

Summer Camp Staff Training Guide



*A Guide for Camp Directors for use in precamp training of
camp staff personnel.*

Acknowledgements

Thank you to the volunteers and staff who helped to create this resource. Your dedication and effort will help train thousands of camp staff members who will in turn impact millions of Scouts at BSA Camps.

The BSA's Commitment to Safety

In Scouting, we will not compromise the safety of our youth, volunteers, and employees. Safety is a *value* that must be taught and reinforced at every opportunity. We are all responsible and must hold each other accountable to provide a safe environment for all participants.

We are committed to abuse prevention by utilizing:

- Mandatory youth protection training.
- Criminal background checks.
- Banning one-on-one adult and youth interactions.
- Mandatory reporting of suspected abuse to law enforcement.
- A volunteer screening database.

We are committed to injury and illness prevention by integrating safety measures in our handbooks, literature, and training materials including the [*Guide to Safe Scouting*](#). We expect leaders to use the four points of **SAFE** when delivering the program. **SAFE** Scouting measures include:

- Youth are **Supervised** by qualified and trustworthy adults who set the example for safety.
- Activities are **Assessed** for risks.
- Pre-requisite **Fitness** and **skill** levels are confirmed before participation.
- Appropriate **Equipment** is utilized and **Environmental** conditions are monitored.

When incidents do occur, we expect a timely, clear, and complete incident report. We are committed to learning from the data and modifying program guidance for the prevention of future occurrence.

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Preface

Effective staff training is crucial to a successful council camping season. Effectively trained staff members know their responsibilities, know what is expected of them, and are motivated to provide high-quality customer service. This guide has been prepared to assist key camp staff in training their staff members in the best-accepted methods of Scout camping. Ideally, these key staff members have been trained at a National Camping School.

The materials in this manual have been developed to meet the staff training needs of as many long-term camps as possible. Since the training needs of camps vary, this training should be supplemented with additional training subjects that are specific to each camp's operating plan.

The instructor(s) are encouraged to reference the NCAP standards often and show how these standards apply. Staff members are encouraged to use the current NCAP standards as a reference and are encouraged to ask questions and seek clarification on items that they do not understand. These modules have been developed to model different teaching and learning techniques to meet as many needs as possible.

Instructors should read through the modules prior to presentation to become familiar with the content. The modules were developed to be delivered by a staff member who is familiar with the topic. There are times when the module is simply a guide using language like "explain" a certain topic. Many of these topics may be specific to each camp. There are times when the module calls for the instructor to "**SAY**", "**ASK**" or other similar descriptors. These words will appear UNDERLINED, **BOLD** and in *ITALICS*. When these words appear there is a specific question or statement that has been designed with a purpose for that module. Instructors are encouraged to deliver these specific pieces as written.

Some modules will have specific notes for the instructor that will be written in *ITALICS*. These are to help in preparing the module or to give direction to the instructor and are not meant to be shared with the staff participating.

The instructor must also be sure that staff members understand the Boy Scouts of America recommendation before suggesting an option that might have been successful locally. All suggestions **must** fall within BSA policy.

This guide is meant to help camp leadership plan for a successful staff training program. *This guide does not include training modules for all required camp training. For a current list of required training see the current National Camp Accreditation Program Standards.*

This training guide has over 20 hours of training content but is not meant to be a complete training plan. The appendix of this guide has a few different sample schedules for a week of staff training. Camps can choose to use one of these or develop a schedule of their own. Camp leadership should work with the local council and committees to develop the plan that is most appropriate for the camp. The camp plan should include additional job specific training according to the camp program plan. (ex. lifeguard training, CPR, COPE or Climbing Level I etc.)

Schedule Considerations

- Instructional periods are generally in 30 to 90-minute blocks.
- All subjects in the table of contents are important and may be used as they meet the training needs of the council and the camp.
- Care must be taken to ensure all **current** BSA policies are referenced during training as BSA policy may change.
- Because many sessions build on each other the course should follow the sequence outlined in the table of contents; however, each camp should build a schedule that meets their camp's specific needs.
- Key staff members should support each other in keeping sessions on schedule.
- The morning periods are best for idea sessions involving discussion, planning, and orientation. Afternoon sessions should include active hands-on sessions that involve staff members in doing something. Night sessions are good for small group projects, active demonstrations, and program area conferences (discussions on organizing for the task or on getting supplies and equipment ready for use).
- Indicate staff assignments, meeting places, and uniform requirements on a printed schedule provided to the staff.
- Post the schedule in all areas and make sure that key staff members have copies.
- Design and adjust your training schedule to fit the needs of your staff.
- The first day of staff training is the most important. Make sure to set the tone of training and share expectations with your staff of training and their participation in it.

About Lesson Objectives

By the end of the session, staff members should be able to complete the corresponding lesson 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 staff members understood the material. Next, process the objectives. Processing is the technique whereby the instructor selects, clarifies, and directs staff member 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. Each of the modules is organized using the EDGE teaching method of the BSA. This should be used as the model for camp staff in developing any instruction in their program areas.

Room Setup

The training area size and the number of staff members for the session will determine the arrangement of the room. Some of the presentations require access to AV and the use of 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 staff members to be seated with different staff members and not in the same seat the entire time. There are times when it is appropriate to group staff together by program area for some activities, but this is not required. Often forming staff patrols is an effective method for group breakouts and assignments.

All materials and tools should be on hand to conduct each of the sessions for your staff training.

Develop a display of materials and aids that will be available for staff members. Use the bulletin board generously. Display the organization chart (complete with names), a brief outline of the staff functions, the daily schedule, the menu for the day, and other items of interest to the staff members.

Be sure to have a map of the camp on display. This camp map, along with a map of the general area, should be available for the orientation of all staff members.

Games and Icebreakers

Nowhere in the guide 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 staff 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 during full staff presentations.

