PD-112 calls for a program hazard analysis of any new programs. This is not just new programs to the BSA but new programs in your camp. If your camp does not currently have archery for example, your council would need to conduct the program hazard analysis on adding archery at your location. We will discuss this process more as we discuss emergency procedures. Another NCAP standard only for our Scouts BSA camps that deals with evaluation is RP-154 which describes the need to rotate merit badges for your camp. Many camps have found that in offering a variety of programs and a rotational schedule of some badges they were able to get units and more importantly youth to return to camp for many years. Ask: How does your council decide what badges to offer? (Seek response.) Say: Many of our camps use last year's schedule and change the date. Your camp should evaluate each badge to decide how/if that badge remains on the schedule. One of the main tools in the NCAP standards for your camp to evaluate and continue to improve is described in standards AO-810 called Continuous Camp Improvement. Do: ask participants to find this standard as you discuss its purpose. Say: The purpose of AO-810 is for camps to look to continue to improve the programs and product that we are offering to our Scouts and Scout leaders. Say: This standard calls for you to look at your camp and develop some measurable outcomes (maybe you can use some from our list) that your council would like to improve in your camp setting.

	Do: Look over the list of measurable outcomes from the earlier exercise that were suggested by the group and use two of them to show an example of how these could be added to the Camp Continuous Improvement Plan. Explain that this is not meant to be a full plan, but an example of how one of these outcomes could feed into the overall council plan. Take no more than 10 minutes to develop this sample plan as there is a session later in the week on this standard. Say: This is not meant to be your full plan as you will notice in the standard that it calls for stakeholders to be involved in the process. We want you to get an idea of how to begin developing or adding to that plan for your camp. We will discuss the process in more detail later this week but want you to understand that there is a process in place.
--	--

1 minutes	EVALUATION CLOSING
	FACILITATOR
	Say: Program evaluation can seem harsh at times, but it is important to take the sentimental element out of the decision and use the outcomes and feedback to determine the quality of your programs. For good programs, you should find ways to continue to offer high quality and seek ways that you can improve, for struggling programs you need to determine if it is a temporary issue that can be fixed, or if it is just not a program that holds the interest of the Scouts and needs to be abandoned. Not all programs can continue forever, and, as camp leaders, we must make the tough decisions to improve or abandon programs so we can focus on the best programs that deliver a quality experience for our Scouts! Receiving and acting on feedback from your campers and other stakeholders will determine how your camp continues to improve. The NCAP tools are in place to give you some guidance to develop a plan for your camp improvement. As time permits insert participant BEST LEADERSHIP stories here



FACILITATORS GUIDE

ENTERPRISE RISK MANAGEMENT

NCAP Standards:

COURSE OBJECTIVES

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

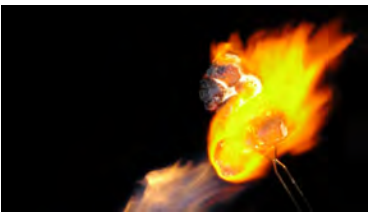
- Understand the concept of ERM and how it applies to your council and camp.
- Know what resources you should engage to review camp operations.
- Understand how to use the PHA to identify likely risks to your camp and form plans to mitigate them.
- Understand what response should be implemented in the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

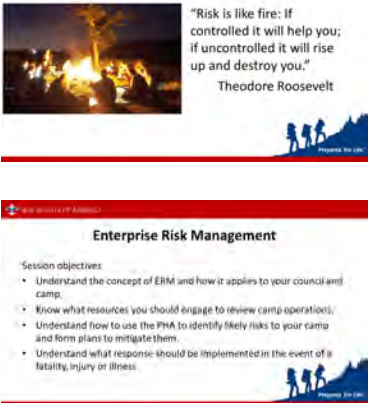
Materials needed for this session:

- 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
 	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.
---	---

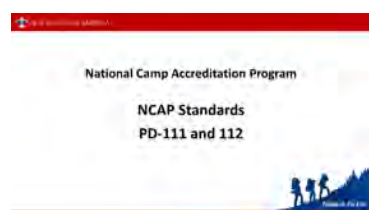
10 minutes	ENTERPRISE RISK MANAGEMENT THE PD SERIES
	FACILITATOR
	Say: Enterprise risk management is a disciplined approach that enables an organization to identify, evaluate, analyze, monitor, and improve upon the risks that threaten the achievement of an organization's strategic objectives. Every organization 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 - o Including Golf Carts, ATV and UTV • Medical and Mental health - o Cardiac - o Medication and Allergies - o Suicide Attempts - o 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)

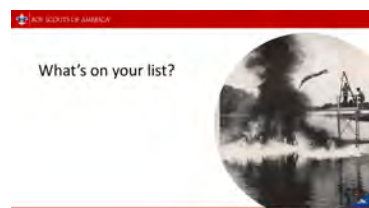
When was the last time your Scout Executive signed off on the evaluation of your camp programs? Where is that Program Hazard Analysis?

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.

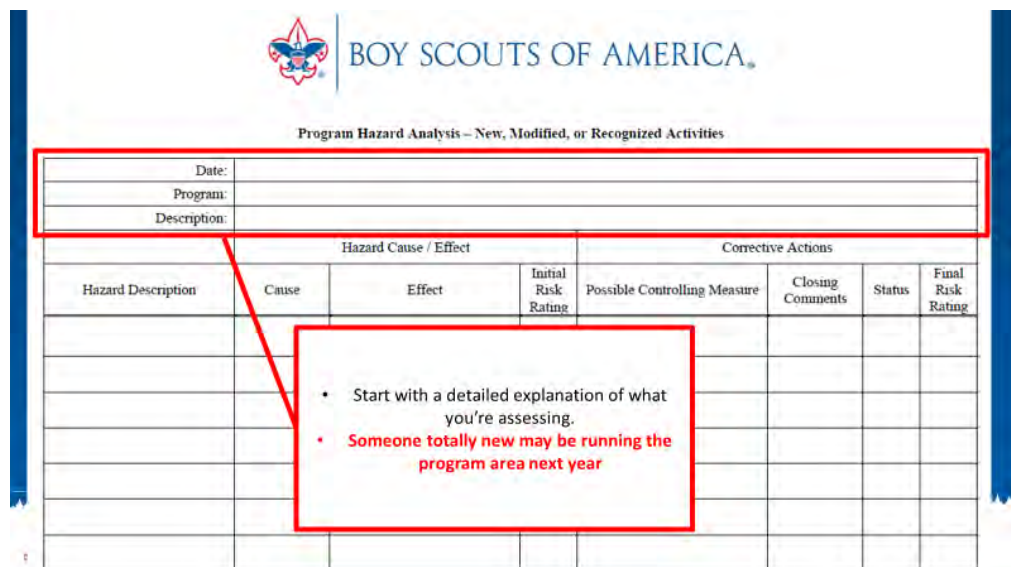


BOY SCOUTS OF AMERICA

Program Hazard Analysis - New, Modified, or Recognized Activities

Hazard Cause / Effect			Corrective Actions				
Hazard Description	Cause	Effect	Initial Risk Rating	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

Hazard Cause / Effect			Corrective Actions				
Hazard Description	Cause	Effect	Initial Risk Rating	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.



BOY SCOUTS OF AMERICA.

Program Hazard Analysis – New, Modified, or Recognized Activities

Date:									
Program:									
Description:									
Hazard Description	Cause	Hazard Cause / Effect		Initial Risk Rating	Potential	Mitigating Actions		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"



BOY SCOUTS OF AMERICA.

Program Hazard Analysis – New, Modified, or Recognized Activities

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

- 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			
		Risk Rating			
		Catastrophic	Critical	Marginal	Negligible
Critical	Frequent	1	1	1	3
	Probable	1	1	2	3
	Occasional	1	2	2	4
Marginal	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.		

(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 enough to get the point across that some risks are different than others and some more severe and/or likely.



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
- 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.



BOY SCOUTS OF AMERICA.

Program Hazard Analysis – New, Modified, or Recognized Activities

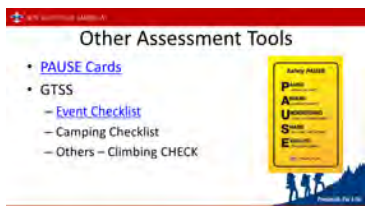
Date:						
Program:						
Description:						
				Corrective Actions		
Hazard Description			Controlling Measure	Closing Comments	Status	Final Risk Rating
- Capture any Closing Comments - Standards to be followed - Responsible people - Use Status to track closure - In Progress - Completed						

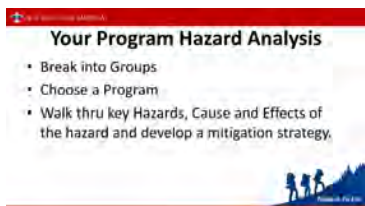
Use this column for any additional comments about staffing or more information needed to make a recommendation.

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

• Risk Rank again now taking into account all the protective measures.
 • Your risk ranking should decrease at this point
 • Use this final ranking as your "go/no-go" criteria

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
 Other Assessment Tools • PAUSE Cards • GTSS – Event Checklist – Camping Checklist – Others – Climbing CHECK	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
 Your Program Hazard Analysis • Break into Groups • Choose a Program • Walk thru key Hazards, Cause and Effects of the hazard and develop a mitigation strategy.	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. You as a camp director need 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 Standards: HS-507, AO-808

COURSE OBJECTIVES

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

- Understand what comprises a 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? (Seek response but aim for the following): • 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. NEW: To make sure that camp leadership is aware of the incident reporting tools available, AO-808 requires that the Camp Director, the Program Director and the Professional Advisor access the BSA Incident Report page, download a copy of the current Incident Information Reporting Tool, Youth Protection/ Membership Infraction Information Reporting Tool, and Near Miss Incident Information Reporting Tool and review the balance of the webpage. To show that this has happened, individuals must sign a certification statement that this review was completed and keep a copy of each tool available. The certification statement shall be provided to the assessment team. 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 the 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 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.

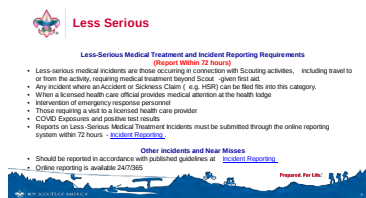
Serious Youth Protection Policy Violations and Membership Standards Infraction Reporting Requirements (Report Within 72 hours)

- 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 (e.g. HGR) 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



	• COVID exposures and positive test results • Reports on less serious medical treatment incidents must be submitted through the online reporting system within 72 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
	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
Slide has animation to zoom to points on slide Slide has animation for Key point to appear Slide has animation for key points to appear Slide has animation for key points to appear	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 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 DISCUSS: Incident Review #2 and the Key points seeking comments/questions from participants 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

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

AGE APPROPRIATE PROGRAMMING

NCAP Standards: PD series

COURSE OBJECTIVES

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

- Understand and plan for the different types of program participants
- Understand that the BSA age appropriate guidelines
- Understand how to use the Guide to Safe Scouting as the go-to resource for authorized programs and activities

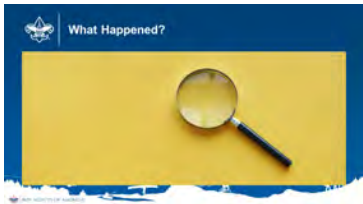
Materials needed for this session:

- Flipchart or whiteboard

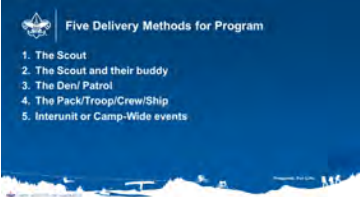
SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
5 minutes	Simon Says	Activity
10 minutes	BSA Organization	Instructor
20 minutes	Five Delivery Methods	Discussion
20 minutes	Scheduling	Discussion
3 minutes	Guide to Safe Scouting/Resources	Instructor
1 minute	Closing	Instructor

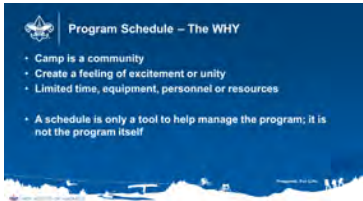
1 minute	PROGRAM PLANNING INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Program Planning. For the next 60 minutes we will be discussing how you work with your program director to administer the best possible program in your camp.

5 minutes	PROGRAM PLANNING "SIMON SAYS"
	FACILITATOR
 	Say: We are going to play a game of Simon says. Do: Explain the rules of Simon Says. One person (you) is designated Simon; the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words "Simon Says." If Simon says, "Simon says touch your nose," then players must touch their noses. But, if Simon simply says, "jump," without first saying "Simon says," players must not jump. Those that do jump are out. Do: Play a quick game of Simon Says, but when there are about five people left say "Simon says have fun." Then follow with "Simon says Stop." Then announce that the game is over. Say: What happened when Simon said to "have fun"? Did everyone have fun in the same way? (Responses are going to be that people did different things from jumping around to running around to nothing at all.) Say: Just like we do not all like to have fun the same way, neither do our Scouts. Many times we design our camps and our camp programs the same way for everyone yet promise that they will all have fun. As we help to administer our camps, we need to seek the opportunity to serve as many Scouts as possible and offer as many of them a chance to have fun in the way they want as possible. One of the ways we do this is by making sure that the program design reflects the needs of the specific Scouts we are trying to serve.

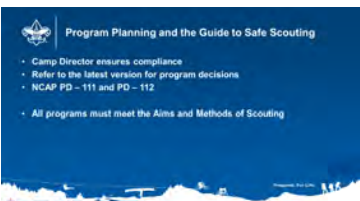
10 minutes	PROGRAM PLANNING BSA ORGANIZATION
	FACILITATOR
	Do: <u>Briefly</u> describe the organization and leadership of the different units in the BSA. Cub Scouting • Smallest unit is a den – age specific groups made of 6-8 youth. • Larger group is called a Pack – made up of all the dens • Packs can be single gender or coed. • 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 assistance of adults. Venturing/Sea Scouting • Smallest unit called Groups –formed from time to time based on crew needs, may or may not always be the same youth in the group. • Larger group is called a Crew or Ship. • Crews or Ships may be single gender or coed. • Leadership is through the youth with adult association. 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 or Sea Scouting 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. 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 decisions about their adventure and allows the youth to help guide the troop or patrol to success. Say: The Venturing crew or Sea Scout ship 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 experiences.
20 minutes	PROGRAM PLANNING FIVE DELIVERY METHODS

	FACILITATOR
 Slide has animation for each to appear on click	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—or at least should be—program. Everything that happens in camp can be fun. Program activities can be delivered in one of five ways during your camp. Say: #1 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. Some of these activities may include handicrafts, nature walks and observation, fishing, or whittling, among others. Do: Record answers for each delivery method on a separate sheet as you will use them again in a moment. Ask: What is an example in your camp of a program for a Scout? (Seek response and note on a whiteboard or flipchart) Say: #2 The Scout with 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. Some activities for a Scout with a friend might include boating, canoeing, fishing, and rappelling. Ask: What is an example in your camp of a program for a Scout and a buddy? (Seek responses and note on a whiteboard or flipchart) Say: #3 The Den / Patrol or Group 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. Activities for this small group could include hikes, service projects, flag ceremonies, and competitions. Remember to involve every member of the den/patrol in these activities. Ask: What is an example in your camp of a program for a Den/Patrol? (Seek responses and note on a whiteboard or flipchart) Say: # 4 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, troop, crew or ship operates. When a unit is at home (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/ship. Say: The program should be flexible enough to allow for special needs of the unit. Unit leaders, with the assistance of camp staff members, plan the unit programs.

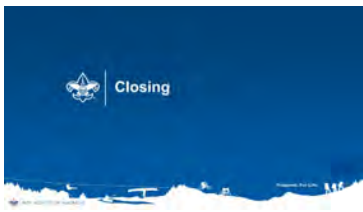
	Many camp program activities can be done as a unit, with some being done in the campsite. Ask: What is an example in your camp of a program for a Unit? (Seek responses and note on a whiteboard or flipchart) Say: #5 Interunit or Camp-wide Events Some program features or general activities like opening and closing flag ceremonies, campfires, songfests, skill competitions, and, in some cases, mealtimes are best held on a camp-wide basis. Use these as opportunities to meet with and pass information to the entire camp. Ask: What is an example in your camp of a program for a camp-wide activity? (Seek responses and note on a whiteboard or flipchart) Say: Which one of the things on our five lists are “fun?” (Seek response, but make the point that each of these may be fun for the participant who is seeking that experience.) When you are developing your program you should consider activities for each of these groups. The more your camp can offer opportunities to each of these groups, the more you will be able to meet the needs of all campers and deliver the promise of fun in the way that the camper is seeking it.
--	---

20 minutes	PROGRAM PLANNING SCHEDULING
	FACILITATOR
 Slide has animation for each to appear when clicked  Slide has animation for each point to appear when clicked	Ask: Why is it important to plan some activities at camp? (Seek responses.) Say: Camp is a community and some scheduled activities are important to facilitate order in camp and to keep the camp focused on delivering on its purpose. Some programs are scheduled to create a special feeling of excitement or unity. Still others may need to be scheduled in a certain way or at a certain time because of limited equipment, personnel, or other resources. Remember that the schedule is only a tool to manage the program, it is not the program itself. Ideally, the program in camp should be flexible enough that each unit can build the program that is right for it. Be sure to have a balance in your program as well. Too many scheduled camp wide events limit the time available for the unit program. Let’s look at our lists of activities and determine which ones of these need to be scheduled. Do: Using the lists from above, determine which of these program items/activities need to be scheduled. Lead a discussion on each of these and seek agreement. Push

 Slide has animation to appear when clicked	the participants to think about alternate ways to deliver the programs outside of the traditional scheduling model. The objective here is to show that many of the program items do not need to be rigidly scheduled. Ask: What are some ways that the camp scheduling can be made more flexible? (Seek response) Say: Instruction is an area that some camps schedule rigidly using “classes.” Rigidly scheduled programs can penalize advanced Scouts who need little instruction as well as Scouts who need additional time and guidance to gain the skills or knowledge needed. 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. Say: 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? (Seek responses and then point out that this is a major reason that many camps schedule these activities.)
---	---

3 minutes 	PROGRAM PLANNING GUIDE TO SAFE SCOUTING FACILITATOR Say: As a camp director, one of your roles is to verify that the programs meet or exceed the guidelines in the Guide to Safe Scouting along with the age appropriate guidelines and the appropriate NCAP standards. As we have discussed, the NCAP standards guide our camping programs and lay the foundation for program delivery. They work in conjunction with the Guide to Safe Scouting and Scouting’s Age Appropriate Guidelines. Say: When developing a program, if there is a question whether or not the program should be considered, you should first refer to the most recent version of the Guide to Safe Scouting that you can find at https://www.scouting.org/health-and-safety/gss/ When you begin to plan new activities for your camp, you must also consider the NCAP standards PD – 111 and PD – 112 as well as any other program or staff related standards that guide your decisions.
--	---

	Say: The program materials of the BSA along with these other resources will help you to determine the program appropriateness for your camp. A program not listed as a prohibited activity does not mean that it is approved. Care must be taken in any program offering that it meets the Aims and Methods of the BSA and meets the program guidelines.
--	---

1 minute	PROGRAM PLANNING CLOSING
	FACILITATOR
	Say: Remember that Scout, 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. The program schedule is a tool to be used, not to define the program itself. Say: And finally, Simon says “Stand up” if you are 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.



FACILITATORS GUIDE

MICROLEARNING

NCAP Standard: SQ-401

COURSE OBJECTIVES

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

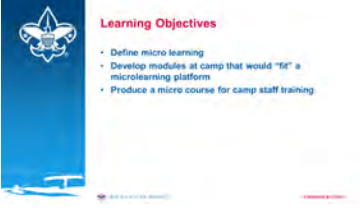
- Define micro learning
- Develop modules at camp that would “fit” a microlearning platform
- Produce a micro course for camp staff training – (Shoot the video on your phone)

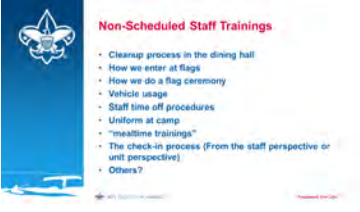
Materials needed for this session:

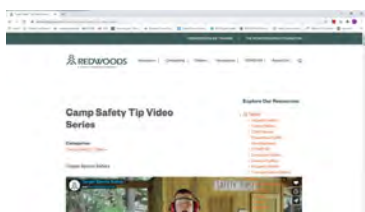
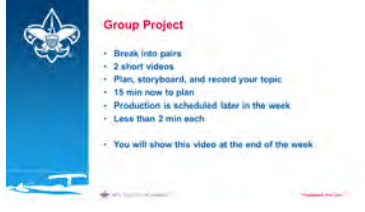
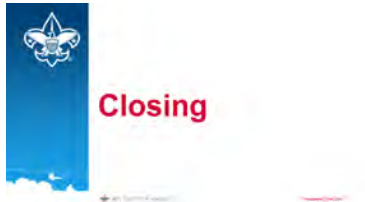
- Internet
- Phone with video capability
- Handouts <http://www.acacamp.org/handouts/Micro-Learning%20-%20Aycok.pdf>

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. Consider a file share (Google drive) link for participants to collect videos. 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

FOOD SERVICE

NCAP Standards: FS 601, 602, 603

COURSE OBJECTIVES

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

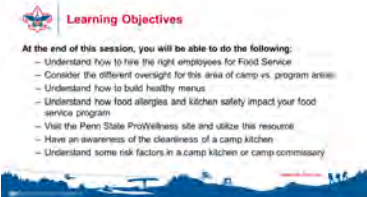
- Understand how to hire the right employees for Food Service
- Consider the different oversight for this area of camp vs. program areas
- Understand how to build healthy menus
- Understand how food allergies and kitchen safety impact your food service program
- Visit the Penn State ProWellness site and utilize this resource
- Have an awareness of the cleanliness of a camp kitchen
- Understand some risk factors in a camp kitchen or camp commissary

Materials needed for this session:

- Link to ProWellness website to show to class
- Handouts of Plan a BBQ challenge

SESSION TIMELINE: 120 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
88 minutes	The Six Keys	Discussion/Videos
30 minutes	Practical Application – The BBQ	Breakouts
1 minute	Summary	Instructor

1 minute	FOOD SERVICE BEST PRACTICES INTRODUCTION
	FACILITATOR
 Food Service Operations  Learning Objectives At the end of this session, you will be able to do the following: - Understand how to hire the right employees for Food Service - Consider the different oversight for this area of camp vs. program areas - Understand how to build healthy menus - Understand how food allergies and kitchen safety impact your food service program - Visit the Penn State ProWellness site and utilize this resource - Have an awareness of the cleanliness of a camp kitchen - Understand some risk factors in a camp kitchen or camp commissary	Say: Hello and welcome to Food Service. For the next two hours we will be discussing Food Service Best Practices. At the end of this session you will be able to do the following: - Understand how to hire the right employees for Food Service - Consider the different oversight for this area of camp vs. program areas - Understand how to build healthy menus - Understand how food allergies and kitchen safety impact your food service program - Visit the Penn State ProWellness site and utilize this resource - Have an awareness of the cleanliness of a camp kitchen - Understand some risk factors in a camp kitchen or camp commissary

88 minutes	FOOD SERVICE – THE SIX KEYS
	FACILITATOR
 Overview 6 Major Impacts of Food Service Operations  1 It is one of the largest budget items with the greatest potential for overspending and waste.  Budgeting for Food Service - Cost per serving - Quality of food ordered - Waste - Number of participants adjustments by session - Vendor contracts or agreements - Understanding limited cup size, portion sizes, substitutions - Menu presentation - Inventory control	Say: Food service is one of the most important aspects of summer camp. It is easy to overlook, but can be the difference between a positive experience or a negative one, a bad review or a great review, a camp that comes in at or under budget and one that has missed the mark. The kitchen is an area full of potential accidents and poor morale if not properly managed. Say: Food service operations have a major impact on the entire camp operation. There are six major impacts of food service operations. Say: First, it is one of the largest budget items with the greatest potential for overspending and waste. Budget management in food service can make or break a camp budget. Every food provider has a variety of quality of foods to choose from as they provide everything from the least expensive products to high end restaurant products to their customers. Without a clear understanding of food costs and food service controls, it is easy to overspend or to waste large quantities of food. Ask: What goes into a budgeting for food service? (Seek responses, but aim for the following): - Cost per serving - quality of food ordered - waste - number of participants adjustments by session

Bidding and Ordering

- **Note:**
 - Save money early
 - Identify needs based on menu and material needs
 - Get 2 bids (on the same day)
 - Use the same process for other foods as well



Bidding and Ordering

- **You are in control:**
 - Demand the best possible price from all bidders
 - Clarify if the product they bid on is different from your specification sheet
 - You are the customer
 - The food vendor needs and wants your business
 - Don't apologize for not being a food expert
 - Complete this bid process even if you are relatively certain who you will use
 - You can contract with two or even three vendors



Bidding and Ordering Tips

- **Bidding EARLY** in the budget process
- **Are there rebates you can use?**
- **Ask questions before accepting the bid**
 - What is their incidence of "out of stocks"?
 - What is their substitution policy?
 - What is their return policy for the end of the season?
 - What are their billing and payment policies?
 - Do they charge a late fee?
 - When are their delivery days and times?
 - Can they make an emergency special delivery?
 - Do they have free equipment, such as coffee machines and bulk cereal dispensers?
 - Do they ever run specials? How will you be notified?
 - Can they facilitate coupon rebates?



- “Seconds” or extra food for those needing a bit more
- Vendor contracts (if Appropriate)
- Understanding kitchen size and production possibilities
- Menu Preparation
- Inventory control.

Say: More money can be saved during menu planning, the bid process, and food ordering than during camp itself. Identify needs in advance, based on menu and material needs. Place bids with at least three companies and request return bids on the same date. Do the same with bread, milk, and other staples. This bidding process will help you know the expected cost.

Say: When getting food service bids, remember that you are in control.

- Demand the best possible price from all bidders and clarification if the product they bid on is different from your specification sheet; remember, you are the customer!
- The food vendor needs and wants your business; make your vendor service you.
- Don't apologize for not being a food expert.

You should complete a bid process every few years even if you are relatively certain whom you will use. You should also know that you do not have to use one food vendor for all products. While this may make the ordering easier, there may be a greater savings that is worth the extra time if you use different vendors for different items.

Say: The bid process takes time and should be done EARLY during budget planning. You may not be the person who decides on the contracts, but you should be a part of the process. Make sure you take all factors into play with the bid – Are there rebates that you will receive? Is there an FOS donation as a part of the plan?

Before you settle on a food vendor, get answers to the following questions:

- What is their incidence of “out of stocks”?
- What is their substitution policy?
- What is their return policy for the end of the season?
- What are their billing and payment policies?
- Do they charge a late fee?
- When are their delivery days and times?
- Can they make an emergency special delivery?
- Do they have free equipment, such as coffee machines and bulk cereal dispensers?
- Do they ever run specials? How will you be notified?
- Can they facilitate coupon rebates?

Even if you have your food vendor in place this year, you should have this conversation to make sure their plans have not changed and that they are still able to meet the needs/demands of camp.

Ordering Tips

- **Tips for ordering:**
 - Order only what the menu calls for
 - Establish a good rapport with your sales representative and delivery personnel
 - Always consider your storage facilities, including freezer and refrigerator space
 - Check all deliveries against the packing slip at delivery time
 - Compare your packing slips with the invoice you will receive later
- **Helpful Hints:** Do your homework and know differences in food products
- Understand serving size



Portion Control

- How do you make portion-control decisions?
- What guidance will you get from your dietician and from your camp cook?
 - For instance, thickness of meat slices?
 - How many hot dogs does each package have?
 - How many bacon strips does each package have?
 - What size spoon or ladle should be used to serve portions?
- There are no wrong answers, but a difference in 1 ounce across hundreds of servings adds up



Food service Cost



Say: Another issue that effects the budget is food ordering.

Here are some Tips for Ordering:

- Order only what the menu calls for;
- Establish a good rapport with your sales representative and delivery personnel;
- Always consider your storage facilities, including freezer and refrigerator space;
- Check all deliveries against the packing slip at delivery time; and
- Compare your packing slips with the invoice you will receive later.

Helpful Hints: Do your homework and know differences in food products. Always ask what your options are with every food product. There are different levels of quality product as well as some products that can be used in place of others.

- Do you need to have the top graded tomatoes if you are making them into tomato soup? Or spaghetti sauce?
- What is textured vegetable protein (TVP)?
- What size hamburger patty do you want?
- Does your council take advantage of the federal milk program (a rebate for milk purchasing)?

Say: Just because it is a serving does not make it the right size. Serving sizes can be very large or very small and should be considered when developing the menu. If the box of chicken nuggets says between 20-30 servings, you should use the smaller number in your planning. i.e. use 20 servings per box and be OK with a few extra nuggets. Better to have too many than have the back of the line without. For instance, a serving of microwave popcorn is one bag, but this is not appropriate for a serving at camp.

- Is one hot dog enough?
- What is the size of the hot dog? Do we even want to serve hot dogs?
- Who is the customer for your portions?
- Do you have a difference for Adults vs youth?
- For instance, how thick is the ham sliced?
- How many hot dogs does each package have?
- How many bacon strips does each package have?
- What size spoon or ladle should be used to serve portions?

There are no wrong answers, but the concept of portion control cannot be stressed enough. These seem like minor details, but when multiplied by hundreds of meals they become significant.

Say: There are programs designed to track recipes/quantities/inventories such as Master Cook that take time to set up, but once you have them in place, your ability to maintain a good inventory and the right balance is greatly enhanced. Perhaps you have designed your own program that allows you to determine serving sizes, quantity of food to be cooked and more identified for each meal. Whatever you have, make sure it is easily utilized and very clear to those working in your kitchens.

Do: Handout or refer to the [Food Service Cost Spreadsheet](#)

Let's look at a sample of a simplified spreadsheet with zero associated cost that helps to control funds spent by noting exactly what is on hand before each order, what is needed based on the number of servings and how much each case serves. These numbers have been adjusted based on what has worked best for this specific

camp. You should use staff week to order product where the serving size is in question or the quality of a product needs to be determined.

Say: We have already determined that our menu can meet our budget in this spreadsheet, so it is simply about ordering the right amount of food. In this example, we know that we are serving 416 for this Sunday's dinner. (don't forget staff in your weekly meal counts!) A quick inventory to deduct the food already on hand, and we know exactly what to order to make sure there is enough for everyone.

There also needs to be a list of additional items that are needed for your food programs that are outside of a traditionally planned meal. Perhaps it is your salad bar items, condiments, sugar and creamer for the coffee, drinks, etc. The process needs to work in the same way. What do we have on hand and what do we need until the next order is delivered?

These items are a bit harder to know exactly what is needed, so you will rely heavily on your Kitchen Manager to help determine quantities based on usage. Ordering a bit more for week 1 makes sense, especially if it is a non-perishable item. Running out of lettuce for the salad bar or milk for cereal is a major issue, so close attention to detail is required for these "extra" products.

A daily sheet with exact details of serving sizes, how many cases of each item to serve that already includes an allowance for extras or seconds will help your kitchen staff stay on track.

All these tracking, ordering, and cooking sheets should be set up before camp begins. These tools or professional programs like them, can keep your kitchen budget on track for the summer while allowing for quality meals for your campers.

It took time to figure out how much of everything we need and what we can serve to stay in budget. If you do that work before camp, ordering becomes a function of entering the number of campers in a spreadsheet.

One last tip about budget control. Station yourself by the trash can during clean-up after a meal. Watch what is not being eaten. If campers are not eating something, it may make sense to change the menu item before it is served again.

Say: Second, Food Service can be the most important contributing factor to staff, camper, and leader morale, both positive and negative. Your camp has a reputation already based solely on food. This one thing can break your camp for years to come if customers have a poor food experience.

All menu plans need to be approved by a licensed dietician (NCAP Standard FS-601) and need to meet the tastes of both youth and adults. The Boy Scouts of America has resources available through the Penn State PRO Wellness program to assist with designing more nutritious menus within those requirements.

Say: For resources from Penn State Pro Wellness visit <https://prowellness.childrens.pennstatehealth.org/community/boy-Scouts-of-america/toolkit/> (5:38)

DO: open the website and play the first introduction video.





Additional Food Items

- Baked potato bar
- Soups
- Peanut butter and jelly (perhaps in single serve containers if allergens are an issue)
- Salad Bar
- Oatmeal
- Cereal
- Fresh fruit options




Camp Morale and Food

- Local likes and dislikes
- Consider cultural, ethnic, and religious backgrounds of the campers.
- Keep climate in mind.
- Evaluations from past years.
- Consider kitchen equipment.
- Plan meals with contrasting colors and textures.
- Provide variety at every meal.
- Keep current food costs in mind.
- What foods are manufactured or processed in your area?
- What is available through the government commodity food program?
- Consider fewer fats, fewer triglycerides, and less salt.
- Schedule big meals appropriately.
- Use your imagination.
- Consider alternating meal cycles.
- Most scouts enjoy simple, familiar foods.
- Scouts are growing and may need more food.
- Schedule snacks into the program.
- Vegetables, cheeses, and fruit are good snacks.
- Limit sweets and high-energy foods at bedtime.



Say: Finding the right balance between budget, nutrition, and tastes can be challenging, but we don't have to offer five meals of hotdogs and Pop Tarts to find success.

The Penn State Pro Wellness website has a lot of good information about menu planning as well as websites like www.nutrition.gov.

Ask: Besides the meals offered through the serving line, what type of additional foods do you offer at each meal? (Seek response and offer the following if not mentioned):

- Baked potato bar
- Soups
- Peanut butter and jelly (perhaps in single serve containers if allergens are an issue)
- Salad Bar
- Oatmeal
- Cereal
- Fresh fruit options

When thinking about morale at camp as it relates to food -

- Consider the local likes and dislikes.
- Consider cultural, ethnic, and religious backgrounds of the campers.
- Keep climate in mind. When are hot chocolate and hot soup inappropriate?
- Use evaluations from past years, both formal and informal.
- Consider kitchen equipment. Will your oven space allow baked ham and baked apple crisp at the same meal?
- Plan meals with contrasting colors and textures.
- Provide variety at every meal. Don't serve scalloped potatoes and a pasta salad at the same meal.
- Keep current food costs in mind. Locally processed foods might be purchased at a huge savings.
- What foods are manufactured or processed in your area? Many companies will donate food in bulk.
- Think subsidy. What is available through the government commodity food program?
- Consider fewer fats, fewer triglycerides, and less salt.
- Schedule big meals appropriately.
- Use your imagination. Consider the use of theme meals, purple frosting, and special names for food items.
- Consider alternating meal cycles, such as pancakes and scrambled eggs. The staff will appreciate this.
- Most Scouts enjoy simple, familiar foods. Camp is not a place to introduce new foods.
- Even though Scouts are young, some are growing quickly and might need seconds.
- Schedule snacks into the program. Some youth eat small portions, but eat often.
- Vegetables, cheeses, and fruit are good snacks.
- Limit sweets and high-energy foods at bedtime. Crackers and cheese are good nighttime snacks.



Supporting Campers with Food Allergies



Supporting Campers with Food Allergies

• Steps to take:

- Meet with the person before the first meal
- Show them the menu for the week
- Allow them to tell you what they can't eat
- Ask what would be an alternative
- Explain the best way for them to get the special meal



3

There are more inherent risk factors for both campers and staff members than anywhere else in camp.

A health lodge full of sick campers is a serious problem.



Say: Another morale killer in food is a Scout who is not able to eat at a meal. A growing number of our visitors have food allergies or special diets. Nationally, almost four percent of youth have some food allergy, so it is possible you will encounter this issue. That means we cannot be in the one size fits all way of thinking about food service. Scout and staff medical forms should reveal any food allergies that youth and adults have. Additionally, often a parent will alert someone prior to arrival at camp that their Scout will need special foods.

The “Big Nine” food allergies are milk, fish, peanuts, soy, tree nuts, eggs, wheat, sesame, and shellfish.

Working with your dietician and food service provider is the best way to make informed decisions about meeting these needs.

Say: When supporting Scouts or leaders with food allergies there are some steps to take:

- Meet with the person before the first meal
- Show them the menu for the week
- Make sure to have the menu available in your leader’s guide
- Solicit information from parents on your website and give a number to call for special needs.
- Allow campers to tell you what they can’t eat. Make sure to have all the list of ingredients for each item you serve available for the camper to look over
- Ask what would be an alternative. Try to develop the menu with items that would be suitable for all.
- Explain the best way for them to get the special meal. This does not mean to call them out in front of peers but explain the system for them to get the correct food.

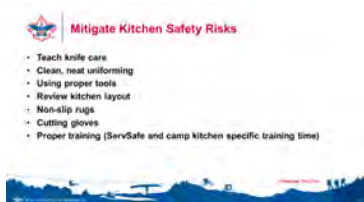
Each of these items above contribute to camper satisfaction and lead to a positive food experience.

Say: Third, there are more inherent risk factors for both campers and staff members than anywhere else in camp. A health lodge full of sick campers is a serious problem.

You should familiarize yourself with safe food handling processes. This is most important if you hire your own cooks and do not use a food service company. You should be familiar with the proper holding temperatures, cooking temperatures, and how to properly store leftovers. This is not only for the food service, but for the dish cleaning as well.

There are a few practices that you need to be familiar with in your kitchen that can lead to outbreaks of sickness quickly if not properly managed.

- “Wet nesting” of dishes – When the plates, cups, silverware or trays are stacked while still wet. It promotes bacteria growth and is not a safe practice. You must not accept this in your kitchen, yet this is something we see all the time!



- Leftovers that are not dated in your refrigerator. (All leftovers must be dated and, in most cases, used within 7 days)
- Proper cooling must take place before placing items in the refrigerator. If your food is covered and the plastic wrap is concave (dipping toward the food), the food was not cooled properly before placing into the refrigerator. This causes bacteria growth and could cause sickness.

Say: Fourth, Staff injuries in the kitchen are common. This can be burns, cuts, and other related injuries. Sick staff CANNOT be allowed to work in the kitchen.

There are times in a kitchen when burns, cuts, dropped #10 cans, back injuries and more can easily occur – all in the same day! Care must be taken in the kitchen to mitigate these issues. It starts with proper training and attention to detail.

What can we do to mitigate kitchen safety issues? (Seek response but aim for the following):

- Teach knife care
- Clean, neat uniforming
- Using proper tools
- Review kitchen layout so hot pans coming from stove don't cross prep area where others are working if possible.
- Non-slip rugs
- Cutting gloves
- Proper training (ServSafe and camp kitchen specific training time)
- What else?

NOTE: instructor may choose to skip the virtual camp kitchen tour video for an in-person tour of the camp kitchen if location allows.

Say: Now, we are going on a virtual tour of a commercial kitchen, much like the style found at Scout camps. Pay attention as we will be discussing what we see after the video.

<https://youtu.be/OoNO7VTNwMc>

Ask: What are some things to look for when you walk through your camp kitchen?

- Slicer. Is it left unplugged when not in use? Who may operate it? How is it dismantled for cleaning?



- Range hoods. Are these cleaned periodically? Inspect and check for rodent control. Screen for any evidence of improper pest control.
- Open ceiling beams (if any). Were these dusted and cleaned during the preseason? Check fan blades and covers, too.



- Flatware. Are utensils stored properly, bug-free, not spotted? This is another place that wet nesting can occur.



- Sinks. Are traps clean under the sink?



- Counter tops. No one should be allowed to sit on them. Are they stable and not rocking? Are they rust-free?



- Can opener. Is the blade clean? This is something that is looked at EVERY time during a health department inspection.



- Mixer. Is the attachment clean? Has it been oiled lately? When was the last maintenance on it?



- Dishwasher. Check for cleanliness in and under the catch basket. Is the temperature in the right range for your dishwasher? Do you have staff appropriate for the dishwasher? One person loads on the "dirty side" and a different person unloads on the "clean side".



- Grills and tilt skillet. Check for cleanliness and the availability of proper cleaning materials.



- Stovetops. Clean and pilot lights working?



- Hanging utensils. Be sure there is no standing water to attract insects.



- Fire extinguishers. Is the proper type available, and are they properly labeled and have a current inspection date?



- Smoking. Check for evidence of smoking, which is not allowed. "No Smoking" signs should be posted.



- Bathroom. Is it clean, and is antibacterial soap available? Are handwashing signs posted?



- Clothing. Are staff members properly attired?



- Floors. Are they clean and dry?
- Mops. Have they been dried properly?



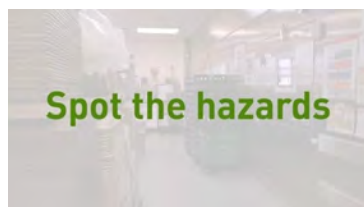
- Walk-ins/freezers/refrigerators. Is food covered? Has food been stored properly to prevent contamination? Are leftovers labeled and dated? Is food stored off the floor? Are the proper temperature records being kept?



- Dry storage. Are the storage areas neat and orderly? Be sure food is not stored on the floor. Be sure no cleaning products come in contact with food.



- Garbage/trash. Are the trash containers covered? Are there adequate removal and disposal? Is there protection from animals/pests?



Now, for a game: we are going to play “spot the kitchen Hazard”

DO: Show the video: <https://www.youtube.com/watch?v=DtneRNVmGVk>



Do: Show the video Top 10 Kitchen safety tips

https://www.youtube.com/watch?v=L-b8gb6_vrw

Say: You should have a copy of your state’s health codes pertaining to food service and be familiar with them. These are available from the health department or agency that licenses the camp. Most health departments make random inspections of dining hall operations and can close them down until corrections are made

Say: Fifth, Food service operations can affect the camp schedule. The food MUST be on time or the rest of your camp program will suffer. You must understand the food service of camp to help with this process and help the program run smoothly.

Working with your food service manager and communicating the program schedule will allow them to plan for food service and keep the program moving forward.



6

WHO is responsible for your dining hall operation?
This one decision carries a lot of weight.

Some camps employ a business manager to supervise the food operation, and others assign it to the camp director.



Council Employee Food Service

- Consider serving style
- Recruit a strong kitchen manager and strong cooks
- Kitchen manager has strong kitchen AND management skills
- Know local health codes and laws
- Manager may help create camp menus
- Additional staff are required to support the operation



Say: And, finally the Sixth, understand who is responsible for the dining hall operation. Some camps employ a business manager to supervise the food operation, and others assign it to the camp director.

In general, there could be two different kitchen management options. The council could hire its own food service staff, or the council could hire a food service company to provide food service.

If your council hires its own food service staff and does not have a food service company, there are a few things to consider when deciding who can fill this role for your council.

It takes many people to handle a food service operation and the serving style of your camp plays into the staffing needs. You should determine your dining hall style. Some of the most common are:

- Cafeteria Serve (everyone goes through the line and gets their own plate)
- Family Style (seated in a group and food is served in quantities large enough for whole group)
- Patrol Cooking (food supplied by camp facility but cooked and consumed in campsites by Troops)

All require planning and a strong staff.

Say: The first person you should recruit and hire is a kitchen manager. A strong kitchen manager will make your entire program run smoothly.

Where do we find strong kitchen managers? (Seek responses but aim for the following):

- Past employees
- School districts
- College culinary programs
- High school culinary programs
- Previous food service employees.

What kinds of skill are required for a good kitchen manager? (Seek response but aim for the following):

- Good cook/chef skills
- Personnel Management skills
- Knowledge of spreadsheet or other tracking method for food ordering
- Grasp of meal production for a high volume of individuals.
- Time Management skills

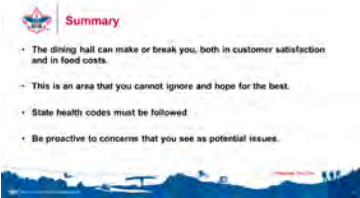
You must also know your local laws regarding food service management and kitchen management. This may include additional required trainings to meet your local health code standards.

Say: Start with a good foundation in your Kitchen Manager, who can support the rest of the program. The Kitchen Manager typically reports to the Camp Director, but the rest of the food service staff reports to the Kitchen Manager. The Kitchen Manager may also help to create and submit a local dietician approved menu per NCAP requirement FS-601.

 Food Service Contractors • Comprehensive knowledge is essential • Responsibility remains with the camp director – The contractors work for you – You are the customer, and you must be satisfied – You are responsible to your campers 	Say: Time spent training your Kitchen Manager before camp starts in food ordering will help with a smooth operation throughout camp and help with budget management. In addition to the cooks and kitchen manager, there are other staff who work in the dining hall/kitchen to support the kitchen operation. These could include: • Dishwashers • Stewards – to manage the operation and have direct contact with campers in the dining hall during meals. • Additional cooks one of whom could be an allergy/special menu handler (becoming more important with more participants with allergies and special food needs), • Servers – especially if your dining hall serves cafeteria style. Some camps choose to use staff members or adult leaders in this role. (If your camp chooses to use staff or volunteers it is critical that they be trained in proper food handling practices by your kitchen manager or staff prior to serving food. This could include the use of gloves, hats, hair nets, beard nets, and serving sizes.) Ask: What other staff do you need in your kitchen to meet the needs of your campers? (Encourage participants to share ideas.... salad bar prep, serving line manager, Head Steward, etc.) So what about if your council decides to employ a food service provider? There are few things to remember as well. Even if you have a food service provider, it is imperative that the camp director understand food service operations. You are still responsible to the customer. No one who comes to camp will blame the food service company. They will say the camp had bad, cold, etc. food. They will talk about the camp manager's inability to get this correct. You need to know: The contractor works for you. You are the customer, and they need to meet your needs. They do not get to call all the shots. The contract needs to be negotiated in a way that allows you some flexibility to change menu or make other small changes without penalty. You need to be satisfied with the menu, service, and operations. You also need to be satisfied with the cleanliness and operation of the kitchen. It is still your kitchen.
--	--

30 minutes	FOOD SERVICE – PRACTICAL APPLICATION
	FACILITATOR
 Barbeque Project • 10 minutes to plan a camp-wide BBQ • 200 people in attendance • Hamburgers and hot dog meal • Cooking away from the camp kitchen on camp grills • Eating outside • Plan needs to include menu, and materials needed to make the meal successful 	Say: To close out this session we are going to put you to the test. We are going to break into teams for a food service project. Take 10 minutes and plan a Barbeque for a camp of 200 people. Your plan is to cook hamburgers and hot dogs. You will cook this meal away from the camp kitchen on the camp grills at an outdoor setting. You will also serve the meal outside of the dining hall.

	Say: With your team, plan for this meal including the menu and materials you will need to make the meal happen successfully. Do: Allow 10 minutes in breakout rooms then get the group back together Discuss the plan for the BBQ with each group. Remember that participants need to understand: • Quantities to be ordered of food • Well balanced meal with vegetables, fruits, beverage, buns for the hamburgers and hot dogs. • Provision for non-meat eaters or allergies, etc. • All the different items that must be purchased (including paper goods, condiments, etc.) • Utensils you need to cook the food. Utensils and equipment you need to serve the food including gloves, hats etc. • (If we are cooking on a grill,) Have charcoal or enough propane. • When do we need to start cooking? Who will do it? • How much do we have to spend? • What do we need to do the cleanup? Extra trash bags? How many extra garbage cans need to be spread through the area? Ask: How many of you forgot the buns? Or the trash bags? Or serving utensils? A simple barbeque requires planning to be successful. As a camp director you must be able to think about all the aspects of food service and the details required.
--	--

1 minute	FOOD SERVICES – BEST PRACTICES - CLOSING
	FACILITATOR
	Say: Food service is crucial to the comfort of our campers and can directly impact their satisfaction along with the bottom line for each camp facility. Planning in advance to ensure a solid menu, easy ordering guidelines, good kitchen layout, and proper staff training will make for a successful summer. Staff week is too late! Working with your council to see what tools and resources are available from previous years and implementing the simple solutions provided by the Penn State Pro Wellness programs will provide you a great place to start your food service review. One final thought about dining hall food – it should be a non-issue for your campers and your staff. The food should be good enough to be filling and taste good without overtaking the program so that it is written on every one of your reviews as a major factor. The trick is the balance between the cost of the food (including the entire food service plan) and the quality. You can spend a lot on food service, and everyone will be super happy, but the adults are looking for meals that are filling, taste good, and that their Scouts will consume. Whether a Barbeque for 200 or a dining hall for 500, the concept is the same. Food service is something that must be managed to be successful.



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:

- Dale Carnegie handout – on flash drive title “03 06 Carnegie handout”.

SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
2 minutes	Objectives	Instructor
5 minutes	Why We Counsel and Whom 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
 The slide features a BSA logo on the left. To its right, the word 'Counseling' is written in red. Further right, there are three green directional signs: 'TIPS', 'GUIDE', and 'ASSISTANCE'. The background shows a stylized camp scene with a tent and a lighthouse.	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
 The slide features a BSA logo on the left. To its right, the word 'Objectives' is written in red. Below it, there is a bulleted list of objectives. On the right side of the slide, there is a BSA logo with the text 'BSA' and 'COUNSELING'.	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
 The slide features a BSA logo on the left. To its right, the text 'Why do we Counsel?' is written in red. Below it, there is a bulleted list of reasons for counseling. On the right side of the slide, there are three green directional signs: 'TIPS', 'GUIDE', and 'ASSISTANCE'. The background shows a stylized camp scene with a tent and a lighthouse. Slide has animation for answers to appear on click.	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.

	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
	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.



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.

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...”

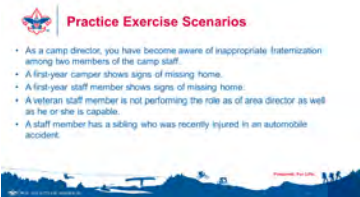
Say: we are not expert counselors, clinical psychologists, or behavioral scientists.

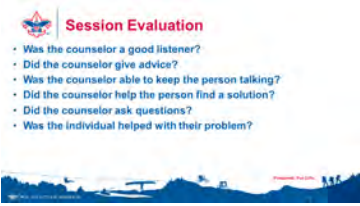
We offer “first aid” for a problem that could be deep-seated. Know your limits. If you believe that professional help is needed, do not suggest it directly but steer the person in that direction. If the person acknowledges the need for professional help, the counselor should help this individual find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



	<u>Be a Friend</u> Skilled counseling never appears to be counseling. When the camp director drops by a unit's campsite and asks the adult leaders "How's it going?" and then listens to all the problems, the camp 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 camp 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? You should evaluate by answering the following questions:

 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 their problem?	• 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 camp 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 Camp 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: Get 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 theirs.
 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 Write Rolemaster: An irate adult leader traps the commissioner as they are in route to their tent and demands a completely new campsite location. - One tent too close - Not after dark when most - All the children are noisy - The water isn't moving - There's an ant in the tent Write mother and father: An irate mother and father have the camp commissioner (agent) on the public address system and berate 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 their 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. 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 camp 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
	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

EXECUTIVE LEADERSHIP – ETHICS 101

NCAP standard: N/A

COURSE OBJECTIVES

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

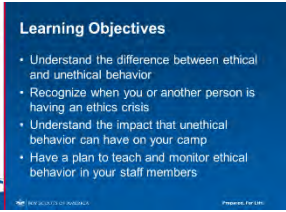
- Understand the difference between ethical and unethical behavior
- Recognize when you or another person is having an ethics crisis
- Understand the impact that unethical behavior can have on your camp
- Have a plan to teach and monitor ethical behavior in your staff members

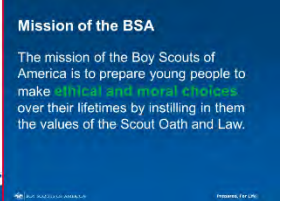
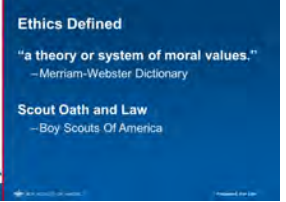
Materials needed for this session:

- Whiteboard or Flip Chart
- Markers

SESSION TIMELINE: 45 MINUTES

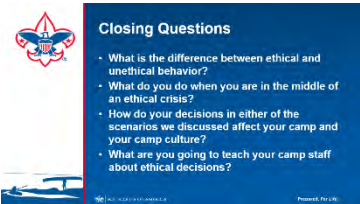
Time	Action	Delivery Method
1 minute	Introduction	Instructor
15 minutes	Scenario #1	Group Breakouts
15 minutes	Scenario #2	Group Breakouts
14 minutes	Closing	Instructor

1 minutes	ETHICS 101 INTRODUCTION
	FACILITATOR
   	Say: Hello and welcome to our next session on Executive Leadership. 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 do the following: • 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. 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. OR Share the following: 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 a camp manager. 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 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 5 minutes and get into groups of 3 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? (<i>discuss what made it difficult for people</i>) • 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 basis 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. 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	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.

	Say: 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? (not staff, long-lasting consequences, staff member seeking your advice) • What is our obligation in the Merit Badge process? • How do you translate this to your staff? If this was an easy decision for you to make, remember that you may not be the one making this decision at that moment.
14 minutes	ETHICS 101 CLOSING
	FACILITATOR
 Slide has animation for each question to appear on click to discuss individually	Say: 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? As time permits insert participant BEST LEADERSHIP stories here



FACILITATORS GUIDE

SHORT-TERM CAMP ADMINISTRATOR

NCAP Standards: All applicable standards, focus on SQ-403, HS – 500 series, AO-804

COURSE OBJECTIVES

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

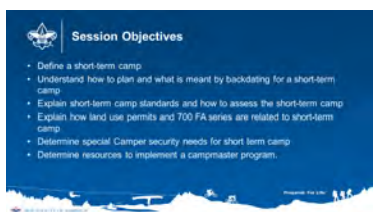
- Define a short-term camp
- Understand how to plan and what is meant by backdating for a short-term camp
- Explain short-term camp standards and how to assess the short-term camp
- Explain how land use permits and 700 FA series are related to short-term camp
- Determine special Camper security needs for short-term camp
- Determine resources to implement a campmaster program.

Materials needed for this session:

- Flip Chart or Whiteboard
- Yes/No cards (red or green cards) or other items that can be used one for Yes and one for No
- Back dater handout (on flash drive)

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
20 minutes	Definition	Instructor/Quiz
5 minutes	Planning and Backdating	Instructor
20 minutes	Assessment Process	Instructor
5 minutes	Camp Security and Health and Safety Standards	Instructor
5 minutes	Campmaster Program	Instructor
1 minute	Closing	Instructor

1 minute	SHORT-TERM CAMP ADMINISTRATOR INTRODUCTION
	FACILITATOR
 	Say: As a long-term camp director, you are also being certified as a short-term camp administrator. For the next few minutes, we are going to put on the Short-term camp hat. Each of the sessions that we have and will discuss over the course of this week apply to short-term camp with respect to fiscal management, staff recruitment, and program design and delivery among others. In addition to these items, there are a few things that are unique to the short-term camp administrator position. At the end of this session you will be able to: • Define a short-term camp • Understand how to plan and what is meant by backdating for a short-term camp • Explain short-term camp standards and how to assess the short-term camp • Explain how land use permits and 700 FA series are related to short-term camp • Determine special Camper security needs for short term camp • Determine resources to implement a campmaster program.

15 minutes	SHORT-TERM CAMP ADMINISTRATOR DEFINITION
	FACILITATOR
	Say: What is a short-term camp? <i>(Seek responses and then share the definition.)</i> 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 program and may provide food services, and includes camps conducted off council properties. (SA-001) Let's break this down a bit Council means the council, or any subset of the council which would include districts, OA lodge or OA chapters for example. One time or continuing means held once, or the same event or style of event happens multiple times. An example of continuing would be a council camp offers program on multiple weekends throughout the year where the council provides the program, food service, and/or staff. The continuing camp is interpreted in the NCAP standards as having more than 5 nights between the camps. For example, a camp that begins on Friday night of week one and runs through Sunday followed by another camp that begins on Friday night

of the next week with the same or essentially the same staff or program is a continuing short-term camp.

Say: For the purpose of the standards, this camp could be assessed once for the duration of the camp over the multiple sessions and does not need an assessment each weekend.

The NCAP local council authorization and declaration form is used to authorize a camp as one time or continuing based on this definition. Each council can authorize a short-term camp as one time or continuing depending on the camp type and how it aligns with the short-term camp definition.