Flip Charts

Flip charts 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.
- 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 staff members 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 staff members 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 people 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 staff member has a good point, ask them to repeat it. This process will indicate the importance of the point to other staff. 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 staff. In some scenarios the staff members are assigned roles, given a situation, and allowed to proceed on their own. On other occasions the staff members 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 staff members to the steps in the EDGE method when demonstrating a skill. This reiterates the use of EDGE in teaching and models this for staff to teach their sessions at camp.

"Please write a question down about..."

Instead of asking staff **IF** they have questions about a session, ask them to **WRITE AT LEAST ONE QUESTION DOWN about the subject**. Given the time, most staff will come up with at least one question. Next, have them partner up and try to answer each other's questions. This promotes teamwork and problem solving, as well as helping to gauge what the group did and did not understand. It's also a great way to promote a positive learning environment where we encourage healthy risk-taking, as opposed to "knowing it all" behavior.

Encourage all staff to bring with them something to write on and something to write with for all training sessions. Camps should supply camp staff with handouts and a notebook(s) during the staff training to take notes and write down key takeaways from trainings.

Camps may consider supplying a notepad and pen to each staff member for this purpose or additional notepads during camp to aid in note taking and sharing of information. When we write things down, we remember them.

The Parking Lot

Write the heading “Parking Lot” on a sheet of flip chart paper and hang it on a training room wall. Ask staff 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 staff member 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 during staff training and discuss as appropriate. 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.

Preparation

Specific assignments should be made several weeks in advance of staff training to key staff who will be presenting the module. 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 staff training, although there should be some time to make final tweaks to the presentations.

Key staff members trained at a National Camping School (NCS) should conduct training for the camp staff. These staff, under the direction of the Camp Director, should meet to coordinate the staff training program and set up the staff training calendar to meet the objectives of the council camp. In some cases, an outside expert may be the best person to present a topic.

The camp staff may be organized into groups based on their assignments. The size and number of groups will vary according to the size of the staff. A leader for each group should be selected in advance. Staff should be provided with some leadership tips as well as an opportunity to share in the preparatory work.

The presenters should meet prior to the start of the staff training period to prepare themselves, to check on all details related to the project, and to make specific subject assignments.

It may be desirable to have the presenters arrive a day early for the opening of the pre-camp period.

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 are part of your presentation, prepare these in advance, and have them on site.
- Finally, rehearse your presentation.

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 staff members they will want to write it down.
- Use costumes and props. Tell brief stories.
- Involve the audience as flip chart recorders, in stunts and activities.
- Use humor when appropriate.
- Short personal stories can often make a person more believable. Use them when appropriate but sparingly.

Duty Assignments

With the cooperation of area directors, the camp director may assign such duties as may be necessary for the efficient functioning of the staff training and the opening of the camp.

- The program areas or sessions will be divided into groups.
- A daily program group will be responsible for grace at meals, song leading, the big idea for the day, flag raising and lowering, etc.
- A daily service group will be assigned to prepare training rooms/areas, build campfires when needed, etc.
- Camp tasks related to the opening of camp should be assigned to the program area with that area of staff responsibility. Everyone may have to pitch in on some major projects.

Rotation of assignments should be worked out at a key staff meeting prior to the first day of staff training.

Flexibility

The key word in a staff training program, just as it must be in camp program, is FLEXIBILITY.

With the agreement of area directors and the approval of the camp director, alterations may be made in scheduling as well as in subjects added or deleted according to the needs of the camp staff members.

Why are you here – Purpose of our camp?

Time allotted (recommended): 45-60 Minutes (recommend this be done early in staff training)

Related NCAP Standards: NONE

Lesson objectives: At the end of the session staff members will be able to

- Describe what “Scouting” is.
- Understand the purpose of the Camp Staff.
- State staff responsibilities.
- Describe qualities of an effective staff member.
- Explain why they chose to serve on the Camp Staff.

Materials:

- Flip charts and markers or computer/projection equipment.
- Digital or Printed copy of the Camp Organization Chart to display.

EXPLAIN

Instructor Note: *This session is heavily based in lecture and will benefit from encouraging staff participation. Ask questions to encourage participation and gauge understanding throughout the session. Start the session with an energetic introduction. This is an opportunity to model and engage in the “fun” of Scouting. A camp song could be a good start to this session.*

What is Scouting?

- **ASK:** What is “Scouting”? (*accept answers from the group and write them down on a flip chart*)
- **SAY:** The Vision Statement of the Boy Scouts of America is to “prepare all eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law” (*Show a slide or write out the Scout Oath and Law*)
- Tell the group that this vision is central to the way camp operates. Together with the Aims and Methods of the program the camp will help further the mission and vision of the BSA.
- Ask each person to think of a way they can help further the vision of the Boy Scouts of America while they serve on the camp staff.

Why a Camp Staff?

- Every troop in camp must have a program of fun and adventure with value to every participating Scout. To accomplish this objective, the staff works in several fields of leadership:
 - Helping train Troop leaders to make their programs fun and effective.
 - Counseling Troop leaders for a complete understanding of the purpose of camping.
 - Counseling with Troop leaders to make the patrol method work.
 - Providing instruction in all areas of camp program.
 - Helping every Scout, by example and through personal effort, to have a happy, memorable, and worthwhile camp experience.

- Remember the goal of BSA camping and the camp staff, is to assist every troop in having a fun-filled and rewarding experience in Scouting by assisting the adult leadership of those troops attending camp. To accomplish this will require the full talents and dedication of every staff member beyond the written requirements of the job, which at best can only consist of an outline of their duties.

Staff Responsibilities

- The staff's first and greatest responsibility is to partner with the Scoutmaster to accomplish what they would like to accomplish while the Troop is in camp. Scoutmasters have unique insights into the goals of each Scout, as well as their talents and areas for improvement. Scoutmasters remain in full charge of their Troop. One of the main objectives of any camp is to build strong Troops by having Scouts operate through their regular patrols. The patrol method is the only Scout method.
- The staff members are actively advancing the welfare and training of Troops, collaborating closely with them to meet their program desires and needs, while diligently fulfilling their own job responsibilities to the best of their ability.
- Promote all activity: working (group service projects or patrol/unit duty rosters), eating (e.g. Patrol Cooking/Family Dining), advancement, games (e.g. Teamwork based small group games), etc., in Troops by patrols.
- The program in camp under the leadership of the Troop and program staff needs facilities; equipment; commissary or dining hall operation; business administration; health, safety, and sanitation services; and maintenance. Staff members who perform these services are vitally important to camp success. The qualifications and functions of staff members are explained further in staff training.
- **ASK:** What are some examples of responsibilities you might fulfill while working at camp? (*seek responses*)

Staff Qualities

- Each staff member should demonstrate basic qualities and live by the highest Scouting standards. They must show evidence of their acceptance of the Scout Oath and Scout Law as guiding principles in their daily life. They must practice good sportsmanship, play the game, and be consistently resourceful at times of special need. They set a good example by wearing the Scout uniform, maintaining a positive attitude, and exhibiting clean habits and speech.
- **ASK:** What are some qualities you think of in a successful member of the camp staff? (*Seek responses from the group and record them on a flip chart to post in the training area. Prompt responses by listing headers including Personal Qualities, Physical Qualities, Administrative Qualities, Leadership Qualities, and General Qualities*)
- If time does not permit interactive discussion, utilize a pre-filled chart of qualities.
- **Mental Qualities**
 - Imagination
 - Good judgment
 - Open-mindedness
 - Alertness

- **Physical Qualities**
 - Good health
 - Appropriate appearance (including proper hygiene and uniforming)
 - Vigorous performance
- **Administrative Qualities**
 - Masters details
 - Keeps accurate records
 - Deals calmly with problems
 - Counsels with Scouts and leaders
 - Delegates responsibility
 - Works within the budget
 - Inspires confidence
- **Leadership Qualities**
 - Sets good example
 - Enthusiasm
 - Magnetism
 - Wins the respect of others
 - Positive attitude
 - Maintains discipline
 - Inspires good performance by others
- **General Qualities**
 - Competent and practical camper
 - Friendly and companionable
 - Develops teamwork
 - Knowledgeable of safety rules
 - Knows first aid thoroughly
 - Promotes fun in activities
 - Supports troop leadership
 - A good Scout

DEMONSTRATE

SAY: I hope we can now all answer the question “why you are here?”. You understand that camp is an important part of any Troops yearly program. We hope you are beginning to understand the part you play in making camp a success for every Scout. Now I would like you to think about the reasons you are here. Do you remember that one camp counselor who made a difference for you? Do you remember the skills you learned at camp?

- *(OPTION: tell your story of how you became a staff member)*

GUIDE

- We are going to take a couple minutes to discuss just why you chose to be here!

ACTIVITY: Split the group into smaller groups of 4 to 8 people. Scale this activity to the size of the staff. Some camp staff teams may choose to do this as one large group. Ask each person to reflect on what brought them to camp and what they want to accomplish while they are here. Ask each person to share with their group.

Discussion: After each person has had a chance to share ask the groups to come back together to wrap up the activity. Ask each group to share some common reasons individuals came to camp this year, or common goals that were brought up (write these down as they are shared so they can be posted in the training areas or other prominent location). Discuss as a group, common themes brought up by multiple small groups. Remind staff that although we come from different backgrounds, we are all here for the common goals of Scouting. Personal development is also a common topic in this discussion.

ADDITIONAL ACTIVITY:

Split camp staff into 5 groups. Had each group a piece of flip chart paper.

Group 1: What expectations do your campers have of you?

Group 2: What expectations do your co-workers have of you?

Group 3: What expectations do your cabinmates/tentmates have of you?

Group 4: What expectations do your campers parents have of you?

Group 5: What expectations does your Area Director or Manager have of you?

Give each group 10 minutes to discuss and write down answers. Share as a group.

ADDITIONAL ACTIVITY 2:

In same groups as above. Flip piece of paper over, draw a line down the middle.

Left side of paper: Write down every activity a Scout will do while they attend summer camp (give 5 minutes to complete)

Right side of paper: Write every benefit out of going to camp (give additional 5 minutes to complete (Must have the same amount of activities and benefits)

Have staff then draw a one line connecting an activity to benefit. Each activity only gets ONE benefit

Discuss as a group. Discuss that different activities have different benefits, some benefits could go to multiple activities. Are some activities forgotten about?

ENABLE

- You are here to aid the Troop and to provide the camp facilities and programs. These include equipment, the instruction, or both, depending upon the Scoutmaster's needs. You do not take over the program but supplement it to the best of your ability. If you follow this principle, the camp will fulfill the basic aim of Scouting and be successful.
- Ask each staff member to write down why they are at camp or personal goals, and to reflect on that over the course of the season. Remind them that running a camp is a team sport, and they must support each other throughout the season if the camp is going to be successful.

Have differentiation strategies been incorporated into the plan?

- Consider short breaks in the middle of long lecture base session. These are often described as a “brain break” and can be as simple as a short game, or discussion point unrelated to the topic of the session.
- Engage with the audience often and ask questions to prompt responses as needed.
- Do not require all members of the group to share if they are uncomfortable. Ask them to write down their thoughts instead.

The First Day

The First Day session is broken into two parts. The first is an exploratory tour of the camp with a review of program areas. The second is a stop at a typical campsite to discuss the purpose of the campsite in BSA camping. Both plans are listed here as they should be completed together during the tour. The campsite and its purpose should be a part of the overall tour, with a focus on the “Heart of the Campsite” information below.

This staff tour should model the camper tour that your staff will be giving upon arrival at camp. Where possible area directors may be called upon to share information about their program area. It is important that the area directors are included in the tour and simply interject when the tour arrives in that area. They should be a part of the staff and not “set apart” or allowed to miss the tour to be at their location when the tour arrives. The tour gives a chance for the staff to get to know one another while on the tour.

To be conducted by camp leadership – Camp Director, Program Director or senior staff member who can model an excellent camp tour.