Overnight – 1-3 nights

Council provides staff, program, or food means that the council oversees the camp.

On or off council property means that the short-term camp standards apply even when the camp is not on the council property.

In short, this includes any district or council camporee, Cub Scout/Webelos Scout Family Camps, Order of the Arrow events, training events, and more.

Each council who has a current Authorization to Operate camp will be granted the Authorization to Operate a short-term camp as well. The council will be tasked with assessing these camps and developing the program under the guidelines of the Guide to Safe Scouting and the National Camp Accreditation Program.

Say: Let's play a game. Pull out your cards labeled YES and NO *(or red/green or whatever items you are using for this activity)*



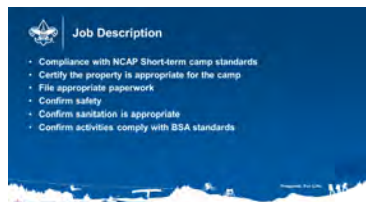
I am going to share some scenarios and based on this definition, decide if this is a short-term camp. Hold up the “Yes” card if you think this IS a short-term camp or the “No” card if you think this is NOT a short-term camp. *(demonstrate the action)*

We will give out points for right answers and everyone must vote for each scenario. Here we go: *(There may be some discussion about these, and that is OK. Do not get bogged down in this activity but use it to help reinforce the definition.)*

1. A council camporee held at camp that starts on Friday and ends on Sunday. (YES)
2. A district Klondike derby that starts on Friday and ends on Sunday. (YES)
3. A district pinewood derby held in the camp dining hall with no overnight. (NO) **Bonus:** what NCAP standards would apply? (camp properties)
4. A three-night camp followed by one day off, followed by a two-night camp. (No this is a long-term camp)
5. An overnight event at the local minor league baseball park. (probably NO – if the council does not provide any additional program or staffing)
6. A OA section conclave over Memorial Day weekend that starts on Friday and ends on Monday. (Yes)
7. A weeklong Woodbadge course. (Yes – all overnight National training events are considered short-term camps)
8. A three-day camp with no overnight. (NO this is a day camp)

9. Every weekend in a month the district offers shooting sports programs at camp. Different participants each weekend. (Yes – this is a continuing short-term camp)
10. The camp passes out snowshoes to units who are camping at the property for the weekend who would like to use them, but does not provide any instruction on their use or a guide for the trail. (NO – this is a unit camping trip as it is not council provided program)

Every short-term camp is assigned a short-term camp administrator by the council. You may be called upon to serve in this role.



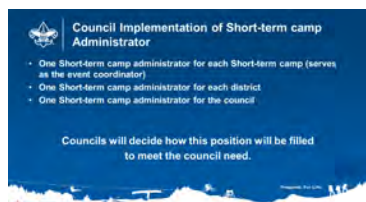
This job description for a short-term camp administrator is multi-faceted. This person is responsible for ensuring that the planned camp complies with the NCAP Short-term Camp standards. This means walking the property to certify that it is appropriate for the camp; ensuring that paperwork is filed, any written BSA approvals are completed and obtained through the council; confirms facilities and program are safe and in good order before starting operation; and that appropriate health, safety, and sanitation provisions are made. This individual also certifies that all activities at the short-term camp comply with the applicable BSA National Camp standards.



The role of a short-term camp administrator is broken into a few different aspects. The short-term camp administrator will verify that the BSA standards are being met and that the program delivered at a camp meets not only the BSA brand, but also the BSA program design.

The short-term camp administrator oversees aspects of the short-term camp with respect to the purpose of the camp, the training of the staff and the overall safety of the camp. They may be involved in the program planning details but this responsibility may fall to others. While it is not required for a short-term camp administrator to be at the camp for the duration, it is encouraged. You have an obligation as the administrator of the camp to make sure the BSA procedures are followed in that camp.

The short-term camp administrator will be the one who helps to verify and interpret the applicable NCAP standards to determine if they are being met at the camp, and, if not, will be the one responsible to help the camp make corrections or stop those portions of the camp that do not meet the standard.



Council may choose how to implement the short-term camp administrator. For some councils each event chair may be a short-term camp administrator, some councils may choose to have one short-term camp administrator for the district while another council may choose to have one for the entire council. Councils will decide how this position will be filled to meet the council need.

As a short-term camp administrator your role is to work with the camp chair or camp/event committee to offer a safe and well-run camp.

While you will assess the camp through the NCAP process, this is only a small part of the overall process. Your true support will come as you work with the event chair(s) to make sure the camp is well planned, staffed, and safe.

There may be some questions you have about a specific camp that happens in your council and "is this a short-term camp?" While we do not want to get into each situation, the short answer is to apply what you are doing against the definition. If

	you have questions about your specific situation, work with your local council NCAP chair, your NCAP area assessment team or email NCAP@Scouting.org .
5 minutes	SHORT-TERM CAMP ADMINISTRATOR PLANNING
	FACILITATOR
 Elements of a Successful Camp Plan • National standards • Training • Schedules • Budget • Camp promotion • Equipment • Health and safety • Program • Staffing • Facilities	Just like planning for your long-term camp, the process to plan for short-term camp needs to consider several factors. Say: Often in project management, the term “back dating” is used. This is simply the idea of starting at the end and working your way backwards and sometimes this is even called “reverse engineering”. We create a set of tasks that must be worked on and completed in a specific order to ensure success. There are a few elements of a successful short-term camp plan. These are the same for long-term camp as well. • National standards • Training • Schedules • Budget • Camp promotion • Equipment • Health and safety • Program • Staffing • Facilities Say: What are some of the tasks that need to be completed prior to the start of a short-term camp? Do: Write down ideas from the group on the flipchart or whiteboard. These could include: • Program schedule • Staff manual • Budget approval • Timetable development • Promotion plan • Camping committee involvement • Health and safety requirements • Theme development (if applicable) • Staff recruited and trained
 Backdating • Program schedule • Staff manual • Budget approval • Timetable development • Promotion plan • Camping committee involvement • Health and safety requirements • Theme development (if applicable) • Staff recruited and trained	
 Backdating • Properly store all craft and sports equipment • Transportation planning • State and local law compliance • Check facilities for hazards • Check equipment needs—tables, tents, first aid, vehicles, program materials • Store records in secure facility • National standards • Secure vendors for outside services • Order trading post inventory • Design camp patch • Food ordering and menu development (if applicable)	• Properly store all craft and sports equipment • Staff evaluations • Transportation planning • State and local law compliance • Check facilities for hazards • Check equipment needs—tables, tents, first aid, vehicles, program materials



- Store records in secure facility
- National standards
- Secure vendors for outside services
- Order trading post inventory
- Design camp patch
- Food ordering and menu development (if applicable)

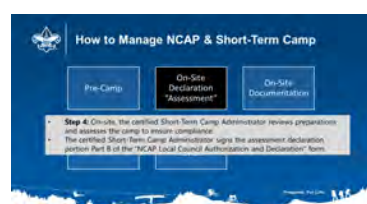
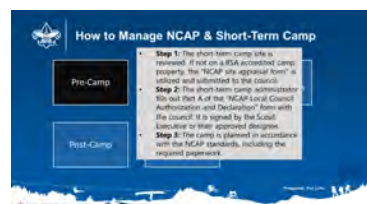
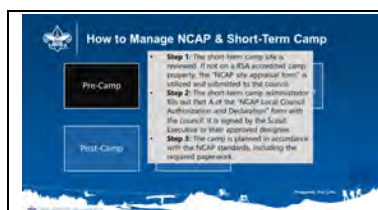
Say: Backdating is used to determine when to begin a task based on when it needs to be completed. Flexibility is in order since no two camp operations are identical.

Here is a sample backdating chart for a short-term camp. Note that the times listed are weeks before the event not days.

Do: Share back dating chart example and briefly describe the steps listed.

TASK - Backdates are considered completion dates	WEEKS Before Short-Term Camp
Confirm a Date; select chair; recruit Short-Term Camp Administrator	-30
Submit NCAP Local Council Authorization and Assessment Declaration Part A to council for approval and signature.	-29
Prepare budget.	-26
Select the Theme; Begin promotion of Unit attendance; announce in council newsletter, website and social media; set fees; Prepare Organization Chart; Recruit Committee; add Event to Scoutbook.	-24
Secure location	-20
Promote at roundtables, district committee meeting, and district commissioner meeting.	-16
Arrange for traffic control, Emergency Response and police protection. Arrange onsite communications.	-16
Hold meeting of short-term committee; develop program; make assignments; Update Program Materials; Confirm Short-term Camp NCAP Requirements.	-13
Sponsorships; outside vendors; Midway; fees for advertisers.	-13
Design the registration process	-13
Design Theme; Imagery; Name; Update Website and Social Media	-12
Arrange for water, sanitation, fuel supply, insurance, and permits	-12
Arrange for first aid and on-site personnel; prepare operating procedures	-12
Personally, contact any unit without a reservation.	-10
Recruit judging personnel; arrange for religious observance; determine layout for troop sites.	-8
NCAP Site Survey - Confirm Authorization	-8
Arrange all physical properties needed for headquarters.	-8
Order patches; ribbons; certificates; and any other supplies needed.	-8
Prepare final program bulletin with all details - email to all units.	-6
Plan evening program; make assignments. (If vendors or exhibitors involved 12 weeks)	-6
Hold meeting of working group—review all staff assignments; develop special guest list and prepare invitations.	-4
Pick up all materials; take to site.	-2 days
Set up.	-1 day
Host short-term camp.	0
Complete all follow up reports, insurance, and evaluations.	+1

20 minutes	SHORT-TERM CAMP ADMINISTRATOR ASSESSMENT PROCESS
	FACILITATOR
	Do: Have your NCAP standards book out and reference the standards as you walk through these steps. Show the forms so participants understand which ones need to be utilized and when. Say: The NCAP standards for a short-term camp are indicated in the NCAP standards document. Each Short-term camp administrator is responsible for the process and must attest that the assessment process has taken place. There are several steps to successfully manage the NCAP process for the short-term camp. We are going to walk through each of these and explain each step. Step One: A location is selected. The short-term camp site is reviewed. If not on a BSA accredited camp property, the “NCAP site appraisal form” is utilized and submitted to the council. Keep a copy for your records. See NCAP standard; SA-002 and AO-811. Do: On the slide, review the NCAP Site Appraisal form and walk through all the parts that need to be filled out. Say: The NCAP Site Appraisal form is only required when a short-term camp takes place on a Non-BSA authorized camp property. You should fill out all parts of this form including how the camp location will meet the standards if any of the items listed are marked as “no”. One of the biggest considerations for the short-term camp administrator is the facility standards. Many times a short-term camp will be planned with great program and events for the Scouts to participate, but there is a lack of understanding of the required logistical support. Facility considerations need to be made with respect to the legality of using the area for a group gathering that may require permitting. In addition, it is critical to ascertain the legality of the program elements that are being planned for the camp. Does the facility allow fires? Is there a burn ban in place during the time of the camp? Are shooting or throwing sports allowed in this area? Are there restrictions for noise at certain times in the evening? In addition to these, the short-term camp administrator has a duty to make sure that there are enough restroom facilities (permanent or temporary) as well as ample garbage disposal for the event. A short-term camp is just that, a camp, but, in some cases, without the permanent facility of a BSA camp as the location.



Step Two:

The short-term camp administrator fills out Part A of the “NCAP Local Council Authorization and Assessment Declaration” form and files it with the council. It is signed by the Scout Executive or their approved designee. Keep a copy for your records. See NCAP standards SA-002 and AO-811.

Do: On the slide, review the form and walk through all the parts that need to be filled out.

Say: Part A requires you to fill out the council information at the top including the camp type – Short-Term Camp.

You will then give the camp Title: (example: XYZ District Spring Camporee).

Follow with the camp description including the attendee type for this camp. (Example: This is a district camporee for all Scouts BSA troops in the XYZ district. We plan to have stations including COPE, Shooting Sports, and Aquatics. It will serve Scouts BSA members.)

You will then fill out the date of the camp and number of sessions. The number of sessions could be just one like a district camporee or more if the camp is a continuing short-term camp. List the dates or range of dates here.

The location is the name of the camp location or address of the camp followed by indicating if the camp is an NCAP authorized camp property or a Non-NCAP Authorized site. In the case of a Non-NCAP authorized site you would also need to include the completed NCAP site Appraisal form discussed earlier.

Once the council has reviewed the information and asked any questions they may have toward the purpose or attendee type, this form is signed and dated by the Scout Executive and you as the short-term camp administrator. This process takes place prior to the planning of the camp.

Step Three:

The camp is planned in accordance with the NCAP standards, including the required paperwork. Work with the short-term camp planning committee to walk through the standards so they have a full understanding of what trainings, certifications, permits and all NCAP required paperwork is met.

At the end of step 3 you will need to determine if any variances or waivers will be needed and file for them appropriately. See SA-005.

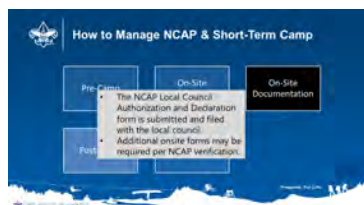
The waiver and variance processes take time, and you should allow for at least two weeks for these to be processed.

Step Four:

The assessment should take place prior to the start of the short-term camp once you arrive on site. You will walk through camp and review the required paperwork briefly.



Slide has animation for answers to appear when clicked



Part B - On-Site Assessment Declaration

Have completed and verified that all standards required for this type of trip have been met. I certify that the camp was conducted with the BSA National Camping Standards.

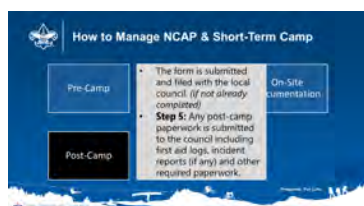
By Declaration: _____ Date: _____

Signature of Council NCAP Assessment Team Leader: _____ Date: _____

Signature of Short-Term Camp Administrator: _____ Date: _____

Signature of Short-Term Camp Leader: _____ Date: _____

BOY SCOUTS OF AMERICA



Say: On-site, you review preparations and assess the camp to certify compliance. You will utilize the NCAP standards and Part B of the “NCAP Local Council Authorization and Declaration” to perform your assessment. Other resources you may choose to use will include the NCAP Short-Term Camp “standards at a glance” document and the NCAP Local Council Authorization and Declaration tools found on the NCAP website. See SA-003, SA-004, and AO-811.

Short-term camps are assessed by you, the short-term camp administrator, as a representative of your local council. You may also invite your local council NCAP committee to assist you with this process.

So what if you have a “continuing” short-term camp? A short-term camp with the same leadership and program held multiple times? Should you assess it each time? This is a decision by the council; however, you are only required to assess it one time.

Ask: What are some things you can do to ensure your assessment is effective?

Do: List ideas submitted on the whiteboard or flipchart.

(Seek responses but aim for the following):

- Walk around to certify the camp is free from hazards and other obvious risks.
- Check to confirm all paperwork is in place.
- Discuss with other camp leadership the way the applicable standards have been implemented at the short-term camp.

Say: When the assessment is complete, you must sign the assessment declaration portion Part B of the “NCAP Local Council Authorization and Declaration” form. The form is submitted and filed with the local council. These forms must be kept on file with the council per NCAP standard AO-812.

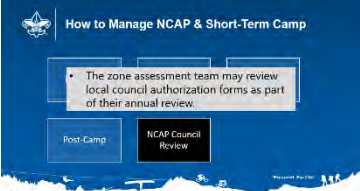
Do: On the slide, review the form and walk through all the parts that need to be filled out.

Say: You are signing this form that you verify the NCAP standards were being met when you assessed the camp. If the camp had deviations, you must note them and include the corrective action plan of the camp or how the actions were corrected during the assessment.

Additional on-site forms may be required per NCAP verification listed in the appropriate standards. These would include items such as first aid logs and incident reports.

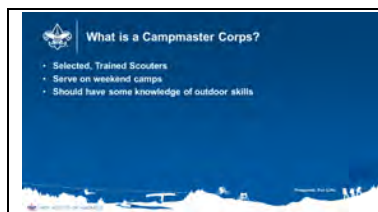
Step Five:

Any post-camp paperwork is submitted to the council including first aid logs, incident reports (if any), and other required paperwork.

	Say: The council should review its management of the process annually. In addition, the assessment team may review local council authorization forms as part of its annual review. This could include incident reports, first aid logbooks etc. See NCAP Standards HS-507 and AO-808.
---	---

5 minutes	SHORT-TERM CAMP ADMIN CAMPER SECURITY/HS-500
	FACILITATOR
	Camper security is always a concern and at a short-term camp can be even more of a concern than in a long-term environment. As we discussed in the security session knowing where the trouble points are in camp is important. This is even more the case for short-term camps that may be in public areas. The ability to develop the check-in and check-out process for a unit or individual as well as an ability to recognize who is supposed to be at the camp at any time is one of the most important administrative responsibilities. Short-term camps need to define the check-in and check-out location and identify which adult is responsible for the youth in the case of individual registration (ex. An OA event perhaps). The camp needs to have written plans in place to explain this process and communicate this process to the participants prior to arrival. In the 500 series of NCAP as it relates to short-term camp you should pay close attention to the standards about medical forms. When the camp is unit based, the unit is responsible to keep the medical forms and do the medical screenings. When the camp is individual based, the camp is responsible to keep the forms and do the medical screenings. In addition, all short-term camps must have written procedures in place for how to handle medical forms and medication and must have approved standing orders from the local council health supervisor. For detailed information on these, see the appropriate standards in the HS series.

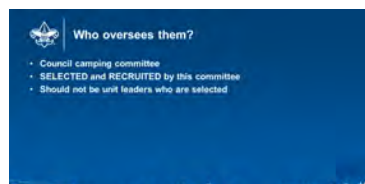
5 minutes	SHORT-TERM CAMP ADMINISTRATOR CAMPMASTER
	FACILITATOR
	Ask: How many camps have a campmaster program? Say: This program could meet the part of the short-term definition that says “or continuing”.



The campmaster corps is a group of selected, trained, and registered Scouters who serve at council weekend camps whenever Scouting units/Families are using any part of the camp property.

The campmaster corps can help your council to be able to offer more programs on the council property on a year-round basis to serve more units and more families in camp.

The campmaster corps program will vary from camp to camp and can be a valuable source of volunteer leadership and help in your camping program.



These leaders should have some expertise in outdoor skills or camping that they could use as a resource for units who are at camp on a weekend.

The campmaster corps is overseen by the council camping committee. Each is selected and recruited by this committee.

Care should be taken to select individuals to serve who are not currently serving as a top unit leader.



Each individual campmaster will be asked to select a weekend(s) that they can serve the camp to accomplish the goals of the camp during that time.

A campmaster may select a weekend based on the program delivery for that weekend or based solely on availability.

For many recurring short-term camps, the campmaster corps can be used to deliver quality program over multiple weekends to multiple groups.



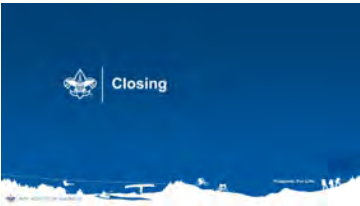
The BSA has laid out a plan to help with councils who are interested in starting the program that can be found at <https://www.scouting.org/outdoor-programs/camping/Scouts-bsa-outdoor-program/campmasters/>

Campmasters can assist the camp ranger with:

- unit check-in and check-out
- Maintenance or conservation projects at camp – either as a campmaster group or facilitating units in this endeavor
- Help enforce camp rules and policies
- Other duties to help the ranger with weekend activities



The assessment of these continuing camps does not happen at every short-term camp weekend but should happen frequently enough to maintain quality assurance and NCAP compliance for the council.

1 minute	SHORT-TERM CAMP ADMINISTRATOR CLOSING
	FACILITATOR
	Say: As a short-term camp administrator you may be called upon to help your local council to help with a short-term camp. Your role will be to assure the BSA NCAP standards are being met and that the program is designed to be age appropriate and safe for the participants. You may still have questions about when does a weekend camp for units become a short-term camp. Answer this question with two things in mind Does it meet the definition of short-term camp? What and how was the program designed?



FACILITATORS GUIDE

DISABILITY AWARENESS

NCAP Standards: PD-110, HS-504

COURSE OBJECTIVES

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

- Understand the needs of Scouts with special needs.
- Learn how the unit, medical staff, and camp leadership all work together.
- Discover how to make reasonable accommodations to Scouts.

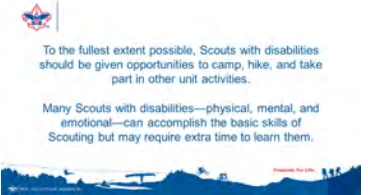
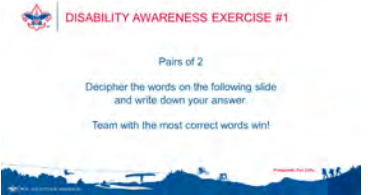
Materials needed for this session:

- Guide to Advancement
- Abilities Digest newsletters
- Scout Action Plan and Registration Beyond the Age of Eligibility forms
- Guide to Disabilities Awareness

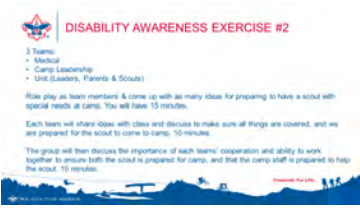
SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
10 minutes	Awareness Activity #1	Activity
40 minutes	Awareness Activity #2	Breakout Rooms Activity
8 minutes	Summary	Instructor
1 minute	Closing	Instructor

1 minute	DISABILITY AWARENESS INTRODUCTION
	FACILITATOR
 DISABILITY AWARENESS	Say: Hello and welcome to Disability Awareness. For the next hour we will be discussing serving youth with special needs at camp.

10 minutes	DISABILITY AWARENESS ACTIVITY #1
	FACILITATOR
 To the fullest extent possible, Scouts with disabilities should be given opportunities to camp, hike, and take part in other unit activities. Many Scouts with disabilities—physical, mental, and emotional—can accomplish the basic skills of Scouting but may require extra time to learn them.	Say: The basic premise of Scouting for youth with disabilities is that every Scout wants to participate fully and be treated and respected like every other member of the unit. To the fullest extent possible, Scouts with disabilities should be given opportunities to camp, hike, and take part in other unit activities. Many Scouts with disabilities—physical, mental, and emotional—can accomplish the basic skills of Scouting, but may require some accommodation to learn them. In order to help everyone’s perspective, we are going to start off with a little activity. We are going to break off into pairs. Let’s see what it’s like to have a visual disability. We have some modified blurred text that we would like to have you decipher. See how many of the words your team can figure out. <i>(for an additional challenge, ask any who use corrective lenses to take them off prior to attempting)</i> Here we go. Do: DO NOT TELL PARTICIPANTS HOW LONG THEY WILL HAVE. Give 3 seconds to decipher the wording on the screen. <i>Note the PPT slide has timing on it and will change after 3 seconds.</i> Be prepared for participants to be upset at not completing the task. If participants were upset about not completing the task, share that they have a brief understanding of some of the challenges of our youth with special needs. Ask: Was that difficult? <i>(Seek response)</i> What made this difficult? <i>(Seek response)</i> Were you able to decipher? <i>(Seek response)</i> What did you need to be able to read it? <i>(Seek response, but aim for “more time”).</i>
 DISABILITY AWARENESS EXERCISE #1 Pairs of 2 Decipher the words on the following slide and write down your answer. Team with the most correct words win!	
 Click for words to “appear” after 3 seconds they disappear	

 This slide has no animation 	Say: Let's try this again. Do: Give 1-2 minutes to decipher the message sharing that participants may ask you for help if needed. Ask participants to signal when they are completed. Wait for all to complete before moving on. Observe if any participants look to help others or to see who is struggling and help them. Point out this behavior and applaud it. Say: The correct statement is: <i>Working with these Scouts requires patience and understanding from troop leaders and summer camp staff.</i> Like you, many Scouts with special needs can accomplish the task, but may require more time to do so. When possible, allow more time in tasks if needed. (<i>Hint: Some other Scouts may need additional time even if they do not have special needs.</i>) For some of us this came easily, and we only needed more time. For others, this was difficult, and we required additional help even after more time was given. Each Scout and each situation are different, just like each of us is different. Dealing with Scouts who have special needs is not a one-size-fits-all approach. Each Scout may require different accommodations to be successful.
--	--

40 minutes	DISABILITY AWARENESS ACTIVITY #2
	FACILITATOR
	Say: We are going to breakout into 3 Groups: Medical, Camp Leadership and Unit (Leaders, Parents & Scouts) You will have 15 minutes come up with as many ideas for preparing to have a scout with autism who also has a service dog from your perspective as the Camp medical staff or the camp Leadership or the unit parents and Scouts. Each team will then make a report to the group. As a class, we will look at all the ideas to see if all items are covered to prepare for a Scout to come to camp. Each team will have five minutes to report. As a class we will then look at each team's answers to see how each team is important in working together to make sure the Scout is prepared for camp and as a group they are prepared to help the Scout. Do: Allow 15 minutes for groups to discuss, then allow each team five minutes to share ideas. Additionally, spend time discussing the items listed below if they are not mentioned in the group reports.



So, let's start with the Medical group:

- 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 Scouts with special needs 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.



Next is the Camp Leadership group:

- Make sure Scouts stay hydrated. Often Scouts with special needs 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.
- Review any issues with the parent, unit leader, or youth upon arrival at camp.
- Plan time in the staff-training program to offer an overview of disabilities awareness, like the training module on my.scouting.org in the training area.
- 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, 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 a vehicle 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 themselves together. These "Cool Zones" should be in sight of the Camp Staff/ adults running the area.

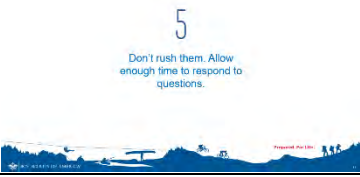


And lastly, let's hear from our Unit/Parents/Scouts group:

- 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, their 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. - Evaluate travel time between activities. For example, a Scout with special needs may come to camp that walking all over camp would tire them out. Some of these Scouts may have a low muscle tone which makes for quicker fatigue than other youth. 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, allow the Scout to stay and relax in the dining hall & wait for the afternoon activities. Ask: In thinking about your camp, what additional considerations do you need to have in place for screening or recommendations about attendance at camp this season? Did you communicate this to your participants?
--	---

8 minutes	DISABILITY AWARENESS SUMMARY
	FACILITATOR
   	Say: I want to make sure you know what resources we have. One of the most important is our Disability Awareness Committee's official Facebook page and the other is the disability awareness page of Scouting.org Okay, let's recap by remembering 5 points: 1. Treat a Scout with special needs the same as you do the other Scouts. 2. Speak directly to the Scout using the same volume as you speak to others.

  	3. If they are in a wheelchair, sit down or kneel to their eyelevel. 4. Include the Scout in the decision-making process when the decision affects them. 5. Don't rush them. Allow enough time to respond to questions.
---	---

1 minute	DISABILITY AWARENESS CLOSING
	FACILITATOR
	Say: There are many resources available to help you. We encourage you to become familiar with the Disability Awareness pages on the website https://www.scouting.org/resources/disabilities-awareness/.