OPTIONAL: *Include the medical check of staff and swim classification check as a part of the tour.*

Title / Subject: The Exploratory Tour (PART 1)

Time allotted (recommended): Up to 3 hours depending on camp size (including part 2)

Related NCAP Standards: PD series and PS series will be discussed.

Lesson objectives:

- Explain the importance of an exploration tour for campers.
- Take a camp tour and learn the parts of the tour for our camp.

Materials:

- Camp map for each staff member.
- Reminder to bring water and wear appropriate clothing for the tour.

EXPLAIN

- Gather the camp staff and explain that we are going to take a tour of camp.
- Explain that this is the tour that each staff member may be called upon to conduct for units coming to camp.
- Ensure staff have appropriate clothing and filled water bottle prior to departure.

ASK: Why do we do a tour of camp with campers? (*seek response but aim for the following*):

- To get them familiar with camp.
- Introduce them to program areas.
- Allow them to meet the staff.
- Build anticipation of the week ahead.
- Motivate them to explore all camp has to offer.

SAY: The first impression of camp can make or break our camp week. When campers arrive on day one, they will have the opportunity to take a camp tour to learn where everything is and understand how camp “works”. We are going to take a tour today. This is a model of the tour we want you to give to the units you are assigned. If everyone has their water and is ready, “let’s go”.

DEMONSTRATE

- While on the tour stop at the following areas (*based on the camp*).
- Conduct this tour as if the staff are a unit who have just arrived at camp for the week.
- **Optional** – At each area, have the area director tell a bit about the area, explain the activities that happen there and any special programs or safety concerns that may be appropriate for this area.
- Areas to visit could include (suggested topics):
 - Administration building
 - Dining hall – explain the dining hall process of camp including serving, cleanup etc.
 - Health Lodge – Explain the procedures for medical reporting and replacement of items in the first aid kits.
 - Trading post – Explain staff purchasing for personal as well as camp use.
 - Aquatics – Explain how to enter and exit the facility and safety procedures at the area.
 - Range and Target areas – Explain how to enter and exit the facility and safety procedures at the area.
 - COPE or Climbing areas - Explain how to enter and exit the facility and safety procedures at the area.
 - Outdoor skills
 - Ecology
 - Handicrafts
 - First year camper program area
 - Parade field/assembly area
 - Campfire area
 - *Others for your camp?*
- At each stop share hours of operation, the merit badges or special programs offered at that area and any special safety concerns or camp rules for that area.

GUIDE

- This tour is the “dress rehearsal” for the camper tours. Model the behavior and experience that the staff should provide to campers.
- Allow staff to “step outside” the tour to talk about items that are specific to staff and not campers. (ex. how a lost bather drill happens at the waterfront, how staff respond with a medical emergency)

ENABLE

- During the tour seek responses from staff on “what does a camper need to know at this area?”
- Ensure staff understand the hours of operation, rules of the areas and any safety concerns of the area.
- Use this as an opportunity to evaluate the camp readiness and speak to expectations for each area.

NOTE: Understand the limitations of some staff on the tour.

The Heart of the Campsite (The First Day Part 2)

Time allotted (recommended): During the tour. 10-15 minutes for this session.

Related NCAP Standards (if applicable): NONE

Lesson objectives:

- Describe the physical features of a typical campsite.
- Describe the program features of a typical campsite.
- Explain under whose supervision the campsite program is conducted.

Materials:

- This training should take place in a campsite.

EXPLAIN

- The campsite is where Scouting really happens in camp.
- It is the center of Scout's activity.
- It is the home for the camp session.
- It is an environment to be among friends and leaders during the busy day.
- The Unit leadership is responsible for what happens at the campsite.

DEMONSTRATE

- Show the different physical features of the campsite:
 - Tents/Living arrangements
 - Fire ring
 - Table/shelter/patrol areas
 - *Others?*
- **ASK:** Why are these physical things in a campsite important? (*seek responses*):
 - Make the space more like a "home" for the time at camp.

GUIDE

- **ASK:** How do these physical items help develop program in the campsite?
 - Two-camper tents have a program reason. They develop fellowship, a team feeling, and use of the buddy system.
 - Woods tools are at hand for use and practice.
 - The table and dining area provide a center for meals, patrol meetings, and Individual activities.
 - The bulletin board features a patrol duty roster and unit fireguard plan. Other items of general interest can be posted as needed.
 - Fire tools are readily available, and each camper understands their responsibilities in case of fire or other emergency.
 - The U.S. flag is displayed to instill patriotism and provide for troop and/or pack Flag ceremonies.
 - The campfire area is available for fun, fellowship, and inspiration.
 - A cooking area may be set up for practical food preparation.
 - Describe the ax yard and point out the safety features that are involved (sheath axes; ax yard fenced or marked; chopping blocks; wood sorted and stacked neatly).

ENABLE

Share the following if they have not already come up in the discussion:

- The campsite is the heart of the Long-Term camp.
- A well-designed and well-equipped campsite can provide most of the program opportunities Scouts enjoy in camp.
- Programs and campsites are different for each Scouts BSA troop based on their need and troop plan.
- Central areas provide specialized equipment and facilities (large-scale pioneering projects, waterfront, swimming pool, rifle range, archery range, orienteering trails, and more).
- The responsibility for the program rests with the unit leader. Wherever practical, Scouts BSA members delegate this responsibility to the senior patrol leader, patrol leaders, and members of the patrol leaders' council.
- **Remember it is the Scoutmaster's unit**, and the unit leader is responsible for carrying out the program that has been developed with Scout involvement.
- The program commissioner is available to the adult and youth leadership to support and enrich the unit's program. The program commissioner never assumes the leadership of a unit, but always works through the unit's youth and adult leaders.

SAY: A Scout comes to camp to go camping. The campsite is home—the heart of the program—and here is where the focus of camp activities and program must center.

Have differentiation strategies been incorporated into the plan?

- Discussion and demonstration of parts of the campsite.

The Makings of a Great Staff Member

Time allotted (recommended): 75-90 minutes

Related NCAP Standards: SQ-401

Lesson objectives:

- Review council's Camp Staff Handbook and tell why it is important to read and understand.
- Tell what is expected of the camp staff member daily.
- Describe what staff members may expect from camp.
- Describe what this camp expects of campers.
- Explain what makes a camp successful.
- Explain where I fit in on the Camp Organizational Chart and whom to contact when I have a question or concern.
- Understand how to take care of yourself at camp.
- Explain relationships in camp.
- Understand the camp etiquette in the staff areas.

Materials:

- Copies of the council's Camp Staff Handbook for each staff member. *(may be distributed previously)*
- Copy of the Camp Organizational chart for each staff member. *(or display to the group)*
- Copy of the Scouter Code of Conduct for each staff member to review *(see Guide to Safe Scouting)*.
- Prepare several staff members to explain about their first experiences on staff in year one. They will be used in a panel discussion. *(Select staff who can speak about trying to fit in, how it was to be new to Scouting, and how it was to have their first job.) Staff should be prepared to answer questions listed in the section below. Ensure that there is a diverse population of staff between camp experience, gender, and age etc. The goal is that each staff member in the audience can relate to at least one of the staff members on the panel.*

This session is broken into several numbered mini sessions that can each be facilitated by a different staff member. While the sections are numbered, camp leadership can determine the order that is most appropriate for their camp. The Camp Director should consider leading the introduction and sections about the camp staff expectation and the council's Camp Staff Handbook. Using several staff members to facilitate this session allows for multiple staff to show leadership and builds the camp team.

Introduction

Explain the following:

- Each staff member is a representative of the Boy Scouts of America, the local council, and the camp.
- Camp is a "real job", and each staff member is a camp staff member even if they do not receive a paycheck.
- The camp and council expect each staff member to conduct themselves professionally in their interactions with each other and with the campers who attend.

- Explain that in this session we are going to talk about how best to be a success at camp and as a camp staff member.

1. Explain and Review the Camp Staff Manual

- **Explain:** Start by explaining the purpose and importance of the camp staff manual in ensuring smooth camp operations, safety, and professionalism. Explain that the camp staff manual is the reference for staff when they have a question about a policy at camp. (*Ensure each staff member has a copy of the camp staff manual*)
- **Demonstrate:** Provide examples of situations where following the manual is crucial and how it contributes to the overall success of the camp.
 - Discuss situations that may warrant a staff member being asked to leave or being sent home.
 - Discuss the procedures to follow youth protection and any additional considerations regarding sleeping quarters, restrooms, or shower facilities.
- **Guide:** Divide staff members into small groups and assign each group a remaining section of the manual. Guide them to review their assigned section and prepare a brief overview for the rest of the staff to explain their section.
- **Enable:** Encourage groups to create short presentations highlighting the importance of their assigned sections. Provide support and feedback as needed to ensure accurate understanding and effective communication. Have staff groups present their assigned section and lead the discussion about that portion of the guide.

Review any additional **Expectations for Camp Staff** from the camp staff guide discussion.

- *Distribute the "Scouter Code of Conduct" to each Staff member and review.*
- Explain that the Scouter Code of Conduct must be followed during camp and during interactions with campers.
- Describe compensation, time-off policies, and any staff related recognitions or perks.
- Stress professionalism, punctuality, and dedication.
- Address any questions or concerns regarding staff expectations.

2. Introduction to Camp Staffing for Non-Scout New Hires

- **Explain:** Explain that for many in the room this may be their first job and for others this may be their first exposure to Scout camping. Explain that we are going to take the next few minutes to talk about both of these scenarios. Explain that each of us has had these same experiences and that we are going to have a panel discussion with some staff members who have been there. Some recently and others who are veterans on the staff.
- **Demonstrate:** Invite the three or four preselected staff members to join a panel.

- **Guide:** Act as a moderator for a panel discussion with these staff using several of the following questions to guide the discussion (*add additional camp specific questions as desired*).
 - When was your first year on camp staff? What made you want to come back?
 - What do you wish you had known about camp life in your first year?
 - What did it feel like to get your first paycheck?
 - Who helped you learn about the BSA uniform and how to wear it correctly?
 - What can we do around here at camp on our time off?
 - What can we do around town during our time off?
 - How do you get up in the morning?
 - What tip would you give for getting the best shower time/location?
 - What is/was your favorite camp meal here?
 - What do you do when you don't want to eat the food in the dining hall?
 - What did you do when the first Scout asked you to sign off on a merit badge if they paid you?
 - How do you handle it when a Scout in a merit badge session is older than you?
 - How do you take care of yourself when the days and weeks get long?
 - Tell us about a time when you had a disagreement with a staff member? How did you go about resolving it?
 - Describe a typical day in the life of a staff member.
- **Enable:** Encourage staff to seek out one or more of these staff members for further conversation if they have additional questions. Thank the staff members for being BRAVE and HELPFUL in this session.

3. Expectations for Campers

Explain that Campers are the guests, and that camp staff are in the customer service business.

- Explain the camp's code of conduct for campers. (*This may be stated in the Camp leader's guide*)
- Explain that each camp staff member should be expected to be treated with respect and that no camper (youth or adult) may treat staff poorly.
 - Explain how to deescalate the situation, and how to/the importance of report the incident.
- Emphasize respect for rules, fellow campers, and staff members.
- Discuss the importance of creating a positive and inclusive camp environment.

4. Understanding the Camp Organizational Chart

- Present the camp's organizational structure. (*consider starting at the "bottom" of the structure to emphasize that the structure at the top is there to support those listed "below"*)
- Explain that while there is an organizational chart there is no job that is more important than another.
- Clarify staff members' roles and reporting lines.
- Provide contact information for relevant supervisors or area directors.
- Explain that often staff may be asked to help and support staff in different areas of camp.
- Explain that we are all members of the <<INSERT CAMP NAME HERE>> staff and not simply members of a specific area in camp.