FACILITATORS GUIDE

CAMP COMMISSIONER

NCAP Standards: SQ-401, SQ-412, RP-461

COURSE OBJECTIVES

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

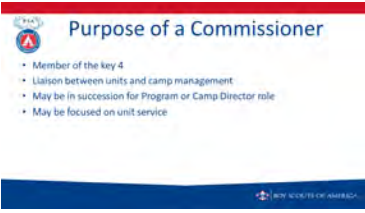
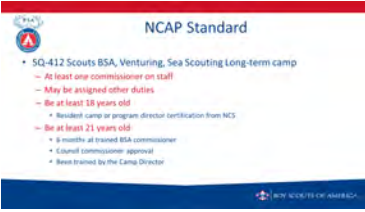
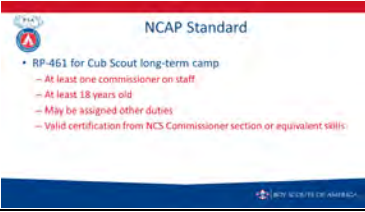
- Define a camp commissioner
- List the commissioner's routine administrative tasks
- Understand the role of a camp commissioner

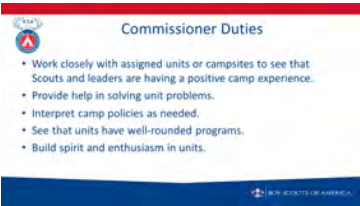
Materials needed for this session:

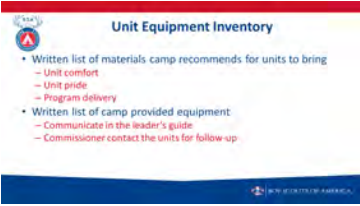
- None

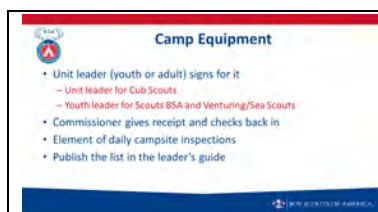
SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
4 minutes	Introduction	Instructor
5 minutes	Commissioner Duties	Discussion
20 minutes	Administrative Tasks	Instructor
1 minute	Closing	Instructor

4 minutes	COMMISSIONER INTRODUCTION
	FACILITATOR
 The Camp Commissioner  Purpose of a Commissioner • Member of the key 4 • Liaison between units and camp management • May be in succession for Program or Camp Director role • May be focused on unit service  NCAP Standard • SQ-412 Scouts BSA, Venturing, Sea Scouting Long-term camp → At least one commissioner on staff → May be assigned other duties → Be at least 18 years old • Resident Camp or program director certification from NCS → Be at least 21 years old • 6 months of trained BSA commissioner • Council commissioner approval • Been trained by the Camp Director  NCAP Standard • RP-461 for Cub Scout long-term camp → At least one commissioner on staff → At least 18 years old → May be assigned other duties → Valid certification from NCS Commissioner section or equivalent skills	Say: Welcome to Camp Commissioner. For the next 30 minutes, we will be discussing the role of a camp commissioner and how it relates to the camp Key 4. We spoke briefly in the Key 4 session about the camp commissioner, but this session will dig a bit deeper into the role and some responsibilities. Commissioners in the BSA outside of a camp setting have a role to help units be successful and to be able to connect units with resources at the council and district level to help the unit succeed. Their job is to work with unit leaders to help the unit program as well as the unit health. The same concepts are true in a camp setting. Instead of the district or council resources, they work with the unit to connect them with camp resources. For more information about commissioner outside of camp, visit https://www.scouting.org/commissioners/. At camp, a commissioner is one of the members of the key 4. This role is often misunderstood or used as a catch all for those things that the camp or program director does not want to do. This role varies from camp to camp, but the purpose is the same. This person is a liaison between the units and the camp management. How the role is implemented may be a bit different based on the camp needs, but the tasks are the same no matter who or how you use the role. In some councils this person may be the person who is in the succession plan to be the next camp director or program director. For other camps, this person may be focused completely on the unit service while others may have them be involved only in the facilities aspects of camp. Your camp will need to decide how to use a commissioner and make sure that the job description for your camp commissioner matches the role you intend for this person. The NCAP standards state in SQ-412 that In a Scouts BSA, Venturing, or Sea Scout long-term camp, at least one adult camp commissioner is on staff. These individuals may be assigned other duties. Camp commissioners shall meet one of the following criteria: 1. Be 18 years of age or older and have a valid certificate of training from the Resident Camp Director or Resident Camp Program Director sections of National Camping School; or 2. Be 21 years of age or older and have six months' service as an active and trained commissioner in the BSA. They also have the Council Commissioner's approval in writing and have been trained by the Camp Director with NCS training program found at www.scouting.org/NCAP For a Cub Scout Long term camp there is a recommended practice RP-461 that says at least one adult camp commissioner (at least 18 years of age) is on staff. These individuals may be assigned other duties.

5 minutes	COMMISSIONER DUTIES
	FACILITATOR
 Commissioner Duties • Work closely with assigned units or campsites to see that Scouts and leaders are having a positive camp experience. • Provide help in solving unit problems. • Interpret camp policies as needed. • See that units have well-rounded programs. • Build spirit and enthusiasm in units.	Say: No matter how you use the commissioner, the duties are the same. • Work closely with assigned units or campsites to see that Scouts and leaders are having a positive camp experience. • Provide help in solving unit problems. • Interpret camp policies as needed. • See that units have well-rounded programs. • Build spirit and enthusiasm in units. The commissioner is there to be a troubleshooter and helper for the units as well as a resource between the camp management and the units. They may help a unit through program planning, problem solving, or even through training sessions for adults or youth. The function of the commissioner in camp is no different from the function of a unit commissioner in a district or council; that is, commissioners are helpers—not gofers. The commissioner’s knowledge of the unit and the unit leaders, as well as frequent visits to the campsite, is essential to their effectiveness. The commissioner should not be established as a personal messenger service between the unit and the camp office. The unit should observe established, routine methods, and times for mailbox checks. The commissioner can be your eyes and ears into the pulse and morale of camp and the units in camp. The commissioner role in your key 4 is to share these concerns with the other members of the management team. A commissioner update should be part of your daily management meetings, and unit concerns should be acted upon quickly.

20 minutes	COMMISSIONER ADMINISTRATIVE TASKS
	FACILITATOR
 Unit Equipment Inventory • Written list of materials camp recommends for units to bring → Unit comfort → Unit pride → Program delivery • Written list of camp provided equipment → Communicate in the leader's guide → Commissioner contact the units for follow-up	Say: The commissioner can help with some of the administrative tasks that would otherwise fall to a camp director. It is important to note that the commissioner position is not meant to be one to which the camp director assigns tasks that they do not want to do, but there are some administrative tasks that fit within the job description of the camp commissioner. One of these tasks is to develop the unit equipment inventory, a written list of the materials that camp staff leadership recommends each unit bring to camp. These suggested items help in terms of unit comfort, unit pride, and program delivery. What units bring depends on the program they wish to implement and what is provided by the local council camp. It is important to communicate clearly—and in advance— what the camp will provide to units. This list should be included in the leader’s guide for camp and could include the commissioner contact for units who have questions about these needs.



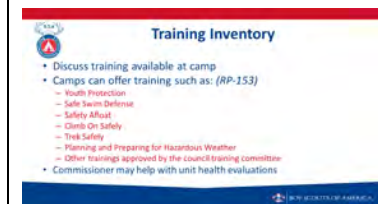
Camp Equipment

- Unit leader (youth or adult) signs for it
 - Unit leader for Cub Scouts
 - Youth leader for Scouts BSA and Venturing/Sea Scouts
- Commissioner gives receipt and checks back in
- Element of daily campsite inspections
- Publish the list in the leader's guide

In addition to the unit equipment list, the commissioner can also help with the camp equipment inventory - a written list of the equipment and materials the camp has agreed to provide and maintain in a campsite. It is much easier for a commissioner if a policy is established of "a place for everything and everything in its place." The unit leader should sign for the equipment on arrival, and the commissioner should give the leader a receipt for return of the material when the unit departs. One of the elements of daily inspections could easily be "care and storage of camp equipment."

Ask: What does your camp provide for each campsite? (Seek responses.)
How do you maintain control of these materials? (Seek responses.)

Say: While the materials provided may be different and the process to check out these items may be different; these are both tasks that need to be completed in your camp and ones that the commissioner can support. It is also important to publish this list of camp-provided equipment in the leader's guide for your camp. While you may be tempted to say, "well everyone knows that we provide (insert item here)," do not make that assumption on this list. Your commissioner can help with what units have asked for in the past and what should be included.



Training Inventory

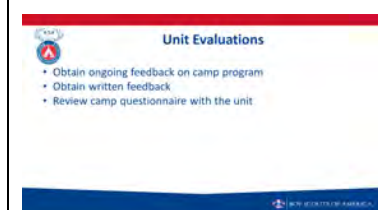
- Discuss training available at camp
- Camps can offer training such as: (RP-153)
 - Youth Protection
 - Safe Swim Defense
 - Safety Afloat
 - Climb On Safely
 - Trek Safely
 - Planning and Preparing for Hazardous Weather
 - Other trainings approved by the council training committee
- Commissioner may help with unit health evaluations

Another inventory that could be helpful for you in camp and one that the commissioner can help to develop is the training Inventory for the units in camp. The training inventory gives the camp commissioner an opportunity to discuss the training available in camp regarding the qualifications and needs of the individuals within the unit. On occasion, the unit commissioner may provide a training inventory, but the camp commissioner usually obtains the information by consulting the unit leader at camp.

Once the training needs of the units are established, the commissioner can point the appropriate leaders to the training opportunities in camp which might include:

- Youth protection
- Safe Swim Defense
- Safety Afloat
- Climb on Safely
- Trek Safely
- Planning and Preparing for Hazardous Weather
- Other trainings approved by the council training committee

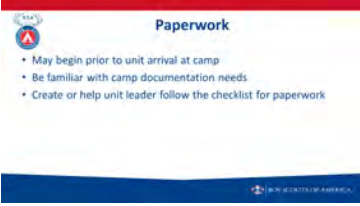
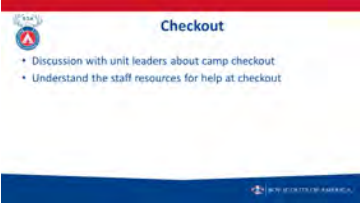
Based on the relationship and experience of your camp commissioner(s), they may be asked to help the council with unit health evaluations. This is a task of the district and council commissioner for each unit in a council, but the camp commissioner may offer some firsthand information into how the unit operates. Your council may have a procedure in place to conduct these evaluations, but the commissioner may be asked for input into this evaluation.



Unit Evaluations

- Obtain ongoing feedback on camp program
- Obtain written feedback
- Review camp questionnaire with the unit

The camp commissioner may be tasked with collecting the unit evaluations in camp. Throughout the week, the commissioner should obtain feedback from leaders as to how the program opportunities available at camp helped meet the needs of the Scouts. Capturing that information through written feedback is likewise important. Review the Camp Questionnaire for Leaders and discuss with participants how information recorded here can help improve the quality of the camp program and unit satisfaction with the program they received.

 	Say: Some commissioners, based on experience with the camping operation, may also be able to help units with the camp paperwork. This task can begin prior to camp and continue long after camp is over. One of the tasks of taking a unit to camp is locating, preparing, and organizing paperwork. The camp commissioner needs to be familiar with every document the unit leader is asked to provide or complete. An offer on the camp commissioner's part to assist—where needed and welcomed—is usually well-received. If a checklist is not provided in the camp leaders' guide, the camp commissioner may want to develop one. Each camp is unique, and each has their own way to check out units at the end of the camp session. The commissioner can be used for this task as well. A midsession briefing of unit leaders on the checkout process for the end of the session is a worthwhile project and may well save everyone time on the unit's departure. By knowing the resources and staff at the camp, the commissioner can often shortcut normal camp procedures to help the unit resolve concerns. To do this effectively, the commissioner needs to know the camp, its resources, and the capabilities of each staff member. Ask: What is the biggest asset of having commissioners on your team? (Seek response.) How many should you have? (Seek response. Based on the number of units in camp. A good rule of thumb is to have not more than four units or campsites assigned to each commissioner.)
--	---

1 minute	COMMISSIONER CLOSING
	FACILITATOR
	Say: The camp commissioner is a valuable part of the key 4 of your camp and your use of them should model their value to the management team. A good commissioner has a finger on the pulse of camp and can bring concerns and observations to the camp director, program director, and ranger as a part of the daily key 4 discussion. While the model for a commissioner may be different at each camp, the role of providing great customer service and a great customer experience cannot be overlooked.



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:

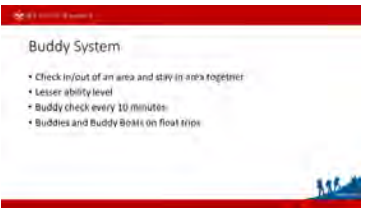
- Explain the role of their Aquatics Director in Camp
- Ask question to the NCS (National Camping School) Aquatics staff
- Understand the authority of the Aquatics Director over the Aquatic Programs in Camp.
- Understand the role of the Aquatics Program at Camp

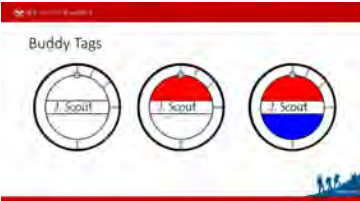
Materials needed for this session:

- 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

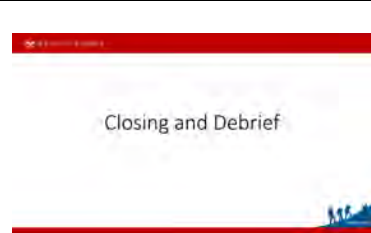
5 minutes	AQUATICS DIRECTOR INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Meet the Aquatics Director. For the next 60 minutes, we will be discussing the role of the Aquatics Program in your Camp. At the end of this session, you will be able to: • Explain the role of their Aquatics Director in 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</i>). In NCS the NCS section director oversees the area. 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. It is your responsibility as a camp director to verify this happens.

	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
 Session Objectives • 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	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
  NCAP standards • PS – 206 • RP – 256 • SQ – 409 • SQ – 411 • RP – 463 • SA – 715	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.

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 of 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.

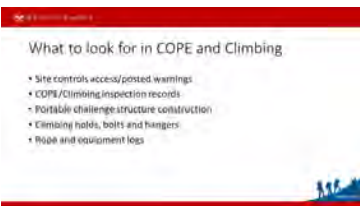
Program Operations – Written procedures must be followed by the COPE/Climbing staff. It is important for no participant to be coerced or pressured in doing the COPE/Climbing programs. All the techniques must be explained, demonstrated, and practiced before the activity. The participants must be trained 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.

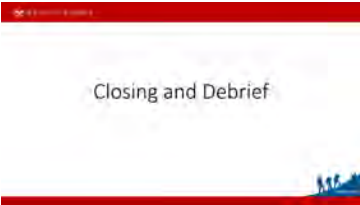
RP-256: The CHECK checklist program is utilized which includes clothing, helmet, harness, environment, connection, and knots.

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:

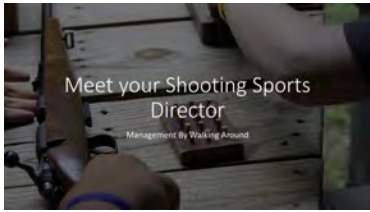
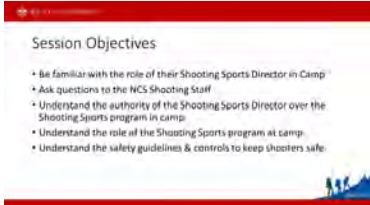
- Be familiar with the role of their Shooting Sports Director in Camp
- Ask questions to the NCS Shooting Staff
- Understand the authority of the Shooting Sports Director over the Shooting Sports program in camp.
- Understand the role of the Shooting Sports program at camp.
- Understand the safety guidelines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

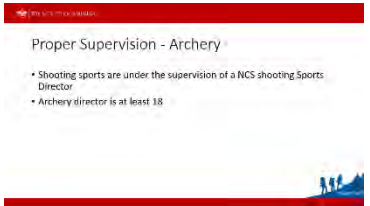
Materials needed for this session:

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

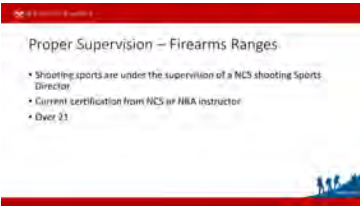
SESSION TIMELINE: 60 MINUTES

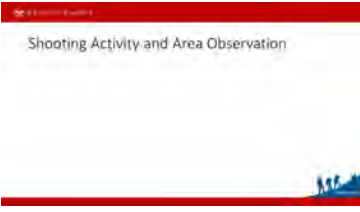
Time	Action	Delivery Method
1 minute	Introduction of the Shooting Sports NCS Director	Instructor
10 minutes	Visit Archery Range to review following Standards PS-213 (Archery Range) & SQ-408 (Archery Staff)	Discussion
10 minutes	Visit Firearms Range to review following Standards PS-214 (Firearm Ranges)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

1 minute	SHOOTING SPORTS DIRECTOR INTRODUCTION
	FACILITATOR
 Meet your Shooting Sports Director Management By Walking Around  Session Objectives • 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: 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
 Proper Supervision - Archery • Shooting sports are under the supervision of a NCS shooting Sports Director • Archery director is at least 18  NCAP standards – Target and Range Sports: Archery Programs • PS – 213 • SQ – 408	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 nsc@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:

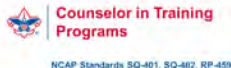
- Understand different ways camps use a Counselor in Training program.
- Understand different models of Counselor in Training programs.
- Understand different ways to support Counselors in Training

Materials needed for this session:

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

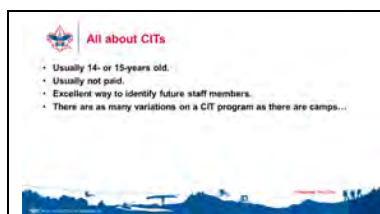
SESSION TIMELINE: 30 MINUTES

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
	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
	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: • Generally, CITs are 14 or 15-years old. ○ This may be impacted, however, by state or local laws.



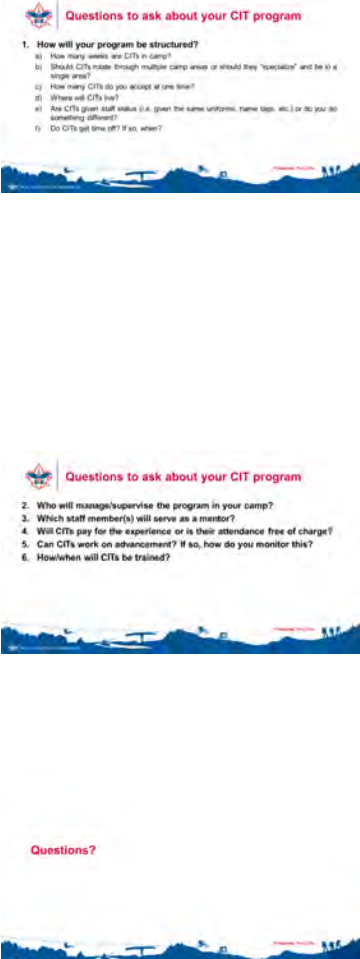
- Generally, CITs are not paid for their time at camp.
 - This, too, may be impacted by state or local law.
 - In some cases, CITs pay to participate in the program.
 - In some camps CITs may receive a stipend upon completion of the program.
- A CIT program is a way to identify future potential staff.
- 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

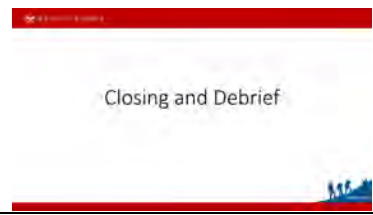
SESSION TIMELINE: 50 MINUTES

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 Outdoor Skills Program Area 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 Say: Now, we will briefly review some of the Outdoor Skills Program Areas NCAP Standards:

 Slide has animation for each standard to appear when clicked	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 camp 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

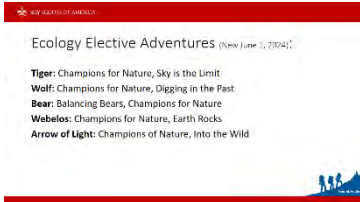
Materials needed for this session:

- 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 Arrow of Light: Champions of Nature, Into the Wild

 Slide has animation for each to appear on click	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 camp 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
 Closing and Debrief	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:

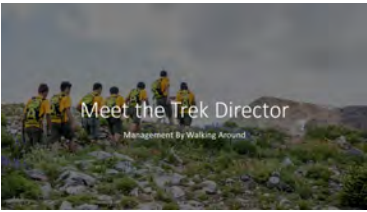
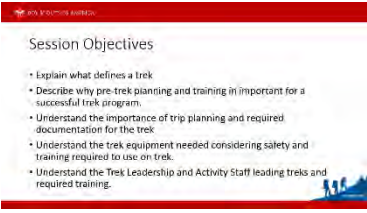
- Explain what defines a trek
- Describe why pre-trek planning and training is important for a successful trek program.
- Understand the importance of trip planning and required documentation for the trek
- Understand the trek equipment needed considering safety and training required to use on trek.
- Understand the Trek Leadership and Activity Staff leading treks and required training.

Materials needed for this session:

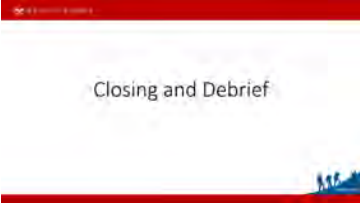
- NCAP standards PS-218, PS-219, PS-220, PS-221, SQ-410, SQ-411, RP-460, FS-603

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
  Session Objectives • 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.	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
 NCAP Standards • PS – 218 • PS – 219 • PS – 220 • PS – 221 • SQ – 403 • SQ – 410 • SQ – 411 • RP – 460 • FS – 603 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.

	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:

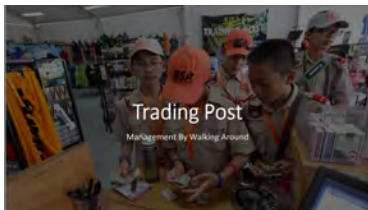
- Understand how the trading post fits into the overall camp budget
- Consider different options for supplying the trading post
- Understand how to implement trading post inventory and control measures
- Prepare information at season's end for a successful next season
- Understand how the trading post fits into the fun and activities at a camp facility

Materials needed for this session:

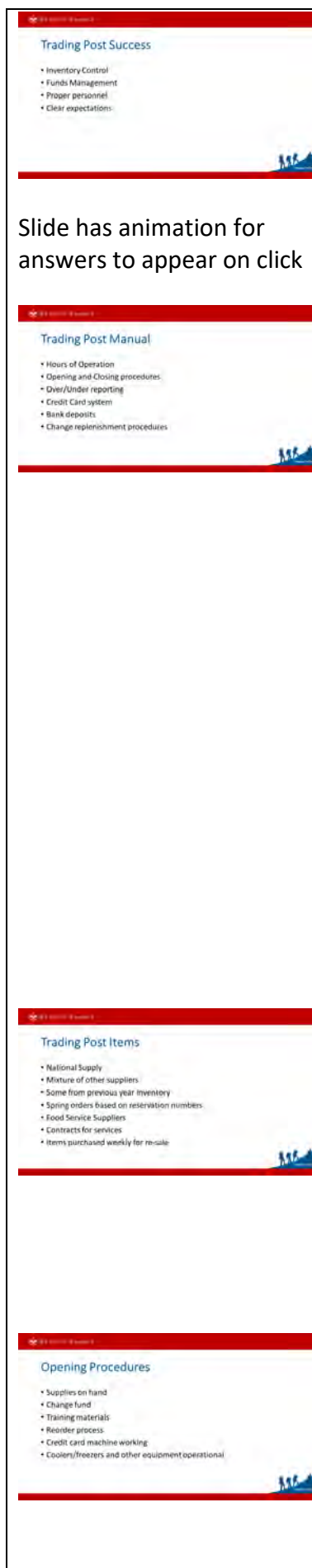
- Flip chart and markers
- Projector
- National Supply Order information
- Insert in book (or thumb drive) of suggested items for manual (see notes)

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?

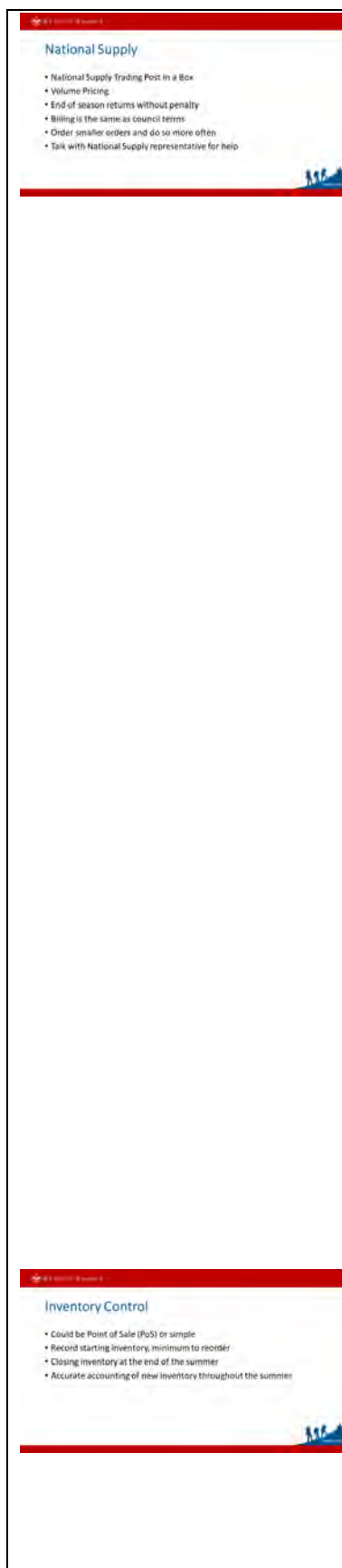
For a full list of all suggested items to be in your manual, please look in the downloads section of the camp director guidebook sent to your council by National Supply. Many of the items on this list are specific to your council. If there is no manual, develop a list that answers the questions provided 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)

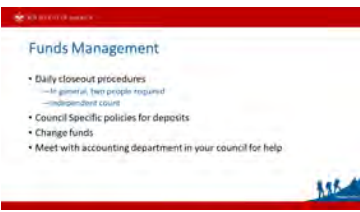
It may be simple like a spreadsheet or as robust as point-of-sale system.

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.

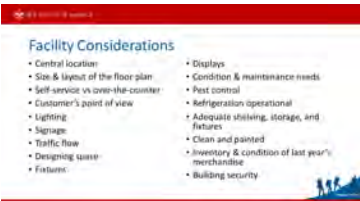
Accurate opening and closing inventories are essential to a successful trading post operation.

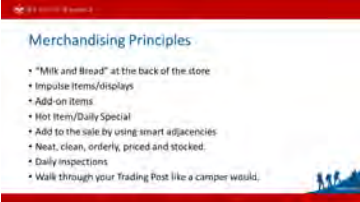
Say: Your trading post manager needs to be involved in the opening and closing inventories as they will be responsible for the operation and the merchandise during the camping season.

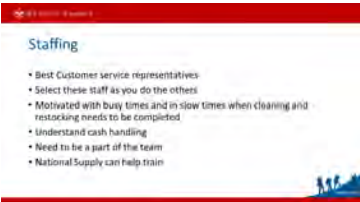
Accurate accounting of your trading post during the camping season will also be critical to customer service and customer satisfaction throughout the season.

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

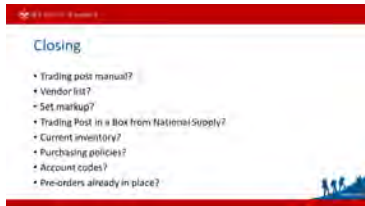
 Merchandising Principles • "Milk and Bread" at the back of the store • Impulse items/displays • Add-on items • Hot Item/Daily Special • Add to the sale by using smart adjacencies • Neat, clean, orderly, priced and stocked. • Daily inspections • Walk through your Trading Post like a camper would.	• Traffic 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
	FACILITATOR
 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	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
 The screenshot shows a document titled "Closing" with a list of questions for a trading post summary. The questions are: • 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? As time permits use this time for participant BEST LEADERSHIP stories here.