5. Self-Care at Camp (Note: there is another training session about mental health at camp, this should be a short discussion not to take away from that module)

- Discuss the importance of physical and mental well-being.
- Provide tips for managing stress, staying hydrated, and getting enough rest.
- Encourage staff to seek support when needed.
- Lead a brief mindfulness or relaxation exercise to demonstrate simple self-care techniques.

6. Relationships in Camp

- Highlight the importance of professional conduct.
- Discuss building positive relationships with other camp staff and campers.
- Explain the camp policy on interpersonal relationships.
- Explain the importance of keeping a professional relationship with campers.
- Explain the camp social media policy and contacting staff and campers prior to and post camp.
- Explain there is no sexual activity in the BSA and how this is a barrier to abuse in Scouting.
- Address conflicts or concerns respectfully and promptly.

ACTIVITY: Break staff into groups. Propose the following scenarios and ask staff to discuss how they would approach each situation. Have each group report back on their solution.

1. Two staff members begin having feelings for each other during the camp season. They are interested in building a relationship.
2. A camper sends you a request to connect with them on a social media channel.
3. An adult leader is making rude comments to one of the staff in your area.
4. Two staff members who were dating when camp began have broken up and have just been assigned to work in the same program area this week.

7. Camp Etiquette in Staff Areas

- Review expectations for behavior in staff-only areas.
- Emphasize cleanliness, respect for personal space, and adherence to camp policies.
- Encourage a supportive and collaborative staff culture.
- Explain camp policies about personal hygiene.
- Explain camp policies for how to approach staff who are not following these policies.

ACTIVITY: Create a "Camp Etiquette Charter" as a group. Provide a large sheet of paper or a whiteboard and ask staff members to brainstorm and list key etiquette rules and expectations for staff-only areas. Encourage creativity and collaboration in generating ideas. Once completed, display the charter prominently in staff areas as a visual reminder of agreed-upon etiquette standards.

Have differentiation strategies been incorporated into the plan?

- Group discussion.
- Break out groups.
- Panel discussion.

Special Roles on Staff

Time allotted (recommended): 60 min. It is recommended to host this session early in the staff training period.

Related NCAP Standards: SQ-412, RP-455, RP-459

Lesson objectives:

- Understand the role of staff who are not trained at National Camping School, including the Camp Commissioner, Chaplain, Horse or Stock Program Director, ATV Director, Food service supervisor and staff, MESH director, OA Camp Representative.
- Youth staff will become familiar with their adult supervision.
- Adult supervisors meet with staff in their charge.
- Define the CIT program and understand the role of a CIT.

Materials: NONE

EXPLAIN

- The Boy Scouts of America use National Camping School as the training ground for camp leaders.
- Not all positions of leadership or positions at camp have a National Camping School equivalent.
- All jobs in camp are important and each one of the staff was hired for a purpose.
- It is important to understand each other's role on the camp staff.

DEMONSTRATE

- Describe each of the following positions in your camp by having the lead in that role explain their duties and responsibility of the role.
- Additional positions may be added here and discussed based on the camp need and camp structure.
- **Camp Commissioner**
 - Member of the Key 4 leadership of camp along with the Camp Director, Program Director, and Camp Ranger.
 - Acts as a liaison between the units and the camp management.
 - 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.
 - *Additional duties assigned based on your camp.*

- **Chaplain**
 - Serve to meet the needs of the campers.
 - Can be called upon for support.
 - Offer Scout's Own or other chapel services throughout the camp session.
 - Counseling for campers and staff.
 - A listening ear for problem solving.
 - *Additional duties assigned based on your camp.*
- **Horse or Stock Program Director**
 - Manage the horse programs of the camp.
 - Explain staff usage of horse or other stock.
 - *Additional duties assigned based on your camp.*
- **ATV Director**
 - Manages the ATV program of camp.
 - Responsible for safety of participants.
 - Responsible for equipment.
 - Explain the program guidelines and how staff may be a part of the program (if allowed).
 - *Additional duties assigned based on your camp.*
- **Food service supervisor and staff**
 - Ensure all staff and participants have enough healthy food during their stay.
 - Ensure all food safety practices are met when cooking and serving food and during the cleanup process.
 - Explain inventory controls of food and impacts on budget of camp.
 - Explain dining services and clean up procedures.
 - Explain process for special dietary needs and how to communicate.
 - Explain kitchen access for staff.
 - *Additional duties assigned based on your camp.*
- **MESH Director**
 - Support for Mental, Emotional and Social Health of Campers and Staff.
 - Listening ear for support of staff.
 - Aid in times of mental health crisis.
 - *Additional duties assigned based on your camp.*
- **OA Camp Representative**
 - Explain the Order of the Arrow in camp.
 - Manage OA programs of Camp.
 - Manage OA trading post (if applicable)
 - Manage local council OA related ceremonies.
 - May coordinate service work around camp.
 - *Additional duties assigned based on your camp.*
- **Provisional Scoutmaster(s)**
 - Oversee campers who are participating at camp without their home unit.
 - Oversee the program for provisional Scouts.
 - Manage provisional Scout schedules.
 - Manage provisional Scout discipline.

- Act as two deep leadership for provisional Scouts.
- *Additional duties assigned based on your camp.*
- **Other Camp Specific to highlight here** (*Special program staff, Office manager etc.*)

GUIDE

Another group who often gets overlooked is the Counselor in Training Staff or CIT.

ASK: What is a CIT? (*Take this time to explain the camp CIT program*)

- 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.
- 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.
- 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.
- Explain labor laws and hours worked.
 - Explain the tracking for your staff of hours and appropriate sign in/sign out procedures.
 - Explain how to determine when younger staff and CIT are working vs participating (consider having CIT take off the staff shirt when not working)
 - Explain the importance of not asking a CIT to work during time off.

ASK: What is their role?

- They are in the area to learn what it is like to be a Camp Staff member.
- CIT are **NOT** there to do a job that others don't want to do.
- CIT **cannot** teach a merit badge session on their own and may only assist someone else.
- Work on advancement opportunities while working in the area.

ASK: Who oversees them? (*Share the Staff member that oversees this area and have them share about the plan for CIT in your camp*).

ENABLE

- Have all youth staff stand (if able).
- Have all adult supervisors stand (if able).
- Give time for youth staff and adult supervisors to meet, get to know one another and set expectations for their interactions. This could include a discussion about curfews, off duty times etc. for the camp. (*Consider using initiative "getting to know you" games if appropriate.*)
- Camp directors should meet with adult supervisors prior to camp to set these expectations.
- If the camp and program director are serving in this role, this is the appropriate time to explain these camp policies.
- Other adult staff who are not actively serving as adult supervisors (including staff 18-20 years old) should be assigned to a group as a mentor to younger staff.

SAY: Every member of the staff is important. You learned about several staff during our camp tour. These additional staff members each serve a role in helping the camp be successful. It is important to understand how your job and role impacts the overall camp operation.

OPTIONAL ACTIVITY: Staff Bingo

- Create bingo cards for staff to complete to get to know each other.
- These cards should have several qualities that represent multiple staff members. (i.e. Eagle Scout, worked at camp for more than two years, new to camp, been to a BSA High Adventure Base or Jamboree, etc.)
- Pass out the cards to each staff member.

Staff should network and seek other staff who meet these qualities to form “BINGO” on the card.

Have differentiation strategies been incorporated into the plan?

- Discussion
- Breakout groups

Effective Teaching and the EDGE Method

Time allotted (recommended): 90 Minutes

Related NCAP Standards: PD-101, PD-102, PD-103, PD-104, PD-106, PD-110, RP-155, RP-156

Lesson objectives:

- Identify theories of effective teaching.
- Demonstrate ways to engage Scouts in effective learning experiences.
- Explain how understanding the learner impacts the teaching and learning cycles.
- Demonstrate the EDGE Method to teach skills and concepts.

Materials:

- Flip Chart/Sticky Pad
- Flip Chart/Sticky Pad Markers
- Scout Handbooks (multiple)
- Pen/Pencils
- Paper for each staff member (for the airplane activity)

EXPLAIN

- Lead a discussion of teaching using the following questions:
- When do we teach?
 - We teach all the time. As camp staff counselors, we teach:
 - Merit Badge sessions
 - Instructions for Camp wide activities
 - Songs
 - Skits
 - Traditions
 - Scouting Principles
 - Training
 - Expectations while in camp
 - Knots, Skills, and other Outdoor related things.
- Who do we teach?
 - Staff
 - Scouts
 - Adult Leaders
 - Parents and visitors
 - Other directors
 - Yourself

In your interactions with these different groups of people, everyone you teach thinks differently and learns differently.

- How do we teach?
 - We teach using the Boy Scouts of America’s preferred teaching method, the EDGE method.
 - Explain
 - Demonstrate
 - Guide
 - Enable
 - Another way to think about the EDGE method is in the format: I Do, We Do, You Do.
 - Using the EDGE method allows the instructor to focus on the strategies of learning and the importance of self-practice and empowerment.
 - This method aligns directly with our Scouting Aims and Methods. The lesson today is going to utilize the EDGE method.
 - Each staff member will also have opportunities to practice the EDGE method.
- To effectively teach and provide high-quality outdoor learning experiences requires focus on three primary principles of teaching and learning.
 - Know the Scouts.
 - Know the Material.
 - Know how to make the teaching engaging.

DEMONSTRATE (SCENARIO 1 & DEBRIEF)

Ask 1 Area Director to volunteer during this presentation to teach one skill of choice. Make sure to plan this ahead of time to ensure this activity goes smoothly.

SAY: I am going to bring up _____ to help me demonstrate how we can effectively teach Scouts in our camp. _____ is going to present to us a skill of their choice.

Conduct activity. Make sure to spend no more than 5 minutes completing this task. (This skill could be tying a knot, putting on a harness, helmet or PFD correctly or some other simple skill) The purpose of the exercise is to showcase the principles above.

SAY: Thank you _____. That was a great job! Who can tell me what were actions that _____ demonstrated that modeled good teaching? *(Seek Responses but aim for three principles covered above.)*

- Thank you for sharing! Let’s explain a few more things to help us understand the teaching and learning cycle a little more.

ASK: What are the three primary principles of good teaching and learning in our camp?

- Know the Scouts.
- Know the material.
- Know how to make the teaching engaging.

EXPLAIN

1. Know the Scouts.

- Knowing the Scouts is important, both from a personal standpoint and from a programmatic standpoint.
- Scouts come from a variety of different backgrounds and experiences.
- Their interests are wide and deep in a plethora of different things.
- What brings this diversity together in our camp is our Scouting principles.
- Here are a few trends regarding the generations of Scouts coming into camp. (Generation Z & Generation Alpha) (*American Bureau of Labor Statistics, 2024*).
 - Generation Z was born between the years 1997 and 2012. Generation Alpha was born between the years of 2010 and 2025.
 - Both generations were born into a world with smartphones and social media everywhere.
 - Both generations are likely to value individuality and independence more than any other generation.
 - Generation Z has yet to experience economic challenges, while Generation Alpha has experienced an economic crisis and student debt crisis.
 - Both generations are more skeptical and less trusting of traditional institutions, including schools, governments, and the news.
 - Both generations value family, friends, equality, diversity, and happiness over any other value.
 - Over 84% of American students in Generation Z and Generation Alpha use technology in their classrooms.
 - 65% of Generational Alpha are not proficient in Reading.
 - The average attention span to get the interest of a member of Generation Z or a member of Generation Alpha is 32 seconds.
- It is important to present or teach, using this knowledge to connect with the Scouts.
- You cannot teach an unengaged Scout, no matter how hard you try.
- Connecting with Scouts' interests, experiences, and abilities are important.
- Knowing the Scouts also means understanding any special needs that they may have.
- Almost 15%-20% of every learner group has an intellectual special need. This includes things like ADHD, Autism, Speech-Language Impairment, differing Learning Cognition Processing Speeds, etc. It is important that our camps are prepared for a variety of physical and learning needs.