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:

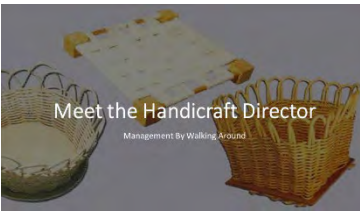
- Be familiar with the role of their Handicraft staff in camp
- Understand the role of the handicraft standard at camp

Materials needed for this session:

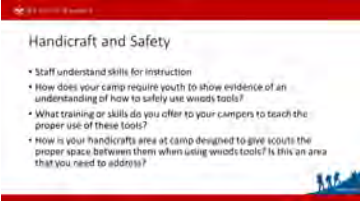
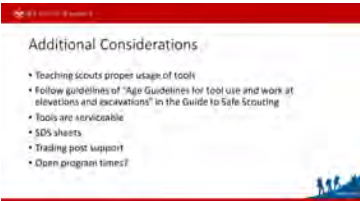
- none

SESSION TIMELINE: 30 MINUTES

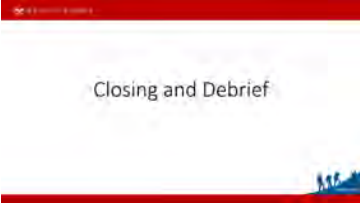
Time	Action	Delivery Method
1 minute	Introduction	Instructor
28 minutes	Discussion on the NCAP standard PS-208	Discussion
1 minute	Closing	Instructor

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?	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 camp director
- Share best practices
- Share concerns in an open format

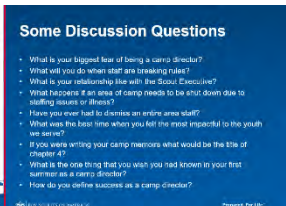
Materials needed for this session:

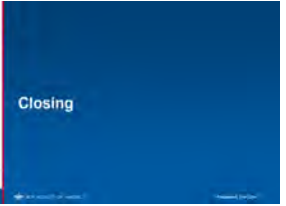
- None

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 camp 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 camp 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 camp 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 camp 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

CAMP FISCAL MANAGEMENT

NCAP Standards: A0-806

COURSE OBJECTIVES

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

- Understand the need for basic fiscal management in the entire camp program
- Understand the need for and use of internal financial controls
- Determine sound income and expense handling procedures
- Determine sound purchasing and inventory tracking procedures
- Understand potential problems in camp fiscal management to include: staffing, theft, spoilage of food/supplies, misuse of equipment, accidental breakage, contracts with vendors
- Understand the annual budget building process
- Update staff policies for strong internal controls

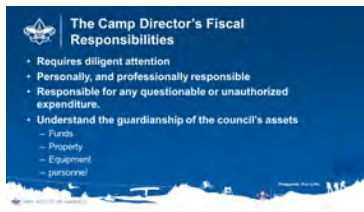
Materials needed for this session:

- White board or flip chart and markers
- Projector

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
40 minutes	Camp Fiscal Management	Team discussion
10 minutes	Potential Problem Areas	Discussion
5 minutes	Policies Regarding Staff	Discussion
4 minutes	Closing	Discussion

1 minute	INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to Fiscal Management. For the next hour we will be discussing how to successfully manage fiscal obligations in your camp operations. At the end of this session you will be able to do the following: • Understand the need for basic fiscal management in the entire camp program • Understand the need for and use of internal financial controls • Determine sound income and expense handling procedures • Determine sound purchasing and inventory tracking procedures • Understand potential problems in camp fiscal management to include: staffing, theft, spoilage of food/supplies, misuse of equipment, accidental breakage, contracts with vendors • Understand the annual budget building process • Update staff policies for strong internal controls Say: Camp budgets are typically prepared well in advance of the camping season in October/November of the year before as part of the Council's budget. This means that the impact of a Camp Director who is a seasonal summer employee to the budget creation process may be limited. Some camp directors may have no input while others might have the ability to discuss the budget as it is being created. If requested, you should be a part of the camp budgeting process as you will have firsthand knowledge of what happened at camp. There are several steps in the council annual budget building process which all include both volunteer and professional staff. The budget is developed to meet the strategic plan of the council and is a PLAN for finances.

30 minutes	CAMP FISCAL MANAGEMENT
	FACILITATOR
	Say: One of the most easily overlooked pieces of the camp director's responsibility is fiscal management. Staying focused on all aspects of camp requires your complete attention and is a balance between managing the day-to-day operation of camp and the overall camp impact to the council. You are responsible for one of the largest incomes and expenses for your council. Camp Operations represents a significant portion of most council's budgets and that makes it of a critical part of a camp director's job. Councils have different ways of dealing with the budgeting process, so this section will be an overview of some general accounting and budgeting information. You will need to spend time with your Accounting department when you return to your council to make sure that you have all procedures in place for your council. The camp director is responsible for all that happens at camp and as the on-site bonded agent of the council. They are also personally responsible for any questionable or unauthorized expenditures.



Slide has animation for each bullet to appear



Slide has animation for each bullet to appear

Ask: What is fiscal management? (Seek response and then read the following):

For the Boy Scouts of America, fiscal management is the process of planning, directing, and controlling financial resources. The term fiscal management is associated with management responsibilities for expenditures working together with the council's accounting team to protect the assets of the organization. It does not require accounting knowledge, but sound logic and attention to make sure that we are all, as a team, doing our best to be fiscally responsible with all camp related processes.

You are the guardian of the council's assets that are associated with camp. Those can include funds, property, personnel, and equipment. Each one requires different types of oversight, but all can be costly to the council if mishandled. It is your responsibility to encourage the staff to be conservation minded and thrifty as part of the day-to-day operations of camp. It can include small things like turning off the lights when leaving an area, handling program supplies with care, being respectful of camp property, and a check-in and check-out procedure for equipment and supplies. It can also include larger expenses like vehicles or buildings.

It is important to remember that a budget is simply a plan for the relationship between anticipated income and expenses. This plan may need to be changed as circumstances dictate. You may have an increase or decrease in attendance or some outside force or event that causes your plan to be adjusted.

There are a couple key statements that you need to remember when dealing with camp budgets.

1. A budget is not an edict to spend.
2. You can spend money; you cannot spend budget. When the budgeted income is not met, the budgeted expenses need to be adjusted.

Ask: Where are some areas of the largest financial concern in camp? (Seek responses – but aim for the following)

- Food service – As we discussed, food service and make or break the camp
- Trading post – From ordering to managing inventory as well as cash handling and bank deposits
- Staffing – Hiring the right people and keeping the salaries within the budget
- Business management – Did everyone who is at camp PAY to be there?
- Maintenance – What do we do with broken items/ how do we repair or replace, working with the ranger staff?
- Vehicles – What vehicles are used for camp and what is the plan to keep them operational? How do we vet the drivers?
- Program materials – What items are needed to provide the best program? How do we order materials and how do we replace broken items? What items need to be purchased weekly (consumable items) versus things that are annual purchases or one-time purchases.

All these items are under the purview of the camp director. You need to know your limits as well as your budget for income and expenses and understand the processes that are in place to manage these items.

Say: Many camp and council programs operate with budgets that have a narrow window for error. For this reason, an understanding of the budgeted income and expenses for your camp is critical to your success.

The camp budget is one item that must be managed. This is not a responsibility that can be delegated to other members of the staff. Some camps operate with a business manager who may have some responsibility for financial aspects of camp, but even in this case the camp director may still have oversight. Your council staff leader will help you to determine your connection to fiscal management of camp.

Camp funds are typically generated from program fees and donations. While money should be handled carefully no matter the circumstances, it is an expectation that great care will be taken to manage camp within the agreed upon budgets when it comes to the overall camp operations.

As a camp director, it is possible that you may have had little or no input into the creation of the budget for your camp, but you will certainly be expected to manage it properly. Camps should contribute positively to the overall council operation and camps should be expected to operate “in the black”.

Camps also have very large maintenance needs to keep the camp viable and competitive in the marketplace of Scout camping and the camp industry. A well-kept camp facility will attract campers and will retain them better than a camp that needs repair or maintenance. The same applies to the program provided at the camp. If the supplies or personnel are lacking to run an effective program, then our customers will go elsewhere to find better quality services. The council, the camp property, and the camping programs are not independent of one another and money that is generated in each is budgeted in the overall council operations. While your focus might be on just the camp fiscal management during a summer camp session, it impacts the entire Council operation.



Internal controls are rules and procedures set in place by the Boy Scouts of America and your local council to ensure the integrity of the financial processes and to promote accountability and prevent indiscretion. The BSA operates under the assumption that all employees act in accordance with the Scout Oath and Law. Unfortunately however, this is not always the case. There are several examples of situations that can happen at camp that might be considered inappropriate with respect to financial concerns.

For the next 10 minutes, we are going to break into groups to discuss some financial concerns that you have at your camp. Take this time to make a list of the concerns you have in dealing with money at camp. These can be regarding staff, trading post, registration or any other concerns your team decides. Use the categories we discussed earlier as a guide to help you think about areas of concern.

Make a list of these concerns and then decide on what internal controls that you might put into place to help prevent or lessen this concern when dealing with money. One example would be a concern about staff theft from the trading post. The internal control may be to have two-deep staff always present in the trading post. Remember, it is not simply cash handling that can be a concern. This is a time for you to discuss the burden of camp finances in its entirety.

Say: At the end of the 10 minutes each group will present one or two concerns as well as the internal controls that are either already in place in the BSA or that you would seek to implement at your camp.

Do: Give ten minutes for discussion. Hang two pieces of paper on wall – one for “Financial Concern” and the other for “Internal Control Methods” After 10 minutes, review list. Answers should include:

Concerns:

- Taking funds from trading post till
- Not turning in cash paid at check in
- Taking items purchased for camp home for personal use either on time off or at the end of the camp season
- False injury claims by a staff member or participant
- Mismanagement of food ordering and not keeping inventory on hand within expectation along with overordering food or supplies
- Unit in camp that has not paid or says “I am good for the money we owe you”
- Trading post staff giving away product to gain favor with staff or campers
- Staff consistently breaking items in the program area with no regard for replacement costs
- Staff drivers who are not concerned with routine vehicle maintenance.
- Staff “making do” with subpar equipment or not enough equipment to do the job properly.

Internal Control Methods:

- Daily review of the sales reconciliation reports for the trading post
- Two-person count of all cash deposits and daily cash and receipt in the trading post
- Reconciliation of each units’ camps fees associated with camp attendance and proper documentation to the council office
- Regular deposits made of the camp funds
- Inventories of camp equipment before and at the closing of camp with attention toward those items purchased during the season
- Quick response and proper handling of injuries and following proper reporting procedures (more details in Risk Management section)
- Review of the food order against the expectations for the menu
- Units must be paid in full to be at camp.
- Regular inventory checks in the trading post with “hard counts” during the summer either scheduled or not.
- Mechanism for replacement of broken items
- Daily vehicle inspections by drivers (check oil, check tire pressure etc)
- Develop a plan for staff to request needed items. Have a process in place to discard unusable items.
- “Management by Walking Around” to review program supply use in the different areas of camp
- Limits on who can purchase program items and how much can be spent without further approvals



Say: In addition to the ones that you have listed, let's talk about some specific potential problem areas. What are the issues you might find in the following?

- Kitchen
 - food spoilage, wasted food, menu changes or mistakes in ordering or simply allowing the staff or others to obtain food meant for another purpose or meal
- Program areas
 - wasting of supplies, unclean spaces leading to damage, misuse of equipment, accidental breakage
- Trading post
 - theft, extending credit, poor inventory control, not restocking of shelves during the week
- Maintenance
 - misuse of equipment, accidental breakage, waste of supplies, wasteful purchasing
- Staff
 - unmotivated or ineffective staff can waste resources through theft, damage to property, and not performing expected tasks.
 - Underperforming staff costs the camp extra time and resources to get the same amount of work done; so managing staff expectations and delivery also plays into fiscal management.
 - Ineffective staff has other ramifications as well causing lower staff morale, poor customer service, additional responsibility for others, but the fiscal impact must be acknowledged.

The BSA has adopted many general accounting practices that are also in place for internal controls to maintain the highest standards. Some of the general practices that will apply across all councils are as follows:

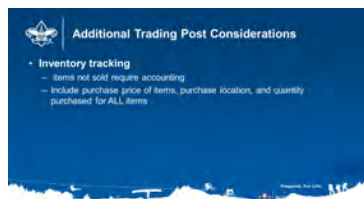
(Do: expand on or discuss the following additionally as necessary):



- Use field receipt books for all monetary transactions where a Point of Sale system is not available. Field receipts should be used any time money changes hands.
- All Trading Post cash is counted at the end of each day and reconciled against the sales report using two independent counts.
- Change funds are secured and counted frequently (frequency will depend on who has access, etc.). Daily is recommended.
- Set and follow the credit card policy for accepting credit card payments. Each person accepting credit cards in the course of business should be familiar with PCI compliance and are recommended to complete the online PCI compliance training on the BSA e-learning system.
- No charge accounts with staff or campers – all items are paid for when taken from Trading Post



- If your council uses a petty cash fund, vouchers, cash and receipts must always be on hand that total the entire balance of the fund. – this fund should be replenished on an agreed upon schedule with your council (usually when the fund is at 50%.) Petty cash vouchers are used for preapproved cash expenditures only. Strict accounting of this cash is critical.
- NEVER pay expenses from cash collected. All expenses need to be paid by council check or by the petty cash fund as appropriate. Income needs to be recorded as such and deposited or turned in at the council office per the policies of the accounting team.



- Provide detailed information on both cash receipts and expenses including the appropriate BSA account number.
- Proper coding should be used to allocate expenses and income properly. All cash received must be receipted, and the receipt should include the proper account number. Speak with your local council accounting professionals for help coding correctly.

Say: Other monies might need to be collected at camp outside of registration fees. Make sure you understand the policies for accepting extra funds for contributions, gifts in kind, extra program fees, outside trips, special occasion purchases (birthday cakes or watermelons, etc.) or donated services. It is your responsibility as the Camp Director to make sure that these funds are listed with the correct account numbers and deposited/delivered based on the council's policy. Depending on the type of contribution, there will be special reporting requirements in addition to the proper BSA coding. When in doubt about accepting a gift, it is best to reach out to your council accounting department for assistance. There are special requirements to list an "in kind" gift and a special test for a donated service. It is best to ask for assistance when you receive any gift of cash, goods or services.

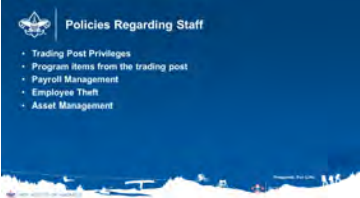
As was discussed in the Trading Post module, the need for clear purchasing and inventory tracking is as important as reconciling the cash receipts daily from the Trading Post sales. The items that are not sold in the store each season must be accounted for with their cost to the Council noted. Keeping a running spreadsheet of what was paid for an item, where it came from, item number and how many were purchased at that price will help to keep the most accurate pricing of inventories. Camp inventories are reflected on the council accounting system and need to be accurate-

There are several other general policies in place that we suggest you ask about at your council level. These items should have specific people in charge of the internal control for granting permission or keeping track as necessary. They would include the following:

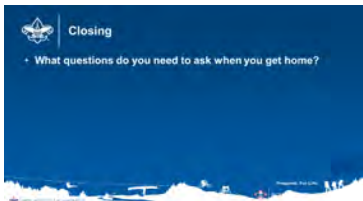
- Purchase Orders – prior approval required and logged before a purchase is made.
- Petty Cash Fund – set fund used for minor expenses at camp that need to be bought with little notice. Detail is needed when recording data for Cash Advance purchases including approval of the Camp Director or Business Manager and a clear understanding of the expense and need. You should discuss how this fund is replaced or replenished.
- Cash advances are sometimes provided to the Camp Director for purchasing larger items during the camp season. There will be forms and a timeline of a final reconciliation for each cash advance as set by the local council accounting department.
- Vendor purchases – Typically if you are using the same vendors as in years past, the terms and conditions of the ordering process and payment terms are in place. Your understanding of these processes will help the council to avoid late fees, cash on delivery expectations, and credit limit changes. Forward all invoices from camp promptly so they can be processed in a timely manner.
- Invoice Control – all invoices must be checked for accuracy as items are received. This includes program supplies, food orders, trading post orders, etc.

	Say: It is also the responsibility of the camp director to work with vendors to return items not being used, adjust orders if set out in advance based on need, and identify over orders based on the camp attendance to match the needs with the attendance. It is possible to do spot checks during the summer of the budgeted expense and income compared to the actual expenses and income. As managing expenses falls within your area of responsibility, forwarding all financial information as quickly as possible will help to keep the totals accurate and up to date. There may be some bills and expenses that are sent directly to the council service center. It is important as the camp director that you understand these bills and charges especially if they are your responsibility. You should have a working relationship with the accounting department such that you can ask about expenses sent directly to the Council office to make sure you have a complete record. It is also crucial to make sure that all invoices are presented to the council. Keep a running list of expenses and invoices submitted to make sure at the end of the summer, all bills have been paid within 30 days to close out the summer camp accounts. Completing the trading post inventory is also a part of the post camp close out procedure, and the proper inventory counts, and deposits will have a tremendous impact on the camp and council budget. This is a task better managed during the camping season versus an attempt to recreate after camp is closed.
--	--

10 minutes	CAMP FISCAL MANAGEMENT – POTENTIAL PROBLEM AREAS
	FACILITATOR
	Say: The Boy Scouts of America accounting system, income and expenses are identified and entered by a 10-Digit account number. Each of these codes are used to specify where funds should be allocated. These numbers are used by every council in the BSA and being familiar with them will help you manage your responsibility. DO: Briefly explain the BSA accounting codes as described on the slides Say: You will need to get a list of account numbers that should be used for your summer camp along with which vendors are typically charged to each of those accounts. There will be payment account numbers (for camp fees received at camp) and multiple expense codes depending on how your Council assigns the project code. Asking for a list of codes will help you verify that camp incomes and expenses are allocated properly. Understanding, and using these codes will allow you to allocate funds appropriately the first time. Keep this list of codes in a place where you will be working on invoices and facilitating other business practices. If your council employs a business manager, this list should be shared with that person according to their responsibility. Properly allocating expenses will help your Council to properly budget for the future years. There will typically be multiple areas for income (rental payments, visitor meals, trading post income, etc.) and multiple areas for expenses (food, program supplies, maintenance, etc.) so make sure your list from the Council is a complete list of all codes they wish you to use and spend time understanding which incomes and expenses are in each of these codes.

5 Minutes	POLICIES REGARDING STAFF
	FACILITATOR
	Say: There are several policies regarding staff that could have an impact on fiscal management. Trading Post Privileges – it is important that all staff are in the proper uniform to meet your expectation. In some cases uniforms need to be purchased for those staffers that do not yet have the expected uniform to serve on staff. Some councils will allow these staff to purchase some uniform needs from the trading post and have these items payroll deducted. However, outside of set approved expenses that apply to all staffers, the Trading Post should operate on a cash basis. Lines of credit should not be extended to any staffers, and all items for personal use should be purchased in the same manner as any other customer. At times, your staffers will need program specific items that can easily be found in the Trading Post. For those program purchases, the camp should have a system that would include a Camp Program Use requisition form that must be completed to remove items from the trading post. This tracking of program expense will ensure that the funds are allocated properly between the trading post and the program budget. This also enables the accounting team to charge the supplies to program and reduce inventory to get an accurate picture of items sold over the summer camp season. When used correctly a purchase from the trading post for a program use will be charged to a program account at the purchase price of the council and not the retail price of the item. In contrast if program items are purchased by a staff member and then reimbursed, they would be charged to the program at full retail price. Another staff related expense and one that has larger implications is payroll. Payroll must be paid on a schedule that is established well before camp and communicated to your staff through the letter of agreement. Checks and EFT notifications must be deliverable by the date on the payroll schedule. Some camps have a weekly pay period while others pay Camp Staff on the 15th and last day of each month. Ask your accounting team for a schedule. No matter the council schedule, there is a legal obligation to pay employees correctly. All employees must have completed their employment paperwork prior to receiving compensation (this could include room and board). Employment paperwork will vary between councils, but each council will require a BSA application, signed letter of agreement, I-9, and W-4. There will be additional documentation that employees will need to provide in most cases. Work with your local council to determine what is needed in your area. If your council has payroll deduction options for staff uniform purchase or FOS contribution or camp staff alumni membership, you will need additional documentation with the employees' signature stating their agreement with the deduction. The camp director has the responsibility to assure that payroll is ready and deliverable on the assigned day and have prearranged locations and times for staff members to pick up their compensation. Employee theft - While we would like to believe that all Scouts are trustworthy, that simply is not the case. There are times when a Scout will be accused of stealing.

	Say: The camp director must attempt to get to the bottom of such accusations as quickly as possible. It is important to be thorough in your questions, but also to be sensitive to the rights of the individual. Local law enforcement may be called in by the Scout Executive if the losses are great. Make sure you are in contact with the council office and Scout Executive if you are unsure if a call to the local law enforcement is needed. Typically, the law enforcement personnel we work with are very helpful and will work towards a solution for issues that helps to protect the good name of Scouting. If you have a chance, a conversation with your Scout Executive should help to set the guidelines they wish you to use for this sensitive situation. Asset management – While camps are in session, most camp assets—buildings, vehicles, equipment— become the responsibility of the camp director and camp staff. It is critical that the director and ranger work cooperatively to use these assets properly and assure they are carefully maintained. Discussions prior to camp should lead to mutually agreeable policies that allow usage that is lawful, meets the standards of the BSA, and supports the camping program. The camp director must then provide staff members the necessary training on policies for use of assets.
--	---

4 minutes	CAMP FISCAL MANAGEMENT - CLOSING
	FACILITATOR
	Say: Camp fiscal management is the responsibility of the camp director and needs detailed attention. The council is counting on you to protect their assets and finances during the summer camp season. There are many questions to ask your council when you return to help with the fiscal expectations that we have discussed during this session. Let's take a moment to review some of these. Ask: What questions have you written that you need to ask of your accounting department? (Answer should include): • Secure a list of accounting codes for invoices and deposits • Cash handling instructions for trading post (more specifically covered in that section.) • Will I have an opportunity to review the budget for camp? • Are there budget details that will help me to understand my responsibilities financially? • Do I handle employee paperwork, or is this the responsibility of someone else? • Do you have a manual for cash controls or other instructions for internal controls? • Is there a petty cash fund for camp purchases and, if so, what are the procedures for handling that fund?

Say: As we close this session there are a few key points that we want you to remember:

- Don't let "the budget" be your excuse for why we cannot do something at camp. The budget is simply a plan. Sharing with your staff "it is not in the budget" is an excuse that leads to staff resentment and poor staff morale. While it may be true that you are not able to make the purchase for financial reasons, share why this is not able to happen rather than "hiding" behind the budget.
- A budget is not an edict to spend.
- If you can't afford to replace the consumable items, you cannot afford to offer the program.
- Do an audit of your programs to see where you are spending the most money, and are you getting a return on that investment. What is the throughput? What is the cost per camper of that program? Is it worth it?
- And finally a budget is a plan and can be changed. **You can spend money; you cannot spend budget.**



FACILITATORS GUIDE

EXECUTIVE LEADERSHIP – CONFLICT RESOLUTION

NCAP Standards: N/A

COURSE OBJECTIVES

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

- Have a toolbox of solutions for how to deescalate different difficult situations
- Understand what causes conflict and different ways to resolve conflict
- Determine conflict commonalities and ways to ease the friction

Materials needed for this session:

- Computer and Projector with Video
- Roleplaying scenarios on cards

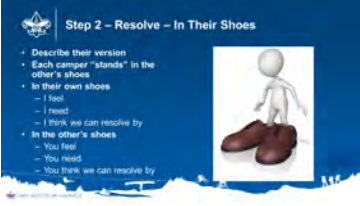
SESSION TIMELINE: 60 MINUTES (55 instruction)

Time	Action	Delivery Method
3 minutes	Introduction	Instructor
10 minutes	Step 1: Respond	Instructor
10 minutes	Step 2: Resolve	Instructor
5 minutes	Step 3: Restore	Instructor
1 minutes	Step 4: Refocus	Instructor
25 minutes	Role play conflict	Group Activity
1 minutes	Closing	Instructor

3 minutes	CONFLICT RESOLUTION INTRODUCTION
	FACILITATOR
	Say: Hello and welcome to Executive Leadership. For the next 60 minutes we will be discussing conflict resolution. Conflicts are a normal part of everyone's life. While there are some proactive steps you can take that may help reduce potential conflicts between campers or staff members, it's unrealistic to expect you will prevent every conflict that might occur at camp. A frequent misconception is that most conflicts will simply resolve themselves over time. The reality is that conflicts are not self-repairing and will not somehow magically improve. Rather, the conflict itself — along with the underlying cause(s) — must be addressed and worked through. As camp directors, you need to be prepared to help campers and staff members learn from conflict, use it in a constructive way, and avoid the destructive aspects. While there is no one "best way" to address conflict, we are going to walk-through steps to help guide you through the process when working with the campers and staff in your care:

10 minutes	CONFLICT RESOLUTION – STEP 1: RESPOND
	FACILITATOR
	Say: The First Step is to Respond. Whenever conflict arises, it's important to respond before things escalate or someone is injured. 1. Intervene and stop (or redirect) the activity. If a fight breaks out, follow your camp's policies on separating combatants, follow-up medical care, and incident reporting. <i>Always follow your camp's established behavior-management policies and procedures. Ask for help from your supervisor (Scout Executive, Director of Camping, etc.) whenever you are unsure of the appropriate action or are unable to deal with a specific camper/situation.</i> 2. Give directions to the campers, telling them nicely but clearly what they need to do. 3. As applicable to the situation, give everyone time and space to cool down. Disallow angry verbal exchanges and, if necessary, move combatants away from each other. <i>Don't try to communicate with a child who is in a rage. Wait until they are calm and are rational to discuss the behavior/incident. Some campers may need help from you to find positive ways to calm down.</i> 4. Once everyone has regained composure, calmly discuss the situation separately with each camper. Listen without being critical to the child's concerns. You are seeking to understand the issues as well as the underlying causes of the conflict and gain a sense of how best to proceed with resolution. 5. Based on the specifics of the situation, campers' ages, and desired outcomes, move to Step Two — trying one or more resolution activities.

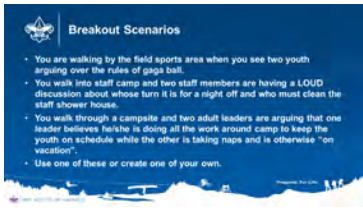
10 minutes	CONFLICT RESOLUTION – STEP 2: RESOLVE
	FACILITATOR
	Say: Step two is Resolve. The ideal situation is to help campers learn effective, nonviolent ways to resolve conflict in a manner that they use mistakes as learning opportunities (teachable moments) and are part of owning the process. When working with campers through the resolution process, remember there is a difference between teaching and preaching; preaching won't give children new skills. Try to use the situation to help campers acquire new skills or reinforce one they have already been taught. Before starting, set ground rules and make sure everyone understands the purpose is to build support, trust, and understanding. • Keep the environment safe for sharing. For example, campers should respect each other by not laughing, poking fun, putting anyone down, name calling, etc. • Keep the focus on dealing with the cause(s)/issue(s) of the conflict, rather than the "personalities." • Help campers own and take responsibility for their share of the conflict; reward campers when they take responsibility for their behavior. • Encourage them to look for ways to correct, improve, and prevent future conflict. There is no one-size-fits-all method that will work for every situation. Be sure to consider resolution strategies that are appropriate for the specific incident, as well as being suitable for the ages of the campers involved — giving attention to their emotional maturity, social skills, and previous experience in working through conflict. Three activities that we will walk through together that can be use are "Mediation", "What? So What? Now What?", and "In their shoes". <i>Mediation</i> Sit with the children and help them work it out. The campers involved in the dispute are responsible for finding solutions. Your role is to guide them and keep the process moving, not to solve the problem for them (with the caveat that younger children may need suggestions). <i>What? So What? Now What?</i> Frequently used in debriefing team-building activities, the "What? So what? Now what?" model is a simple, effective way to help campers with conflict resolution. Generally sequence your questions by starting with concrete questions then moving into more "insightful" types. Here's a simple sequence example: "What happened" (define the problem)? "What did you learn" (why does this matter)? "How can you use this information in the future" (develop solutions)? - The "what" questions focus campers' thinking on what happened during the conflict. Ask open-ended questions to have campers describe what conflict occurred, such as "What happened when you were playing that game today?" - Using the responses from the "what" questions, ask "so what" questions so campers will recognize the lessons learned. "So, what did you learn from that conflict?" - Use the "now what" questions to help campers summarize the lessons learned and encourage campers to commit to specific behavior changes. Apply the "so what" learning to other situations – such as planning for action to prevent further conflict. This also gives campers a chance to own their solutions. For example, campers might come up with a plan for how to handle any future disagreements about game rules, which they enforce themselves.

 Step 2 - Resolve - In Their Shoes - Describe their version - Each camper "stands" in the other's shoes - In their own shoes - I feel - I need - I think we can resolve by - In the other's shoes - You feel - You need - You think we can resolve by	In Their Shoes This activity gives each camper in a two-person conflict a chance to describe their version without interruption from the other and helps each see the other's side. Outcomes include learning to listen to the perspective of others, developing empathy, and gaining problem-solving skills. The only supplies required are a couple pairs of oversized shoes/slippers (extra points for giant and silly) or a way to make an impromptu outline of shoes, such as with chalk, stick in the dirt, etc. <i>(For hygienic reasons, please don't encourage campers to actually wear each other's shoes.)</i> Place/draw each pair of shoes on the ground facing each other. Each camper stands in/on "their" pair, facing the other. Camper 1 tells their side of the story, while Camper 2 listens (without comment, argument, eye rolling, etc.). When Camper 1 is finished, have them switch places so they are now standing in the other person's shoes. Camper 2, who is now standing in Camper 1's shoes, repeats Camper 1's story back to them. If Camper 1 is satisfied that Camper 2 "gets it," have them swap places again, and now it's Camper 2's turn to tell their side of the story. Repeat the exercise. (If needed, repeat the process again, so both can clarify what they are saying/hearing.) When each camper tells their side of the story, they should include the following: - Their emotions about the conflict: "I feel..." - What they need to heal, forgive, fix, and so on: "I need..." - When appropriate, possible solutions: "I think we can resolve this by..." When each repeats the other camper's side of the story back to them, they should do the following: - Restate the other child's emotions about the conflict: "You feel..." - Restate what the other needs to heal, forgive, fix, and so on: "You need..." - Restate possible solutions: "You think we can resolve this by..." Once it is apparent that each understands the other's viewpoint, promote discussion about how to come to an agreement and a workable solution. Include the possible solutions provided by the campers. Note that these are just a few examples of quick conflict-resolution activities. Many books and online resources are available and can be researched as you build your skills toolbox. Your camp may also provide resources, such as a staff library, manuals, and training. An additional list of resources is also included at the end of this article.
---	---

5 minutes	CONFLICT RESOLUTION – STEP 3: RESTORE
	FACILITATOR
 Step 3 - Restore - Focus on repair, reconciliation, rebuilding of relationships - Allow campers to take responsibility - Make amends - Restore the offending camper back to camp	Say: Step Three is to Restore. A part of youth learning how to manage conflict includes learning how to reconcile differences and how to repair any harm they may have caused. As such, conflict resolution should focus on solutions that promote repair, reconciliation, and the rebuilding of relationships, rather than being focused on punishment. For children to learn and practice these new behaviors, the ideal, whenever possible, is: - Allow for the camper to take responsibility for their actions. - Have the camper make amends. - Restore the offending camper back into the camp community.

	Say: For example, when another person has been harmed, in many instances this is simply a matter of the victim receiving an apology. Or, if a camper has broken or stolen something that belongs to another camper, they may be given the opportunity to repair it or to contact their parents regarding reparation. Restorative resolutions help maintain the critical elements of what makes up an emotionally safe camp environment and gives campers the opportunity to repair, and learn from, their mistakes and rejoin the group as a whole person. Certain circumstances will require staff members or campers to be sent home, and these should be outlined in your staff manual and camp guide.
--	---

1 minutes	CONFLICT RESOLUTION – STEP 4: REFOCUS
	FACILITATOR
 Step 4 - Refocus - Return campers back to camp and activities - Move on - Remind them of agreed upon solutions	Say: Return campers back to activities and refocus on the fun of camp. Move on; there is no need to keep reliving the moment. Allow campers to save face by not broadcasting their “screw-ups” beyond your group. If a behavior later repeats itself, stop the activity (or talk to the offending camper privately), remind campers of their agreed-upon solutions or preventative strategies, and allow them to take responsibility to implement.

25 minutes	CONFLICT RESOLUTION – DISCUSSION
	FACILITATOR
 Breakout Scenarios - You are walking by the field sports area when you see two youth arguing over the rules of gaga ball. - You walk into staff camp and two staff members are having a LOUD discussion about whose turn it is for a night off and who must clean the staff shower house. - You walk through a campsite and two adult leaders are arguing that one leader believes he/she is doing all the work around camp to keep the youth on schedule while the other is taking naps and is otherwise “on vacation”. - Use one of these or create one of your own.	Say: We are now going to break into teams of three. Each person is going to get the chance to practice the conflict resolution steps we discussed. Each person will choose one of the resolve techniques that is most comfortable or that you feel most appropriate to the situation as you work through the conflict steps. Choose one of the following scenarios or come up with one on your own. You will have five minutes for each person in your group to help resolve the conflict and then a two minute debrief to discuss with your group. We will repeat this for each member of your group to serve as the conflict mediator using a different scenario for each person. At the end of the time we will come back together. 1. You are walking by the field sports area when you see two youth arguing over the rules of gaga ball. 2. You walk into staff camp, and two staff members are having a LOUD discussion about whose turn it is for a night off and who must clean the staff shower house.

	3. You walk through a campsite and two adult leaders are arguing that one leader believes they are doing all the work around camp to keep the youth on schedule while the other is taking naps and is otherwise “on vacation”. 4. Use one of these or create one of your own. Say: Before we wrap-up the session, let’s review what we learned through a few discussion questions: • Think of a conflict you had in the past that you feel wasn’t resolved well. If you could go back, how would you resolve it now? • When should you as the Camp Director get involved in conflict resolution? • How will you make sure campers understand the rules, so they don’t become a cause for conflict? No one likes conflict. This skill requires practice and the ability to stay calm. Use these techniques on minor issues and teach them to your staff. For major conflicts more immediate and direct action may be needed.
--	--

1 minute	EFFECTIVE COMMUNICATION CLOSING
	FACILITATOR
 Closing For additional resources see https://www.acacamps.org/resource-library/camping-magazine/calming-camper-conflicts	Say: Resolving conflicts in your camp will be one of the most challenging parts of your role as a camp director, but it will become a key element in keeping your camp staff working as one cohesive unit. With our staff members and campers living in such close proximity to each other, conflicts are bound to arise and by being prepared with these four steps to resolve the conflict, not only will you stop the conflict from growing out of control, you will be able to restore the relationship to a place that is stronger than it was before the conflict arose. Session Resource Link: https://www.acacamps.org/resource-library/camping-magazine/calming-camper-conflicts As time permits insert participant BEST LEADERSHIP stories here.



FACILITATORS GUIDE

DELEGATION

NCAP Standards:

COURSE OBJECTIVES

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

- Understand the roles of a camp director
- Determine when and how to delegate appropriately
- Use the skill of delegation to prioritize and facilitate issues at camp

Materials needed for this session:

- A multitude of hats (8-10 minimum) – the crazier the better and the more the better
- Inbox situations handout (on flash drive)

SESSION TIMELINE: 30 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
2 minutes	Why and Barriers	Discussion
5 minutes	Delegation Principles	Instructor
20 minutes	Inbox Situations	Breakout Groups
1 minutes	Closing	Instructor

2 minutes	DELEGATION INTRODUCTION
	FACILITATOR
  Delegation	Do: In preparation for this session have a multitude of hats out of site of the participants at the beginning of the session. Then begin. Say: Welcome to our session on delegation. For the next 30 minutes we are going to talk about how we use this skill in our camp. Ask: What are some jobs or roles of the camp director? Do: As each job is listed pull out a hat from the stack and place it on your head. Continue to get responses and stack hats until there are 8-10 hats on your head (See image below.) 
  Roles of the Camp Director	Say: You are correct that a camp director wears many hats, and if we try to wear them all at one time, we are unsuccessful – and sometimes it makes us look ridiculous. Therefore, one of the skills we need as a camp director is that of delegation. Delegation is the skill of assigning responsibility to another person for the purpose of carrying out a specific job-related activity. In our roles as camp directors this can be a multitude of jobs and can be for a short or long-term through the summer.

2 minutes	DELEGATION WHY AND BARRIERS
	FACILITATOR
 Why Do We Delegate? • More tasks completed in less time • You can concentrate on more critical tasks • Increase morale • Increase productivity • More effective leadership • Better time management Slide has animation for list to appear on click	Say: Why should we delegate? (Seek response but aim for the following): • More tasks completed in less time • You can concentrate on more critical tasks • Increase morale • Increase productivity • More effective leadership • Better time management

 Slide has animation for list to appear on click	What are some barriers? (Seek response but aim for the following): • “it’s my job” philosophy • Fear of being shown up • I can do it better or faster myself, it will take too long to explain it • Lack of confidence in your staff • Something I like to do • Loss of control • If they fail, I look bad • Lack of self-confidence that you can make the right decision or give to the right person
--	---

5 minutes	DELEGATION PRINCIPLES
	FACILITATOR
 Slide has animation for list to appear on click.	Say: There are nine principles in delegation... Delegate the right task • List all the tasks to do • Evaluate each to see if it can be delegated • Select one or two to delegate Delegate to the right person • Competence • Readiness • Self-confidence • Credible Define the responsibility • What are they responsible to do (make clear expectations)? • How much of the job is theirs to own? • How well do you want it done (accountability)? • By when? (is there a specific timeline) • With whom? (is there anyone else that they need to involve) Delegate authority • Authority versus responsibility, what is the difference? Authority is the right to make decisions and act. Responsibility is having an obligation to make decisions and act. • You can delegate authority, but you cannot delegate responsibility. Get agreement • We need to agree on the plan and how success is measured. Demand accountability • Hold staff accountable and let them know they will answer for the results.

	Say: Provide a mechanism for feedback. - Progress reports and interim reviews Provide for emergencies - Sometimes you will not be able to conference and will have to move quickly in an emergency. In these cases you may not have the luxury of getting agreement. Rewarding a job well done - Recognize staff for doing well especially in a delegated task.
--	---

20 minutes	DELEGATION INBOX SITUATIONS
	FACILITATOR
 The slide titled 'Group Exercise' features the Boy Scouts of America logo on the left and a blue background with white text on the right.	Say: We are going to break into groups of three for this exercise. You are going to have 10 minutes to meet in your group and discuss, then, when we get back to together, we will discuss how you handled the situations. Your group should discuss how you will handle the list of tasks and decide the order and if any of these tasks should be delegated to other members of the staff. Do: Hand out inbox situations and allow 10 minutes to discuss. After the 10 minutes, have a debrief, and ask the order of importance and to whom some of these tasks were delegated. You do not need to get agreement on the order or the severity. The purpose is for the participants to understand what can and should be delegated and what they need/must handle. There may be disagreement on what to do and that is OK. Your role here is to ask questions about how they would take care of all the tasks. There are many ways to solve the issues. The key for camp directors is to be decisive and act. Lack of action is the only unacceptable response. Say: Although this list seems to be vast, these are all issues that can happen in one day at camp. Your ability to handle these situations and manage the process calmly and through delegation shows your ability to manage a camp operation.
1 minute	DELEGATION CLOSING
	FACILITATOR
 The slide titled 'Closing' features the Boy Scouts of America logo on the left and a blue background with white text on the right.	Say: You cannot do it all! You were not meant to do it all. You have help in your staff and those around you. It is our role as camp directors to be able to distinguish between the things we need to do, things we want to do, and things other people can do. We need to be able to give out hats to the other members of our staff and set the expectation for success, train them appropriately and help them be successful. You can delegate the authority, but you cannot delegate the responsibility as ultimately these issues are yours to solve.

Camp Director Delegation in-box situations

It is Monday of week 3 and you have just arrived back to the camp office after lunch in the dining hall and the following messages are on your desk. Some of these tasks may be yours to solve and others may be able to be delegated. Use the key below to determine whose job it is to do and label each task. Then, as a group, prioritize the list for each position from 1-? With 1 being the most critical.

Key: CD – Camp Director, PD – Program Director, R – Ranger, CO – Commissioner, O – other staff (must specify who it assigned)

1. The food supplier called about an item that is not in stock for your food order. They need a decision by 2 PM or they will cancel the entire order.
2. A note that there is no hot water in the shower house.
3. Two adults are waiting in the office to play a horseshoe game with you to meet a requirement on the leader's award that is due at the end of the week.
4. A note from the waterfront director says they need buddy tags for next week.
5. A phone message from a mom who wants to make sure that Susie got the birthday cake that was supposed to be delivered to camp this morning.
6. A phone message from a parent about a Scout losing his favorite towel at the waterfront last week. "Did you find it?"
7. A phone message from the Scout Executive to call about a youth protection issue he heard about from last week.
8. A note that the ice machine is not working in the dining hall.
9. A note from a troop with their skit title for the campfire program on Friday.
10. A note that the troop which is offsite at an outpost trip may be late for dinner.
11. Adult leader in person: "Had a tent fall last night and it now has holes in it"
12. Health officer on the radio: "I need someone to take a Scout to the hospital who may have a broken arm."
13. Text from a leader in camp "Please don't sing that badger song anymore."
14. The health log is on your desk with a note from the health officer to initial and return. It has a note: "There seems to be several bee stings in campsite 2."
15. The training post is locked and there is a line waiting to get in.
16. A phone message from your spouse/significant other "Call please."
17. Note from campsite 4 "The latrine smells terrible."
18. A scout in person: "I am here to get my free ice cream ticket that you promised because of the good deed you saw me do."
19. A phone message from the council office that a troop did not receive their blue cards and patches before they left camp last week.
20. A note from a troop that would like to lead the flag ceremony tonight.



FACILITATORS GUIDE

ADVANCEMENT

NCAP Standards: 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: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
15 minutes	Background	Breakout
23 minutes	Program Advancement	Instructor
5 minutes	Guide to Advancement	Instructor
15 minutes	Preparing the Unit/MB Process	Discussion
1 minute	Closing	instructor

1 minute	ADVANCEMENT INTRODUCTION
	FACILITATOR
  	Say: Hello and welcome to Advancement. For the next hour, 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
  1. Why is advancement one of the eight methods of Scouting? 2. What are the four steps a Scout must go through to advance? 3. What are the differences between Cub Scout and Scouts BSA advancement methodology? 4. What are the four rank advancements for Venturing? 5. Why is getting a Scout to First Class in 12 to 18 months so important? 6. What does the statement "The Advancement Standard—no more, no less" mean? Is it right? Are there exceptions? 7. Can an instructor teach more than is being required? 8. Why do we have merit badges in Scouts BSA? 9. Why is it important to offer more than just advancement at camp? 10. What is the role of unit leaders in camp as it relates to advancement? 11. Can staff members, as individuals, modify requirements for advancement for special needs Scouts?	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. 1. Q: Why is advancement one of the eight methods of Scouting? A. 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 their peers, when they have done something positive. In turn, they build self-confidence by meeting these measured challenges. 2. Q: What four steps must a Scout go through to advance? A. 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 Scouts advance 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 meet 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 in a troop setting, such as 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 Scouts with special needs?
 - 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.

23 Minutes	ADVANCEMENT – PROGRAMS
	FACILITATOR
 Advancement Profiles: Cub Scouts • "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 • Arrow of Light	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. Say: Bobcat is the first adventure for Lion, Tiger, Wolf, Bear, or Webelos and Arrow of Light. 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. 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 Beginning June 1, 2024, the Cub Scout Shooting Sports awards will be offered as den-specific elective adventures.

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 Manual 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 Scout 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.

Say: 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.

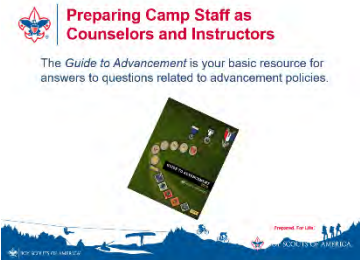
Say: The BSA's oldest senior Scouting program is Sea Scouting. It is a specialized program, organized to address a youth member's boating skills and promote knowledge of our maritime heritage. Sea Scout units, called "ships," focus on sailing and cruising either sailboats, power vessels, or paddle sports.



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 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.
--	---

5 minutes	ADVANCEMENT – GUIDE TO ADVANCEMENT
	FACILITATOR
 Preparing Camp Staff as Counselors and Instructors The <i>Guide to Advancement</i> 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. 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. Say: One of the roles of a camp director is to work with the program director in maintaining the quality of instruction related to advancement. How do you ensure that the staff are prepared to teach? <i>(Seek response and discuss)</i> Say: Once camp is in session, how do you verify standards are being maintained? <i>(Seek response and discuss)</i> • MBWA – Management By Walking Around • Get out and see things • Talk to leaders and Scouts • Watch program staff in action • Plan what to look for – and look for it

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 program director 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?



Ask: How does your camp help a troop leader prepare for Scout advancement in camp? (Seek response but aim for the following):

- 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. This is a 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 program director to monitor Scout advancement? (*help to develop a plan to track and communicate*)
- How do you keep leaders informed daily of their Scout's 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 understand these points and work with your program director to implement them at your camp.



Merit Badges Offered at Summer Camp

- "Partials"
- A Scout has until age 18 to finish a merit badge
- Approved requirements on a "blue card" may not be re-tested



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:



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. 	• 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.
---	---

1 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. 1. The standard for Cub Scouts is “do you best” and leaders can decide if this standard has been met 2. For Scouts BSA counselors and merit badge instructors are not permitted to substitute group responses – Scouts 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. 3. 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. Advancement is only one method of Scouting and should not be the 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 WHY statement of your camp.



FACILITATORS GUIDE

MENTAL HEALTH AT CAMP

NCAP Standards: RP-551

COURSE OBJECTIVES

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

- Understand the mental cycle the staff goes through in working at summer camp
- Develop plans for self-care and stress management strategies
- Determine how sleep affects mental health

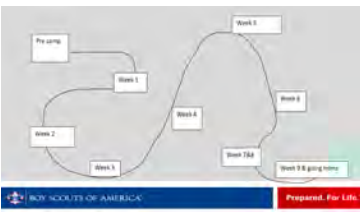
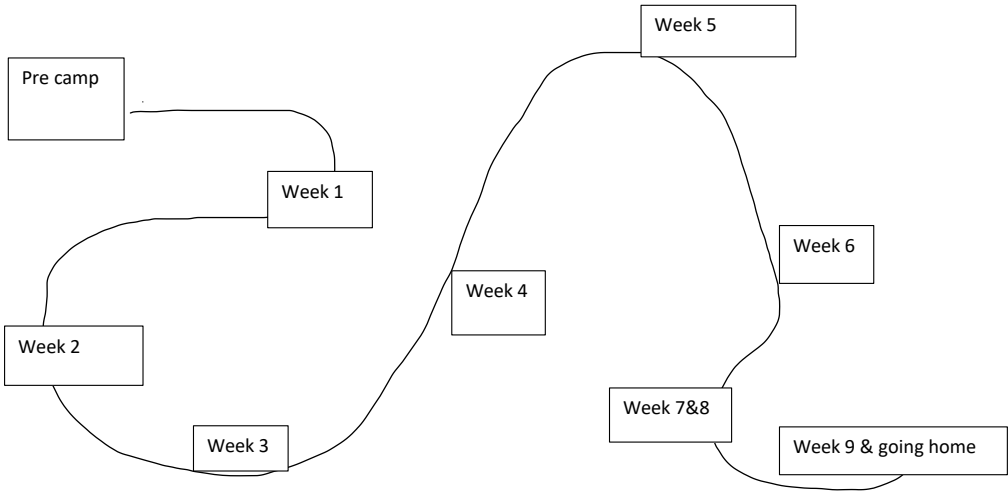
Materials needed for this session:

- Soothie chart handout
- Access to online videos

SESSION TIMELINE: 60 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
30 minutes	The Flow	Discussion
20 minutes	The Soothie Chart	Activity
5 minutes	Missing Home	Discussion
3 minutes	Camp Director	Instructor
1 minute	Closing	Instructor

1 minute	MENTAL HEALTH AT CAMP CLOSING
	FACILITATOR
 Mental Health at Camp The Mental Cycle of Camp Session Objectives - Understand the mental cycle the staff goes through in working at summer camp - Develop plans for self-care and stress management strategies - Determine how sleep affects mental health	Say: Mental health and mental wellbeing are topics that used to be taboo, but we now understand they have a large effect on one's overall health. In this session we are going to help you do the following: - Understand the mental cycle the staff goes through in working at summer camp - Develop plans for self-care and stress management strategies - Determine how sleep affects mental health As camp directors we need to understand what our staff members will be going through as they decide to work at summer camp and how to help them manage themselves while at camp. Mental health crises are on the rise among camp staff. We need to predict and plan to help our staff have a successful summer. In 2023, the Boy Scouts of America added a new Recommended Practice to the NCAP standards that highlights the need for camps to have access to mental health resources for their campers and staff (See NCAP RP-551).

30 minutes	MENTAL HEALTH AT CAMP THE FLOW
	FACILITATOR
 Mental Health at Camp The Mental Cycle of Camp Session Objectives - Understand the mental cycle the staff goes through in working at summer camp - Develop plans for self-care and stress management strategies - Determine how sleep affects mental health	Do: Draw the following diagram on the whiteboard (or use the slide provided)  Say: For your camp, you may need to adjust the numbers of weeks, but the process and the mentality is the same even in a compressed or extended timeline but over the course of the weeks of camp several similar patterns develop. For each stage, what might your staff be thinking about? (Seek response but aim for the following):

Precamp and Staff Week

- My first job.
- Leaving my parents' house
- Am I going to fit in?
- Moving in – where do I go?
- Are these "my people"?
- Whom do I eat with at meals?
- If I take this job, will something better come up?

BOY SCOUTS OF AMERICA

Prepared. For Life.

Slide has animation for answers to appear on click

Week 1

- Teaching new skills
- Learning a new schedule
- I am amazing
- Getting up in the morning is so easy
- Everyone thinks I am a god in hiking boots.
- Look at me

BOY SCOUTS OF AMERICA

Prepared. For Life.

Slide has animation for answers to appear on click

Week 2

- I am sure a good teacher and these Scouts love me so much.
- I should be a teacher.
- I am getting used to the schedule and getting in front of people to speak.

BOY SCOUTS OF AMERICA

Prepared. For Life.

Slide has animation for answers to appear on click

Week 3

- Getting up and being on time is hard to do.
- I just want to sleep on this picnic bench.
- Inside jokes
- Cliques
- I like some, but not all these people I work with

BOY SCOUTS OF AMERICA

Prepared. For Life.

Slide has animation for answers to appear on click

Week 4

- What is wrong with me?
- I am missing my family, friends, dog, cat.
- Everyone is happy but me.
- I have to do another campfire? – the same one? – AGAIN?

BOY SCOUTS OF AMERICA

Prepared. For Life.

Slide has animation for answers to appear on click

Precamp and staff week

- I just got my first job.
- I am leaving my parents' home (can be scary or exciting)
- Am I going to fit in?
- Moving in where do I go?
- Are these my people?
- Whom do I eat with at mealtimes?
- If I take this job will something better come up?
- Others?

Week 1

- Teaching new skills is fun.
- Learning a new schedule
- I am amazing.
- Getting up in the morning is so easy.
- Everyone thinks I am a god in hiking boots.
- Look at me!

Week 2

- I am a good teacher and these Scouts love me so much.
- I should be a teacher.
- I am getting used to the schedule and getting in front of people to speak.

Week 3

- Getting up and being on time is hard to do.
- I just want to sleep on this picnic bench.
- Inside jokes are starting to happen.
- Cliques really start to show.
- I like some, but not all these people I work with.

Week 4

- What is wrong with me?
- I am missing my family, friends, dog, cat.
- Everyone is happy but me.
- I have to do another campfire? – the same one? – AGAIN?

other, and so on. Our youth may be going through screen addiction withdrawals. Without the phone or screens, they could be feeling isolation, and suffering.

Say: The cell phone is what many teens and young adults use to feel connected. Our youth need to feel connected and that they are a part of something big. They are going to make a difference in the life of a Scout. Each of these feelings may lead them to question who they are and why they are at camp. They may be wishing to be back at home, so they don't miss anything.

Toward the end of week three and into weeks four and five is when the fatigue portion begins to set in. Fatigue at summer camp is inevitable. Many of our staff do not understand the importance of getting sleep when you can. For many of our younger staff this may be the first time they got to decide about when to go to bed, and many will stay up late. This will inevitably lead them to be fatigued and not at their best.

We exacerbate this issue as we expect staff to be "on stage" all day. In many camps the staff are given only one 24-hour period off during the week without campers around. Many camps do not have reliable cell phone service or internet access which can cause staff to feel unconnected.

One way to help combat this fatigue is to insist staff get enough rest.

Do: Show "What a Good Night's Sleep Does for the Brain" (2:28)

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

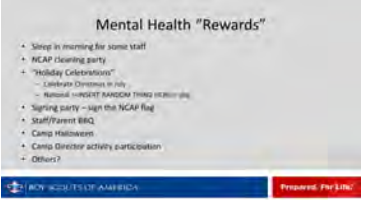


Weeks four-six bring on another issue, that of frustration. Frustration happens when staff may feel resentment toward other staff or camp management or feel that management is not communicating and caring for the staff. It is in these weeks that you will see the mental stress manifest in actions.

When conflicts occur remember your counseling techniques

- 1- Listen, Listen, Listen. Use good posture. Make eye contact. Eliminate distraction. Use Affirming head nods. Limit your movement. Lean forward.
- 2- Empathy. Communicate to them that you are paying attention. Paraphrase, listen and say back what they are saying. Use phrases, like "it sounds like"
- 3- Genuineness - be honest, be yourself, be comfortable.
- 4- Encourage them to see things in a different way and it is ok to be experiencing these emotions. Remember it might not be important to you, but it is to them.
- 5- Concreteness - Stay on topic. Ask questions to help clarify facts, feelings, and goals. You may need to bring the conversation back on topic several times.
- 6- Open Questions – Ask open ending questions to get a new thought or to get them redirected.

 	7- Self-Disclosure - Use this when you need to get a connection. You will share something about yourself that is related to what the person is going through. Say: If you are not sure what questions to ask or how to get the conversation going, these questions might help you: • Ask questions as this might help lead to other issues that may be going on. • Figure out what is really going on. • Ask what was not fair about what is going on. • How does this hurt you? (physically or emotional) • How was that important to you? • What do you hope for? Help them problem solve to a positive outcome. Show “How to deal with Conflict” (2:19) https://www.youtube.com/watch?v=QLbGHQo4qnA Weeks seven, eight and nine may begin to deal with distraction. Distraction happens when the staff begin to look at the end of the summer and that becomes the focus. These distractions can lead to poor decisions.
---	--

20 minutes	MENTAL HEALTH AT CAMP – THE SOOTHIE CHART
	FACILITATOR
 Slide has animation for answers to appear on click	Say: Every staff member needs to feel comfortable talking to someone about any issues that they may be experiencing during camp especially if this is their first summer at camp. This may be a position that you would fill or if you are not comfortable filling this role, you can ask an older staff member whom you trust and will keep confidential information confidential , to take on some of the responsibility for the check in and staff mental health. You need to make sure this person will communicate well with you and let you know that a staff member is struggling and may need more help. This person could be your Chaplain, older commissioner, or you could have a mental health student or counselor come into camp once or twice a week to do check ins. Communication with parents of younger staff will also be key in helping them deal with some anxieties. One of the best things to do for your camp is to have ways that your camp staff can relax, de-stress and be “off stage”. Ask: What are some ways that you can reward staff to help with staff mental health? (Seek responses and encourage participants to share. If there are few ideas, share some of these): Here are some ideas. Not all will work with your camp, but they might inspire you to do something different. • Reward your staff member that are doing a great job with a sleep-in morning. Offer your directors to choose a staff member of the week who is

doing a good job to miss flag and breakfast. They get to go in and get left over breakfast and go to program.

- Have a NCAP cleaning party. Turn up the music and clean parts of camp as a group. You can make cleaning fun by dancing, finger foods, and costumes. (and get your camp clean). And the staff will feel more part of the NCAP process.
- “Holiday Celebrations” – Christmas in July, Prom day, national <<insert random thing here>> Day
- Signing party. Have quick party on the evening after the NCAP assessment and have the staff get together and have your flag there to have the staff sign it. Serve snacks and drinks, or have an ice cream social, and play simple games. Make this a fun and quick event, keep it simple as you will have program in the morning to run.
- Have a parent BBQ. On a day off have parents come and have them cook a BBQ for your staff. *You could also use the senior leadership of camp and cook for the staff and their parents.* Let your staff members show their parents around camp. Use this as a gathering time to brag on your staff to their parents and share the valuable work that they are doing. Remember to put your best foot forward and be a great host for the parents. Have an opportunity for parents to participate in some “camp” activities as appropriate and with proper supervision.
- Camp “Halloween”. Your staff can dress up in silly costumes. Have a place where you can hold a party with Halloween kid games or carnival. You can go trick or treating in your staff camp. Have one tent mate stay in the cabin or tent while the other goes trick or treating give a time limit and then everyone switches, and the other group passes out the candy. (NOTE: be sensitive to camp staff who may not celebrate Halloween and seek to include them).
- Camp director does polar bear swim or another activity that shows you are a part of the staff and may be outside your normal routine. Create a goal that the staff must reach, and you will do this activity. Look for one of these opportunities each week to highlight a different area of camp.
- Other ideas?

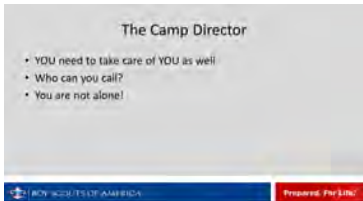
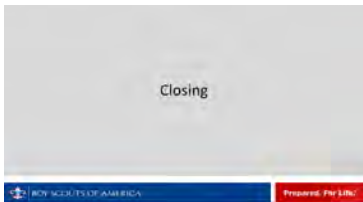
Another thing to teach your staff is to recognize when they need to take a break and how to reset the brain.

You can use something like a soothie chart during staff week. A “Soothie Chart” is a visual chart that the staff member creates of things they like to do that help them relax. Each one will be different for each staff member. Encourage staff members to list 8-10 things they like to do that help them to refocus and relax. Stress that each of us have different mechanisms to relax and that their chart/ideas may be different than another staff member and that this is OK. Also encourage them to get to know others who may have similar interests and when appropriate participate in these activities together.

During staff week have each staff member create their own soothie chart. Tell them to keep a copy of their specific chart and when they are in crises mode you can ask them to bring this out and see if any of their soothies will help them reset.

 The top image shows a 'My Soothie Chart' with eight boxes for different coping strategies: Deepening Breath, Mountain Pose, Guided Imagery, Writing in my Journal, Looking at the stars, Dark Chocolate, Social Lubricator, and Take a moment to listen. The bottom image shows a cartoon character with a red face, looking stressed and holding their head.	This is an example of one. Do: Hand out (or direct participants to the flash drive for) the soothie chart and ask participants to fill in their own chart. (Allow two minutes) Show “Managing Stress – Brainsmart BBC” (2:23) https://www.youtube.com/watch?v=hnpQrMqDoqE
5 minutes	MENTAL HEALTH AT CAMP MISSING HOME
	FACILITATOR
 The top slide is titled 'Know Your Limits' and lists: Follow camp emergency plan, Goal to keep staff safe, Seek help for self-destructive behaviors, and Unit leaders should be involved when possible. The bottom slide is titled 'Missing Home' and lists: Discourage from calling home, Common symptoms are stomachache or tired feeling, Get them busy, and Get staff involved as appropriate. Both slides have a 'Prepared For Life' logo. Slide has animation for answers to appear when clicked	Say: Some mental health issues are too big for us to handle. You need to know what to do when it is too much. Your camp emergency plan should have a process for calling in help when needed. This could consist of mental health professionals in your area. There are many types of mental health concerns for your camp staff and if these are more than you are qualified to handle, seek help. Our goal is to keep our staff safe and get them help if needed. This may not be from you or your camp chaplain. You may need to reach out to someone more qualified. Know your limits. Seek help for staff member who may be exhibiting self-destructive behaviors and monitor your staff who begin to “act out” or have drastic behavior changes. There may be times when a Scout or leader approaches you for help. Remember that when dealing with discipline, or mental issues with Scouts that the unit leader needs to be a part of the discussion. You need to work with the unit leader to solve the issue and support them. You will counsel unit leaders to make the decisions that fall within the guidelines of Youth Protection, and the Guides to Safe Scouting. If you see safety or Youth Protection guidelines that are not being followed, you must step in and correct the situation. Make sure you document everything and contact your council Scout Executive to get advice or to inform them of what has happen. If the unit is from out of council, you may also need to call the Scout Executive of that council. One of the most common issues you will deal with campers is “missing home”. What things have you tried in dealing with Scouts who are missing home? (Seek response and have participants share. If needed, use some examples from the list below). - Discourage them from immediately calling home. This tends to make them sadder, and the parent may have a hard time and worry about their Scout. It helps if the Scout has an adult in the unit that they know and cares for them. - The most common symptom of a Scout who is missing home is a stomachache or feeling tired. You can use your counseling skills to sit and talk and find out what is really going on. Ask about the amount of sleep that a Scout is getting as this often leads to other issues.

	• Get them busy. Find an interest and get them involved. You may need to ask other staff to help keep the Scout busy in a positive way. You may want to give them a pen and paper and have them write a letter home. • Get the staff involved and checking in on the Scout throughout the day to make sure the Scout is engaged in appropriate activities. You might have a leader in the unit call the family and let them know what is going on and see if they have any suggestion on how the unit can help.
--	--

3 minutes	MENTAL HEALTH AT CAMP THE CAMP DIRECTOR
	FACILITATOR
	Say: One of the most important people and one of the most overlooked in dealing with mental health is you the camp manager. YOU need to take care of yourself throughout the summer. No one is expecting you to be able to carry the burden of being a camp director alone. You need to have someone to whom you can reach out and talk/vent or ask for help. You need to find that person for you. This can be a friend, fellow staff member, counselor, or even another camp director from this course. You are not alone. Camp is hard and managing camp is even harder. In order to be your best, you need to be at your best mentally as well. If you are dealing with issues or when you feel overwhelmed, reach out to someone and do not suffer in silence. DO: Share who this person is for you when you were a camp director, and talk about how important this person was to help you through a situation.
1 minute	MENTAL HEALTH AT CAMP CLOSING
	FACILITATOR
	Say: We have discussed a large amount of information in this session. Dealing with mental issues at camp may be slightly uncomfortable. You are not meant to be an expert counselor on mental health or mental health issues. You are not meant to solve everyone's problems. Know your limits and know whom you can call to help. Use the Soothie Chart with your staff to help them recognize when they need a break and allow your staff opportunities to relax and unwind. Mental health issues continue to grow in camps and on camp staffs. Having a plan to recognize, and address these issues are needed to keep your camp and your camp staff safe.



FACILITATORS GUIDE

WORDS MATTER

COURSE OBJECTIVES

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

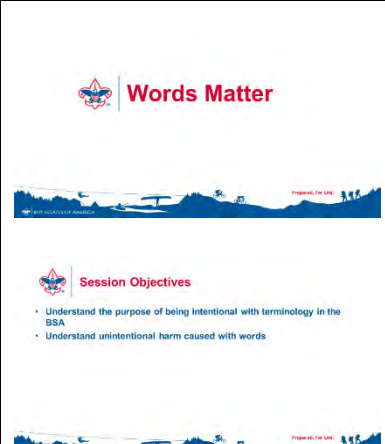
- Understand the importance of being intentional with terminology in the BSA
- Understand unintentional harm caused with words

Materials needed for this session:

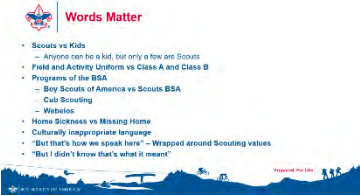
- NONE

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" features the BSA logo and a list of session objectives. The objectives are: Understand the purpose of being intentional with terminology in the BSA, and Understand unintentional harm caused with words. The slide also includes a BSA logo and the text "Prepared for Life" at the bottom.	Say: Hello and welcome to Words Matter and 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?" features the BSA logo and a list of points: Uniform, Behavior, Outdoor skills, Inclusion, and Everyone is welcome. The slide also includes a BSA logo and the text "Prepared for Life" at the bottom. Slide has animation for points to appear when clicked	Say: The Boy Scouts of America has a unique vocabulary that is woven 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 whom 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 easily 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. 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 <i>(The image shows a worksheet with a large red scissors icon and a line to cut along.)</i>	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 your staff at your camp. This is for NCS use ONLY.</u>

The HOLE Truth

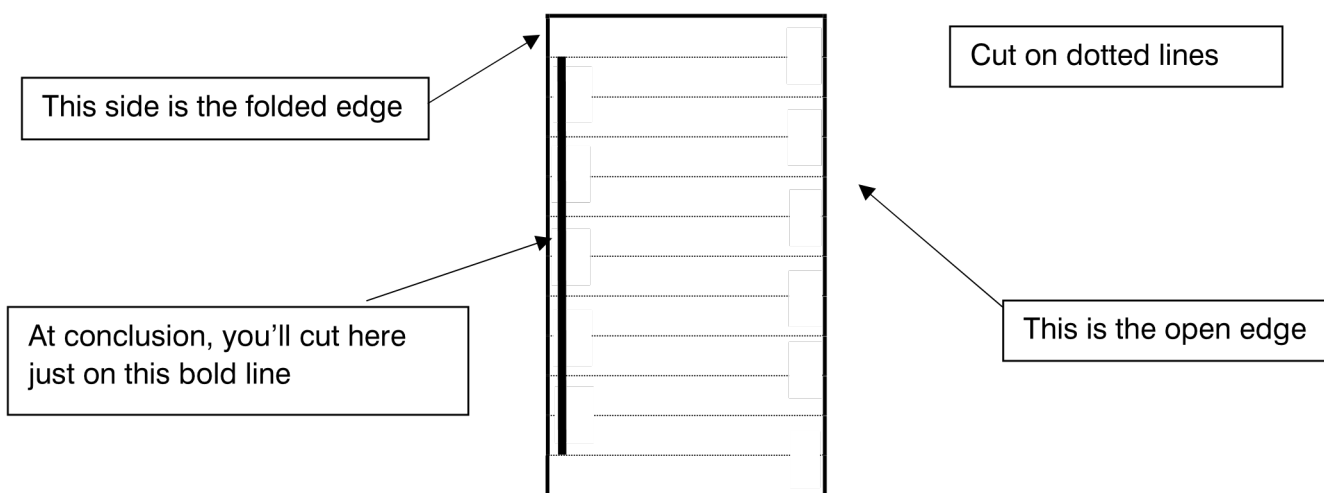
About Put-Downs

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 text "CHANGING PROGRESS" is visible in small letters on the right side of the mountain range.	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

EXECUTIVE LEADERSHIP – EFFECTIVE COMMUNICATION

NCAP Standards: 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

Materials needed for this session:

- Whiteboard or 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: 30 MINUTES

Time	Action	Delivery Method
1 minute	Introduction	Instructor
6 minutes	Communication Activity #1	Group Breakouts
22 minutes	Communication Games and Discussion	Instructor Facilitated
1 minute	Closing	Instructor

1 minutes	EFFECTIVE COMMUNICATION INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome to our next session on Executive Leadership. For the next 30 minutes we will be discussing effective communication. We as camp 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
 Group 1 - What information is communicated in a camp setting? And how do we communicate it? Group 2 - What Communications skills are needed to be an effective communicator and accomplish your goals? Group 3 - What are the barriers to effective two-way communication? 	Say: Communication is an important tool for you as a camp 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 five 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.

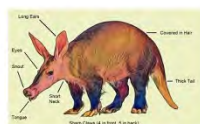
22 minutes	EFFECTIVE COMMUNICATION DISCUSSION
	FACILITATOR
 - What kinds of information is communicated at camp? - Program information - Schedule information - Unit needs and expectations - Unit problems and issues - How do we communicate it? - Rules, regulations, and procedures - Announcements in the dining hall - Written in the leader's guide - Posted in and around camp  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's.

The mouth is small and tubular, furnished with a long extensile 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
"Spiny 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 two

Say: Before we hear from 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's. The mouth is small and tubular, furnished with a long extensile 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 judgment, 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.

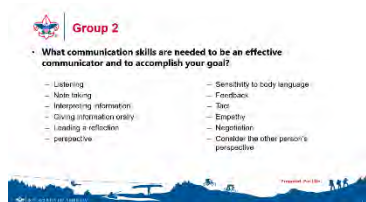
Again ask to see the drawings. Do not be surprised if some have "quit" at this point or others respond that this is no more information than before. Remind them that this time you even printed it for them.

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.*

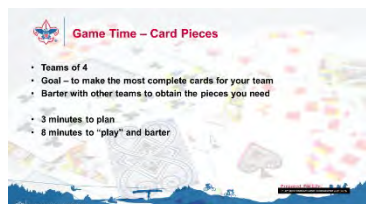
So what was this supposed to be? What animal was this?

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).



Slide has animation to appear on click



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

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 three, we are going to play a game called "card pieces". We are going to break up into teams of four. 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 eight 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 eight 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, and 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 **four and six 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 camp 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? <i>(To make sure the message is received correctly.)</i>
---	--

1 minutes	EFFECTIVE COMMUNICATION CLOSING
	FACILITATOR
	Say: It is important when trying to have effective communication skills to remember 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.



FACILITATORS GUIDE

CAMPER SECURITY

NCAP Standards: FA-711, AO-804

COURSE OBJECTIVES:

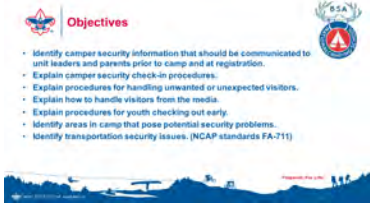
- Identify camper security information that should be communicated to unit leaders and parents prior to camp and at registration.
- Explain camper security check-in procedures.
- Explain procedures for handling unwanted or unexpected visitors.
- Explain how to handle visitors from the media.
- Explain 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:

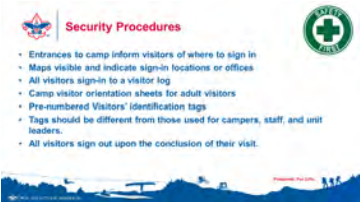
- Sample nametags, wristbands, and other forms of camp identification
- Sample sign-in sheets and visitor orientation sheets (Provided by host council.)

SESSION TIMELINE: 55 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
28 minutes	Security Problem Areas	Instructor/Activity
2 minutes	Communicating Camper Security	Instructor
3 minutes	Transportation issues	Instructor
1 minute	Closing	Instructor

1 minute	INTRODUCTION
	FACILITATOR
 	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
	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

	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
	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?

- 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

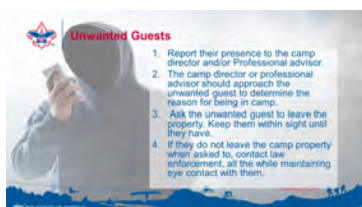
Do: Distribute sample sign-in sheets and visitor orientation sheets. (provided by the host council.)

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?

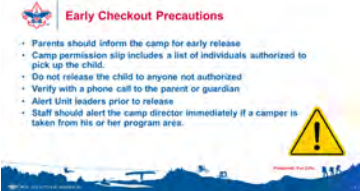
Discuss ideas which could include:

- 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.



Animation for all steps to appear at once.

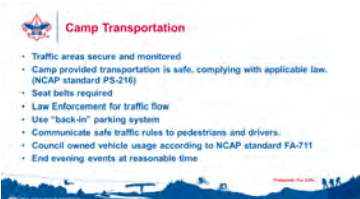
	MEDIA AND GOVERNMENT AGENCY VISITORS
	FACILITATOR
 Media/Government Agency Visitors • Ask visitors to check in with the office • Be cautious • Escort official visitors always • Know the official spokesperson for camp • Follow the camp emergency plan • Camper photographs only if there is a signed release	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.

	• 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.
--	---

28 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. We are going to play a game of "hide and go seek." I would like a volunteer to be "it". The rest of us are going to hide. Once you are found, you can help "it" find the other members of the class. Once we are all found we will come back together. We will play a couple of rounds so don't be upset if you are found first. So who would like to be "it" first? <i>(Note: for a large class you may consider having two people be "it" to start).</i> Do: Set up ground rules for your location including how far participants can stray from the main classroom and how long the participants will have to hide before "it" comes looking (generally about 10-15 seconds). Play two or three rounds as time allows and then bring the group back together. The purpose of the game is not about hiding, but to help participants understand the problem areas that may exist in camp. Ask: So why would we play hide and go seek in a session about camper security? <i>(Seek response but aim for the following):</i> 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 director, our guard must always be up to seek out locations and situations where campers may be at risk. Say: As we played the game it became easier to spot those who were still hiding. Just like at camp when the camp staff and campers are also 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 director 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.

 Security Problem Areas - Swimming pool dressing areas - Behind cabins - Busy roads - Public parks - Public access areas - Congested registration centers	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.
---	--

2 minutes	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. As time permits insert participant BEST LEADERSHIP stories here.



FACILITATORS GUIDE

MARKETING 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
- Projector
- Screen
- Internet access

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>(Seek Responses)</i> <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 income 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 To whom are we marketing our summer camp programs? (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 whom are you selling?



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

Say: When was the last time you took the time to talk to you 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 ways of marketing can we utilize? *(Seek response but aim for the following):*

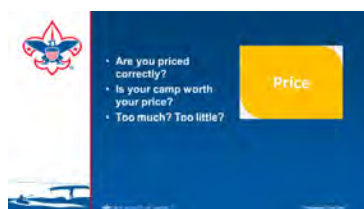
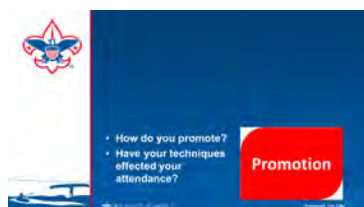
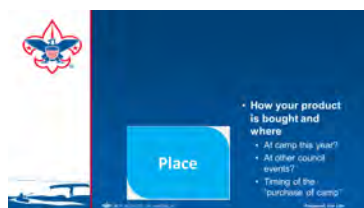
- Public Relations – what are you doing in/for your community? How can you leverage these in your marketing campaign?
 - Community Events
- Sales promotion – are you asking people to buy your product or just assuming that they will come?
- Advertising – where do people see your product?
 - Publications – 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.

 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? - Was next year's sign-up discussed? - Was there a sign-up tracking sheet? - What changes need to be made to our program to meet the evolving needs and desires of our customers and keep your camp competitive?	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 5 minutes for group discussion and allow 2 minutes of debrief to discuss one take away from each group.
--	---

40 minutes	MARKETING CAMP ACTIVITY #2 DEVELOPING A PLAN
	FACILITATOR
 Camp Promotional Video - What is the story? - Who is the audience? - Use a storyboard - Plan the shots - Edit and finalize - 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? <i>(Seek response but aim for the following):</i> - 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
 - Product
 - Place
 - Promotion – what to communicate and how
 - Price

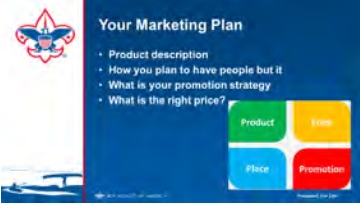
In order to develop a marketing plan, we need to address each of these 4 P's and include them in our strategies.

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)

 Your Marketing Plan • Product description • How you plan to have people buy it • What is your promotion strategy • What is the right price? Product Price Place Promotion	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. 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
 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 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

FACILITIES MANAGEMENT

NCAP Standards: RP-754, RP-855, FA-701 through FA-715, AO-807, AO-810

COURSE OBJECTIVES

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

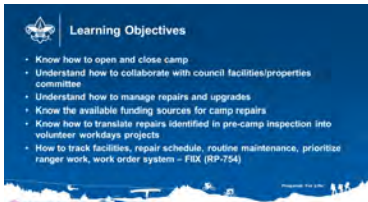
- Know how to open and close camp
- Understand how to collaborate with council facilities/properties committee
- Understand how to manage repairs and upgrades
- Know the available funding sources for camp repairs
- Know how to translate repairs identified in pre-camp inspection into volunteer work days projects
- How to track facilities, repair schedule, routine maintenance, prioritize ranger work, work order system – FIIX (RP-754)

Materials needed for this session:

- None.

SESSION TIMELINE: 90 MINUTES

Time	Action	Delivery Method
2 minutes	Introduction	Instructor
45 minutes	Discussion questions	Game/Discussion
10 minutes	Diversity/Special needs	Discussion
5 minutes	Barriers to Abuse and Youth Protection	Discussion
15 minutes	Maintenance Systems/FIIX	Discussion
10 minutes	Close Down Procedures	Discussion
3 minutes	Closing	Instructor

2 minutes	FACILITY MANAGEMENT INTRODUCTION
	FACILITATOR
 	Say: Hello and welcome. For the next 90 minutes, we will be discussing facilities management. Your council property is arguably the largest asset of the council and for many councils it is the largest source of income and expense. The upkeep and maintenance of our camping facilities is critical to our successful operation of camp. The quality of our facilities determines the quality and safety of programs we can provide our Scouts and families. The purpose of this session is to help camp directors think through how you regularly maintain the camp property prior to camp opening, during camp, and after camp. Safety and risk management are key when thinking through maintenance prioritization. At the end of the session you will be able to do the following: • Know how to open and close camp • Understand how to collaborate with council facilities/properties committee • Understand how to manage repairs and upgrades • Know the available funding sources for camp repairs • Know how to translate repairs identified in pre-camp inspection into volunteer workdays projects • Understand how to track facilities, repair schedule, routine maintenance, prioritize ranger work, work order system – FIIX (RP-754) The NCAP standards assist with this process as many of them are designed to get us to think through the facilities usage for the camp season. There are multiple standards in the Facilities (or FA) series that apply to camp operations as well as year-round operations of your facilities. We will focus today on the ones that will help you have a successful summer camp.

45 minutes	FACILITY MANAGEMENT DISCUSSION
	FACILITATOR
	Say: Some council camps have a specific summer operating season while others are operated year-round. There are standards that are written specifically for camp properties as well as the programs that we might operate at those properties (Long-term Camp, Short-term Camp, and Day Camp). The facilities maintenance and improvement programs become a coordinated effort between the year-round council employees and the summer camp staff. Successfully operating year-round and providing specific program needs for long-term camp works through a combined effort of the camping committee, properties committee, budgeting and financial obligations of the council, surveys, feedback from our users, and others. Your professional staff adviser has the responsibility of helping to balance all these different needs for the physical buildings and land use at camp.

Say: This is done through the BSA Continuous Camp Improvement Program which is standard AO-810 that we will discuss in detail in the next session. This standard is outside of the facilities standards. It applies to all types of improvements to camps and not just upkeep of current camp properties or designing new program facilities for the future.

From a facilities standpoint, using the BSA Continuous Camp Improvement Program helps us to identify future needs and to meet current customer needs we currently are not addressing by asking us to assess current upkeep and potential future usage and to decide where our focus should be each year. Feedback from the staff and our customers is a huge part of this process.

Constant improvement needs to be the goal of every camp and is not strictly focused on things that require huge financial outlays for success. Camps can continually improve through simply taking better care of what we have now, so we have our facilities longer and allow our camp properties to always look their best. We are in the woods, but things can be kept clean, organized, cared for, and given the attention to detail that your customers absolutely notice.

With each of the long-term camps in the Boy Scouts of America, it is crucial that we use the BSA Continuous Camp Improvement Program and the year round council planning teams to help to achieve facilities that are appropriate for teaching as well as meet the expectations of our customers for an overall experience.



Say: Let's play a game. RP-855 suggests the need for an opening and closing plan that is documented. These types of plans can offer us a check list to make sure we don't miss any steps in our opening or closing of camp that will cause us future problems.

Do: Explain the directions:

- 1) Have participants take out a blank sheet of paper.
- 2) Have the participants draw a line down the center of the page dividing it in half.
- 3) On the left-hand side of the line at the top write "opening procedures." Have participants write all the actions that should be covered in an opening camp checklist. They should do this silently. This is an individual activity.
- 4) This is a timed activity. Give participants five minutes to complete this task. Once you call time, have participants draw a line under the last item on their list.
- 5) The goal here is to have participants individually create the longest list possible.
- 6) Next, the group will participate in the Give-one-Take-one strategy that will allow the participants to move around and interact with each other.
- 7) Participant A and Participant B gather. Participant A says, "One of the things we should do to open summer camp, is conduct a pre-camp inspection." This item is not on Participant B's list, so she adds it to her list. Participant B says, "One of the things we should do to open summer camp is have our water tested." Participant A does not have this item on his list, so he writes it down on the list. Write these "new" items on the right-hand column of the paper. The goal is to grow the items on the check list.
- 8) Participants should attempt to move from one part of the room to the opposite side interacting with as many people as possible.
- 9) Allow this to happen for eight to 10 minutes.



Do: Lead the participants in a whole-group discussion. Ask people to share the items that are on their list. As participants call out responses, one at a time, the presenter should take time to discuss the how, why, and whose responsibility it is for each of these items. Allow 30 minutes for the whole-group conversation.

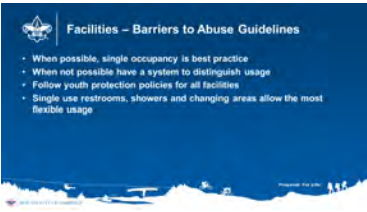
Say: The items listed on the screen are not meant to be a full list, but to get you thinking of the types of things that need to happen prior to camp opening.

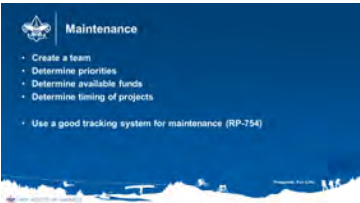
- 1) [Pre-camp inspection](#) (FA-701)
- 2) Water test certificate (FA-702)
- 3) Fire protection plan reviewed (FA-703)
- 4) Fire extinguishers are inspected (FA-703)
- 5) Change batteries in smoke detectors (FA-703) – One strategy for this is to hand each staff member a battery when they check into camp and have them replace a battery.
- 6) Change batteries in carbon monoxide detectors (FA-703)
- 7) Kitchen fire extinguishers inspected by a trained professional (FA-703)
- 8) Locate utility emergency shutoff valves (FA-705)
- 9) Inspect water heaters and built-in generators (FA-706)
- 10) Annual maintenance of electrical items and appliances (e.g. convection ovens, walk-in coolers/freezers, reach-in coolers, ice machines, soft-serve ice cream machines, meat slicer) (FA-706 & FA-709)
- 11) Toilets and latrines (FA-707)
 - a. Discuss ratios
 - b. Discuss need for hand-washing stations nearby
 - c. Discuss use of port-a-johns for program areas or areas far from restroom – update the contract for pumping of these
 - d. Discuss compliance with Youth Protection
- 12) Showers (FA-708)
 - a. Discuss compliance with Youth Protection
 - b. Change the shower curtains in all showers
- 13) Boats licensed and/or inspected
- 14) Motor vehicles licensed and/or inspected (FA-711)
 - a. Motor vehicles include farm equipment
 - b. Review golf cart/LTV/UTV driver training requirements
 - c. Fire extinguisher and first aid kits are in all vehicles
- 15) Program area equipment inventoried and inspected
- 16) COPE Course / Tower Annual inspection (FA-715, RP-753)
- 17) ATV and personal watercraft Inspections tune-up (FA-711, ATV & PWC lease agreement expectations for maintenance)
- 18) Food service permits/health & sanitation inspection
- 19) Repair tents
- 20) Order portable toilets (FA-710)
- 21) Order extra dumpsters (FA-710)
 - a. Negotiate the contract for trash collection if different than year-round
- 22) Dead trees removed from camp (FA-712)
- 23) SDS notebook/inspect hazardous material storage (FA-713)
- 24) Bunk beds meet new standards. (FA-717)
- 25) Test communications systems (AO-807)
 - a. Land-based telephones
 - b. Cell phones
 - c. Emergency communications sirens
 - d. Handheld radios/walkie-talkie

	26) Others? (Staff may add to this list anything that may be regional in nature or that participant may bring up not listed here) Say: As you can see, this list is long and will require time to complete. For many of us, this list is partially completed already by the camp ranger or year-round staff. One meeting you should have when you arrive back home after this course is with the ranger. Ask the questions about what portion of this precamp list – using the one that is in place for your camp – is completed already and ask how you can help in the process of completion. Each council must have written procedures for the opening and closing of camp. The goal of this exercise is to help you make some tweaks to your plan if needed to be able to open camp smoothly. Say: Besides the pre-camp inspection process, where else might you find items that need to be addressed before opening camp? (Seek response but aim for the following): 1) Evaluations/surveys from previous summer 2) Check-out reports from staff of previous summer 3) Inventory from last summer (list condition and location) 4) Equipment and supply purchases from previous summer
10 minutes	FACILITY MANAGEMENT - DIVERSITY
	FACILITATOR
	Say: Our camp properties need to be able to host a diverse Scouting community. This can include physical obstructions like dining facilities with all stair entrances, uneven dirt paths between buildings, and gender specific, non-individual restroom facilities. We need to review our properties and make sure we are doing all we can to accommodate all our Scouts and leaders. Many resources have been developed to help with these accommodations and program enhancements. Disabilities, Reduced Mobility / Scouts with Special Needs and Camp Facilities BSA Supplied Resources include the following: • Scouting with Special Needs and Disabilities Fact Sheet • Design Guidelines: Accessibility Considerations Guide 13 provided by Outdoor Programs/Properties Department • ADA Compliance at Camp Pools Ask: Are the camp facilities or the Boy Scouts of America subject to the federal ADA law? (Seek response then share the following): • Federal law imposes ADA requirements on public accommodations, which is typically a commercial operation such as a store or restaurant, and public facilities, such as libraries and city hall. • Private clubs are one of the few groups that are exempt. • Scout facilities such as camps and offices used exclusively by Scouts (or at least 90% by Scouts only) qualify as private club facilities and are exempt from the federal law. However, if Scout offices are leased to other organizations, or meeting rooms are rented out to the public, or the Scout shop sells a significant portion of camping supplies to non-Scouts, then these facilities may be considered “public accommodations.”

	Say: Depending on your location, there may be state or local building codes that also address accessibility issues and apply to your facilities. Typically, these parallel the federal codes so the requirements and exemptions may be very similar so make sure to discuss these with your council. So, how does this apply to a Boy Scouts of America Long-term camp? Often, the rules do not apply to BSA camps, but here are some ways we can work to accommodate all Scouts and volunteers that might need assistance. • Site work requirements such as flat, nearly level sidewalks, connecting all the “public structures” to the nearest public transportation system are simply impractical. • Buildings such as the camp office, health lodge and dining hall may be designed with as many accessible features as possible if these are the facilities in camp that will get the most concentrated use. • Frequently “accessible parking” will be located near these buildings with an “accessible route” or sidewalk leading to the buildings. • In troop sites, a few areas may be designated as “accessible” and will be provided with similar parking and paths within the site. • The latrines may be modified to meet the accessibility code’s reach ranges, heights and other requirements. • Policy or plans can be developed for how to meet the needs of participants in other program areas.
	What if you run a more “in town” summer camp versus a traditional camp in a rural setting? Would there be differences? Perhaps. Many non-traditional camps located in developed areas may be more difficult to exempt from these accessibility requirements. These camps typically offer more programs that intend to attract outside groups such as schools and churches. In these situations, compliance may be required. Careful policy planning must be made and enforced if a council wishes to preserve its exempt status at these kinds of camps. Working with your council is important to determine the needs and overall strategic use of your property. There are several considerations that are listed in through ADA laws that would require your council to have a strong plan for implementation. ADA requirements cover a wide range of detail, some items include the following: • Accessible site and exterior facilities including: ▪ Number and size of parking spaces ▪ Signs for accessible parking ▪ Accessible sidewalks, ramps, stairs, etc. ▪ Accessible stairs & elevators ▪ Door sizes, clearances at doors and door hardware • Emergency warning Heights and locations for: ▪ Drinking fountains ▪ Shelving ▪ Counters ▪ Controls ▪ Telephones • Design of toilets with regards to: ▪ Number of fixtures required to be accessible ▪ Size and configuration of stalls ▪ Height of fixtures and lavatories

	• Clear floor space for paths of travel and maneuvering a wheelchair. • Required overhead space and avoidance of obstructions. • Details for floor surface requirements related to changes of level finishes. As you can imagine many Scout camps were not built to meet this need, but as we move forward in Scout camping and in offering programs to as many youths as possible, your council should consider how to better serve these youth and adults.
--	---

5 minutes	FACILITY MANAGEMENT – BARRIERS TO ABUSE AND YP
	FACILITATOR
 Facilities – Barriers to Abuse Guidelines • When possible, single occupancy is best practice • When not possible have a system to distinguish usage • Follow youth protection policies for all facilities • Single use restrooms, showers and changing areas allow the most flexible usage	Say: our goal at camps is to serve all youth and adults in our programs and to create an environment not only in camp culture but in camp facilities that are welcoming to all. How do we accommodate restrooms, showers, sleeping accommodations, changing rooms at the waterfront for all Scouts? (Seek response but aim for the following): • When possible develop facilities that are single use. This allows the facility to be available to all people regardless of age, or gender. • When not possible have a system to distinguish usage. • Follow all youth protection policies for privacy and separate accommodations. Discuss the difference between tenting versus lodging found in Scouting's Barriers to Abuse. • NOTE: Single-use facilities allow a camp to accommodate other constituencies as well: parents with small children, aides for those with disabilities, and adults with aging parents. When possible, installing single-stall restrooms will enhance privacy and minimize tension. Say: It is important to remember that our facilities must fulfill our BSA Youth Protection requirements for safety as well as address accessibility for Scouts and visitors with special needs. Some things to consider: • Provide open spaces for all interactions between adults and Scouts to be visible by others. • Provide separate accommodations for Scouts and adults with respect to sleeping, showering, and restroom facilities. Working with your council and your council properties committee the camp may decide that improvements are needed to better serve our Scouts. It may be possible to modify existing facilities rather than build new. Some common enhancements include the following: • Replacing shorter stall doors in restrooms with doors that extend from the floor to the ceiling. • Installing barriers to cover gaps between the stall wall and the door itself; or • Extend privacy dividers at urinals. Restroom signage may also need to be updated to project the use of current facilities. Consult your state and local guidelines to determine specific requirements.
 Facilities and Youth Protection • Open Spaces for all interactions with youth and adults • Separate accommodations for youth and adults	
 Considerations for Updating Facilities • Consider replacing shorter stall doors with doors that extend floor to ceiling • Consider installing barriers to cover gaps • Consider extending privacy dividers at urinals • Clear restroom and shower signage to indicate use.	

15 minutes	FACILITY MANAGEMENT – MAINTENANCE SYSTEMS
	FACILITATOR
 Maintenance • Create a team • Determine priorities • Determine available funds • Determine timing of projects • Use a good tracking system for maintenance (RP-754)	Say: Once you have determined the needs of camp through your pre-camp inspection and have considered your opening procedures, it is time to get the work completed. Ask: How do you go about making repairs, improvements? <i>(Share the following):</i> 1. Create a team. a. Vice-president of Facilities/Properties b. Vice-president of Camping or Camping Chair c. NCAP committee chair d. Risk Management chair e. Facilities committee members f. Camping committee members g. Scout executive h. Volunteers with expertise in construction/plumbing/electrical 2. Determine priorities based on the council strategic plan and opening procedures 3. Determine funds available/What budget supplies the funds? a. Summer camp budget (vehicle maintenance, building supplies) b. Year-round operating funds c. Capital funds – used for major repairs or new construction d. Depending upon which funds are used and the amount of the expense, the expenditure may require council executive board approval. i. Typically, when the executive board approves the summer camp budget, which is approved as part of the year-round council budget, you do not require additional approval from the executive board to spend the funds. ii. Year-round operating funds may require board approval depending upon the size of the expenditure. iii. Capital funds will require board approval 4. Determine when projects will be completed a. Pre camp workdays b. OA work Weekends c. Ranger work schedule d. Volunteers work with the ranger during the work week e. Contracted work i. Complete a scope of work to ensure what you want completed through the project is achieved. ii. Solicit bids or estimates from at least three contractors to ensure you receive the best fee possible Say: Much of this process may not be yours to oversee as a camp director. You may be only involved in the seasonal operation, but your understanding of these processes and procedures will develop a strong relationship with your council and your feedback on the needs of camp will be valuable to the council in developing future use. As we discussed in the session on camp finances, you have an important role to play in not only the summer camp operation, but your work has a significant impact on the overall council. Your feedback as the on-site expert of how these facilities are used will help your local council committees make informed and strategic decisions about camp improvements and needed repairs. Your involvement with workdays at camp and the Order of the Arrow work weekends along with your relationships with volunteers with trade skills will ultimately help your camp be successful.



Say: One tool to help your council with the understanding and management of routine year-round maintenance is a good tracking system. Recommended practice RP-754 asks you to have a system in place for this purpose.

The BSA partners with Fiix to provide a web-based tool, that can easily organize, schedule, and track camp maintenance at a reduced price.

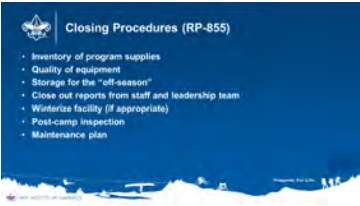
Using Fiix allows you to:

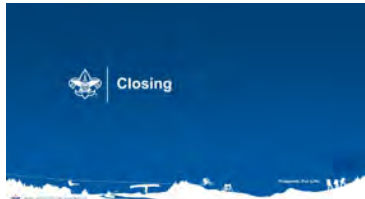
- Transition from reactive to proactive modes in our routine maintenance.
- Have better visibility of what the camp owns and how it is used.

Do: [Distribute Fiix Flier](#) to participants. Ask if any councils represented use Fiix and if so ask them to share any insight in the product.

Whatever your system for year-round and summer maintenance, remember to use the tools you have for managing your staff and participants to also make sure all maintenance is handled quickly and efficiently during your long-term camp.

“Management by Walking Around” via personal observation and a reporting system for both staff and campers to use which is communicated to the designated maintenance personnel will both help to quickly meet any maintenance needs. Remind staff that they should report things quickly and encourage feedback from your leaders during your daily meeting if there are any issues they have seen. When possible have your ranger/maintenance person at these meetings. Make sure that any easily completed items are done that day with plans for anything larger to be implemented as soon as possible. Follow up with the leader that reported the issue to let them know the outcome.

10 minutes	FACILITY MANAGEMENT – CLOSE DOWN PROCEDURES
	FACILITATOR
 	Say: As the camp director, once you open camp and the camp staff begins to implement your plans for operating the camp program, your attention will switch to preparing to close camp for the fall and winter and short-term usage. (RP-855) Like the opening procedures, your camp must have written closing procedures. Just as we did with the opening procedures, let's play the give one – take one game. Take out your paper from before and turn over the back. Draw a line down the middle and at the top write "closing procedures". You will be given two minutes and on the left side make a list of items that need to be included in your closing procedures. You will have two minutes to make your list and five minutes to give one and take one. GO! Do: Allow two minutes of individual list and five minutes of activity. Then bring the groups back together. Ask: What are some items that should be included in your closing procedures? (Seek response but aim for the following): 1. Inventory equipment and supplies a. Program inventory and compare with opening inventories b. Quartermaster items at camp c. Tents or other campsite inventory items d. Trading post inventory (and what to do with it) e. Special care for any items purchased during the camp season that were not on opening inventories 2. Indicate quality of equipment – what can be repaired, what must be replaced? 3. Store equipment for the off-season a. Safe from theft b. Safe from damage or misuse c. Safe from animals d. Safe from the weather e. Discuss with your council a check out policy for off-season use and a replacement plan for summer camp items during the off-season usage. 4. Collect close-out reports from leadership team members a. What can be changed in the program? b. What needs to be changed in the facility? 5. Winterize facilities (if appropriate) Conduct post-camp inspection with camping and facilities team to determine maintenance and repair priorities for the fall.

3 minutes	FACILITY MANAGEMENT – SUMMARY
	FACILITATOR
	Say: Maintaining our facilities is a year-round process and we, as camp directors, have a role to play in this process by working with our year-round advisers. It is our responsibility to impress upon the staff that the camp facilities need to be treated well and cleaned properly for long life. It is also important that we remember, we can have the best staff, best program, but if we do not give the staff the best facilities in the best repair, we prevent them from doing their job fully. It is also important that the facilities meet the needs of all our campers. Allowing for all Scouts and leaders to enjoy all areas of camp needs to be a focus where possible. Remember that your opening and closing procedures set you up for a successful summer by eliminating wasted time and wasted funds through planning and organization. Facilities management does not happen by itself. It requires daily action by the camp director and cooperation with the ranger, other staff, and volunteers to ensure camp remains in good repair.



FACILITATORS GUIDE

CFET, PQET, CCIP

NCAP Standards: 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 camp director in each of these processes.

Materials needed for this session:

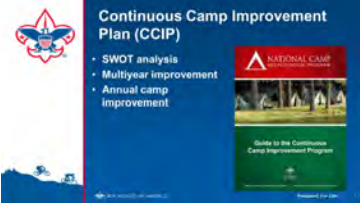
- Camp Facility Evaluation Tool
- Program Quality Evaluation Tool
- Guide to Continuous Camp Improvement

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
  CFET, PQET, CCIP  	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	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.



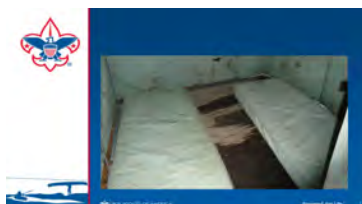
Kitchen and serving line (A)

- Clean
- looks new
- Well maintained and inviting



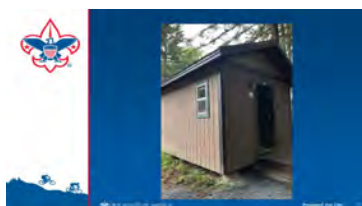
Shooting Range (B)

- 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



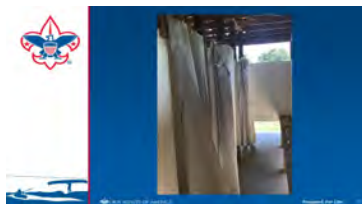
Large Cabin (C)

- 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.



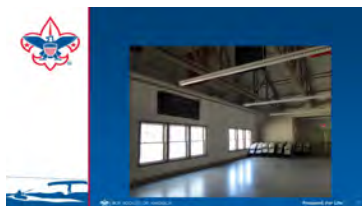
Shower (F)

- Filthy
- Shower curtains need to be replaced
- Walls need to be updated for privacy



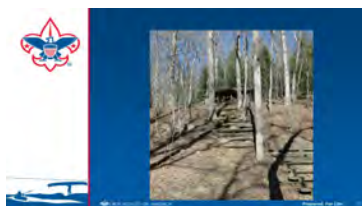
Camp Sign (C)

- Does not promote a grand image of camp
- Simple
- Dated.



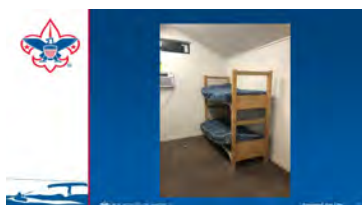
Dining Hall (B)

- Some level of wear shown
- Painting required
- Uniform chairs a plus



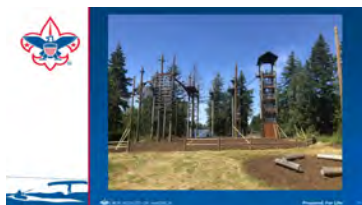
Stairs (F)

- 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 rails (Mention FA-717, Part A)



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	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. 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.
 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	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

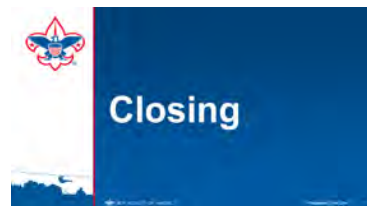
For instance the council may look over the CFET and PQET and want to develop a program goal for improved instructional quality of the merit badge program. This goal would fit in the Program category of CCIP and could look like the following:

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.

As time permits insert participant BEST LEADERSHIP stories here.



FACILITATORS GUIDE

A DAY IN THE LIFE OF A CAMP DIRECTOR

NCAP Standards:

COURSE OBJECTIVES

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

- Understand the daily tasks of a camp director
- Practice the skill of crisis management
- Understand the resources available to help you as a camp director including the other camp staff members
- Develop a plan to deal with stress

Materials needed for this session:

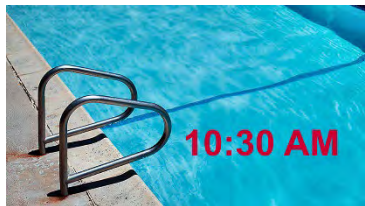
- Personal stress management plan
- Video and YouTube access

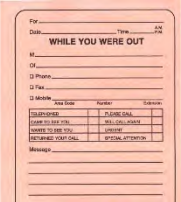
SESSION TIMELINE: 120 MINUTES

Time	Action	Delivery Method
20 minutes	Introduction/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

20 minutes	DAY IN THE LIFE INTRODUCTION AND SCENARIO #1
	FACILITATOR
 A Day in the Life of a Camp Director  What do you do to get "prepared" for the day? 	Say: Hello and welcome to a day in the life of a camp director. For the next 2 hours we will be putting everything that you have learned this week to the test as we discuss several situations that you may encounter as a camp director in any given day at your camp. You will have an opportunity to talk about how you would solve them, and we will work together to “get through” the day. Before we begin, I would like to ask you to close your computers so that you will not have any distractions for this session. You will need your full attention to get through the day. Any session that begins as a day in the life of starts with the morning. As you wake up at camp, one of the most important things for you to do is to have a morning routine. When the camp season is in full swing, it may be difficult for you to find time for yourself, so be intentional about your morning routine and do not skip it. This might be your morning walk, coffee, or exercise, but make this yours. Ask: What do you do at camp to get mentally prepared for each day? (seek responses) Say: These are all important and do not forget about them when you start your day at camp. So let’s start our day. You wake up on this Tuesday morning after a night’s rest and hearing the rain on your cabin roof during the night. After your morning routine, you are ready to face the day. You walk into the office at 7 AM because this morning you need to submit the payroll information to your accounting department before noon. As you sit down to begin, you are interrupted by a Scout leader at your office door... and so your day begins... The Scout leader has come to your office to let you know that, when he went to take a shower this morning, the shower was backed up and not draining, and he is not happy that in addition to standing in water, his shower was not even hot. After he was not able to take a hot shower, he went to the dining hall where you had promised coffee any time he wanted, just to find out that the pot was empty, and the lights were all out. When he tried to turn on the lights, they did not come on, so he tried to reset the breaker (because he knows where it is in camp) only to see that all the power is out in the dining hall. He was looking for the cooks to see if he could help with the power and to get some coffee, but only found this note:

	“Power was out when we got here this morning, looks like the refrigerator has been out most of the night. We can’t cook or clean anything, so we are going back to bed. Let us know when the power is back on. – signed the cooks” Breakfast is served in camp at 8 AM. What do you do? How do you go about addressing these problems? <i>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 ranger, program director, 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 payroll as they will probably be focused on the crisis at hand. The payroll will come up again.</i> <i>Ask questions to get them thinking about additional issues that arise:</i> • What do you do if breakfast is going to be late? • What can you serve in its place? • How do you entertain Scouts when there are no lights or AC in the dining hall, and they are waiting on food? • Do you need to adjust the program schedule? • Are all the staff awake and ready, or did they miss their alarm as the power was out? • Do you need to order new food, or is the food in the refrigerator/ freezer safe to serve? • How are you going to plan for lunch if the power does not come back on? • If the power is out all over camp what else is affected? (pool pump, water pump that is pumping water throughout camp, trading post, other refrigeration) Do you need to restart any of these items? • If the adult did not have a hot shower is the propane out or not working? • Did you find the cook? Do you have time to have “the discussion” with them now, or should it wait?
--	--

20 minutes	DAY IN THE LIFE SCENARIO #2
	FACILITATOR
	Say: AHH, you take a breath and have breakfast. You look down at your watch and it is 10:30 AM. The power is back on now all over camp; you are heading back to the office from the dining hall when you are stopped by a waterfront staff member who shares the following: The waterfront director has not yet shown up at the pool. She had a night off last night and went into town 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 first year camper 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 has been coming to camp for several years and says they will never come back. He then shares that the signaling tower they built at the scoutcraft 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. While getting this information, you get a call on the radio that although the power is back on in camp, there is still no power in the dining hall. 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 • Is the pool safe to swim as the pump has been off for some time? • Did the waterfront director have anyone else with her? • With the power off in the dining hall still, did the adult leader turn the breaker back on that he was “fixing” for his coffee? • Whom 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? • Who and how are you following up with the adult leader from this morning with the coffee and shower issue? • How did you not know the aquatics director was missing at 7 AM or at breakfast? • Isn’t there an OSHA violation with the backhoe?

15 minutes	DAY IN THE LIFE SCENARIO #3
	FACILITATOR
 11:45 AM	Say: You walk back into the office, and it is now 11:45 AM. Lunch is at noon, and you are scheduled to sing today's song at the beginning of the meal. As you walk back into the camp office and pass the welcome desk you are handed the following: • A phone message from 8:30 this morning to call the Scout Executive, it is urgent. • A phone message from your mom to call her when you can • A note from the trading post manger that we are missing 3 pocketknives from the inventory, and the count of the till this morning was off \$50 when they opened, and we are out of slushie base. • A second phone message from the Scout Executive – don't bother calling I am on my way, be there by noon. • You are then told that the lady you just noticed that is standing in the office is from the health department and is here to do your health inspection. 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 PAYROLL! 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. • 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? • Did that signaling tower ever get back up safely? • Did the drain in the shower get fixed? • Is the propane full? • What about the missing trading post \$ and inventory?

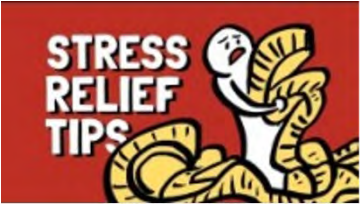
15 minutes	DAY IN THE LIFE SCENARIO 4
	FACILITATOR
	Say: You have taken care of the Health department as she only wanted to visit the dining hall, and she has left. The Scout Executive emergency was planning the executive board visit, so she is on her way back home. The payroll was submitted (late, but it is there), and you got some lunch. It is now 1:30 PM, and you sit down to call your mom back when the phone rings. It is the council office who shares that one unit has not paid their bill to be at camp this week, and they are missing an invoice for the last food delivery. As you hang up the health officer comes in and informs you that three Scouts from the same troop are in the health lodge all vomiting and with diarrhea. They traveled together to camp and have not been feeling well since they arrived. She wants to send them to the hospital, but the unit only has two adults in camp. As the health officer is leaving, a call comes over the radio that a bear has just been spotted at the rifle range and is heading toward campsite number 9. It appears to be a sow with two cubs. You start to walk out the door when the local news van pulls into camp as they saw on a social media page that the power was out at camp and that a bunch of kids were sick from eating bad food. One of the Scouts in the troop with the sick youth is friends with the news producer's son and posted video of Scouts vomiting on his social media page. As you walk out of the office, you hear the camp emergency signal going off (a bell being rung) and you did not authorize it. What do you do? How do go about addressing these problems? (allow time for discussion). While the discussion is happening Say "You find out that the emergency bell was being run by an 11-year-old Scout from troop 57 who saw the bear and thought it was an emergency so she rang the bell to alert someone" Ask questions to get them thinking about additional issues that arise or that still need attention from earlier • What is your communication plan? Is there a statement on your council social media page or the camp social media page that gives correct information of the situation? Who makes that call? • When do you need to call the health department about the sick youth? • Can you get the Scout Executive on the phone to come back? • Where is your communicable disease plan that is required (AO-805)? What about the plan for wildlife? • Who can you ask to execute part or all the plan? • What do you need to take care of personally? • What support do you have/need?

15 minutes	DAY IN THE LIFE SCENARIO 5
	FACILITATOR
 6:30 PM	Say: It is now 6:30 PM, and dinner has just ended. A call comes over the radio for you to call the waterfront. Upon making the call you learn that there is a rowboat out in the middle of the lake with no one in it, and a buddy tag is on the board. At that moment, two Scouts show up at the office door as they were not able to find the health officer. One needs their medication that he was supposed to take at dinner, the other has been stung by a bee “for the third time this week” by the bees that have a nest outside the door to the latrine in his campsite. The handicraft director walks in at the same time and reminds you that you were scheduled to be at Tie-dye Tuesday to tie-dye the new shirt that the staff just bought for you that says “world’s best boss” – that they have scratched out “best” and written “most adequate” in its place. They have had the shirt hanging in the handicraft lodge and have been promoting the event all week. There is another phone message from your mom “Don’t you love me? Why have you not called? You do remember it is my birthday?” 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 could it mean that the boat is in the middle of the lake? (lost bather, boat got loose from the dock,) Do you sound the alarm? Who makes that call? You were just at dinner...Does that matter? • Did that drain ever get fixed? • How are the youth you sent to the hospital? Did you call their parents? Did the unit leader call their parents? • What did you release on the social media pages? How are you going to deal with social media posts when/if you sound the alarm?

15 minutes	DAY IN THE LIFE SCENARIO 6
	FACILITATOR
 8:30 PM	Say: It is 8:30 PM, and you have come to the end of the day and you are going to visit and enjoy the campfire. You sit down on the back row of the campfire area and catch a whiff of something that you believe to be marijuana coming from the tree line off behind you. As you begin to stand, the first skit is called and the unit begins the skit by poking fun at a group of diverse Scouts from another unit, making fun of all the “foreigners who are in the audience.” The program director has the night off, so the campfire is being emceed by the commissioners who approved all the skits.

	What do you do? How do go about addressing these problems? (allow time for discussion) After some discussion about these issues, add the following: The smell was indeed marijuana, and you find that several staff often come out to this spot to smoke it. This includes the shooting sports director, aquatics director, and three 16-year-old staff from those areas. You only have one shooting sports director, and one aquatics director so you know that if you release them, you will have to close those areas of camp until you can find a new director for each of these areas. 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 other resources do you have for staff? • Do you call the police? • What about the youth protection issues? • What if recreational use of marijuana is legal in your state? Say: It finally time to end the day, and what a day it was! It is about 3 AM. Time to take a nap and get ready for tomorrow. Hope mom had a good birthday. These scenarios also speak to the importance of the staff culture that you build at your camp. What does it say that your staff safety was in jeopardy with the backhoe incident with the ranger or the lack or the lack of respect from the cooks who just walked out at the first sign of trouble? What about the waterfront director's actions and lack of responsibility? And the disregard for the rules and for you as the camp director of the staff in the woods. You must work to develop the staff culture of respect and trust from the beginning of staff development. This will help you be able to count on your staff when things get rough.
--	---

15 minutes	DAY IN THE LIFE -STRESS PLAN
	FACILITATOR
 What was the most stressful part?	Say: 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? (Seek responses as they will vary.) Do you know at what point your staff leader wants to be informed? 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.

 	Ask: How do you know that you are stressed? (Seek responses, some examples might include): • Bad temper/irritability • Extreme hunger • Hitting people or things • Overtiredness • Swearing • Throwing Things • Withdrawal • 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 - CLOSING
	FACILITATOR
	Say: When you are the camp 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 most camp 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, 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 Standards: 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 two 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 Standards: none

COURSE OBJECTIVES

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

- Answer remaining questions 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 in being a camp 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. At the end of this session as a closing to the week, ask each participant to share their personal or camp WHY statement that they have been thinking about throughout the week. This is a great way to close the week and send the participants back to their councils understanding WHY they “do camp.” 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 or 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 your WHY and understanding your WHY. We are going to go around the room and we would like you to choose either your personal WHY statement or the one that you have written for your camp and share with the group. Do: Allow each participant to share a statement To _____ So that _____. 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 this. So share this statement with your staff, your council, and your campers. Use this in your marketing for your camp and in the staff selection process. Use this statement to craft your message to the NCAP committee of your council to share why a safe camp with qualified staff is essential to meet the why of your camp. If you shape your camp around the why, you will be a successful camp director at a successful camp.