ASK: What is one way that we can know our Scouts? (*Seek Response*)

2. Know the Material.

ASK: How many of you have ever been to a restaurant and you are excited about trying something on the menu? You get ready to order it and then the waiter tells you that they don't serve that menu item any longer. How would you feel. (*Seek Responses*) Scouts feel the same way when we do not prepare for our teaching.

They are excited to come to camp and to learn the cool merit badge or activity that they signed up for. What is the Scout Motto again? (*Be Prepared*) We need to prepare ahead of time. What do we prepare:

- The actual content of what we are teaching.
- Materials we will need.
- The seating arrangements and the layout of the room.
- The activities we will do to learn whatever we are supposed to do.
- The time needed to teach and practice the skills we are learning.
- Yourself. No one wants to learn from a crabby teacher...
- **Knowing your material:**
 - Helps the Scouts respect that you know what you are talking about.
 - Helps the Scouts to respect you as a person and an instructor.
 - Helps to make the session more passionate and interesting.
 - Helps you to be more confident.
 - Helps you to connect real world experiences to what you are teaching.
- **Do not deny good Scouts the chance to learn, because you want to be a bad teacher! Plan your lessons:**
 - What are the objectives for today?
 - What does our syllabus say we need to cover?
 - How will we cover the objectives?
 - How will we know when the Scouts have earned the requirement we need to cover?
 - What materials will we need?
 - How much time should we spend?

3. Know how to Make the Teaching Engaging!

- Everyone learns differently.
- Use several different methods of teaching to be most effective:
 - **Multimodality Learning Styles (Ways we learn things differently based on our senses)** – There are three different major modes that we learn by:
 - **Visual Learning** (40% of the World) – learns by what they see. Loves pictures, maps, demonstrations, graphs, charts, readings, etc.
 - **Auditorial Learning** (20-30% of the Word) – learns by what they hear. Loves stories, songs, sayings, parables, rhymes, etc.
 - **Kinesthetic Learning** (30-40% of the World) – learns by what they feel or connect through body movement. Loves games, demonstrations, hands-on projects, panoramas, art, etc.
 - **Multiple Intelligences Learning Style (Ways we learn things differently based on our interests)**
 - **Naturalistic** – loves being outdoors.
 - **Musical** – Loves being able to produce and analyze pitch, rhythm, and sound.
 - **Logical-mathematical** – loves problem solving in analytical and methodical methods.
 - **Existential** – Loves being able to reflect in deep and critical questions about the broader human experience.

- **Interpersonal** – Loves being able to learn the intentions, moods, and desires of others.
- **Verbal-Linguistic** – loves language. Typically, a fan of reading and speaking.
- **Bodily-Kinesthetic** – love movement and play in free spaces.
- **Intrapersonal** – Loves being able to fully understand oneself and to regulate their own life and emotions.
- **Spatial** – Loves visual aids, arts, and crafts.

ASK: How can we create engaging learning experiences in our camp? (*Seek Response*)

- Some final points to help develop engaging teaching strategies:
 - Make sure to be yourself!
 - Everything needs to be safe.
 - Be creative. The best teachers are the most creative!
 - Scouts are kids at heart! Have fun!

GUIDE

- Discuss each step of the EDGE method and its purpose
 - Explain – Get their attention, Gain their interest, Tell them about it
 - Demonstrate – show them how
 - Guide – have them try it
 - Enable – have them do it, Ask them questions, Review and summarize

SAY: The BSA teaches using the EDGE method. We are going to do a brief demonstration of teaching using the EDGE method with something that you may be familiar with. As we go through this demonstration, I would like you to yell out when you notice each step of the process. Let's begin.

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? (This is the EXPLAIN section of EDGE).

*Lead the staff 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 and showing each step.*

Remind staff that the demonstration is not about the airplane but about noticing the steps and being able to understand how each step is used.

Remind staff to yell out when they recognize you move from one step to the next. Remind staff that they should use this as a guide to develop 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.

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?

ACTIVITY: Staff will now have the opportunity to practice teaching using the EDGE method. In the same way as above, encourage staff to call out when their instructor is using each step. This reinforces the principles of EDGE and helps staff to understand how each session or instructional time should incorporate this technique.

SAY: Now it is your turn. I would like each program area to get together. You will then elect one person to become the instructor. The others will learn from the instructor. You will be teaching how to say the Scout Law correctly to the other staff in your program area. As you are learning, call out when your instructor uses each point of EDGE. You will have 5 minutes to teach the skill. Then we will debrief.

When the Activity has been completed after 5 minutes, regain the group's attention. For example, the use of the Scout sign is a simple, but effective way of showing your staff how to maintain control of the group.

SAY: Now we will debrief as a whole group. I would like each program area to appoint a spokesperson for their group. I will ask you three questions as we debrief together.

- What is something new that you learned today from your group instructor's teaching?
- What were strategies that your group's instructor did well during their teaching?
- What were strategies that could have been used to help improve your group instructor's teaching?

GUIDE

ACTIVITY (if time): repeat the activity above (staff teaching) with a new instructor. The skill being taught is CRP. Again encourage staff to call out as the separate steps in EDGE are used and again debrief with the questions above.

For this group activity make sure to give the directions carefully and slowly for your staff. You will observe each group and listen to the teaching. You will then lead a debrief at the end of the activity for the whole group.

ENABLE

(INDIVIDUAL PRACTICE)

SAY: Now that we have practiced as a group, I would like for you to create a learning experience for our Scouts. Using your assigned program area, work with your area director to create a session for a merit badge, camp-wide activity, skills session, etc. for you to offer during camp. Remember all the components of effective teaching and learning that we discussed today. You will follow back up with your area director at the end of our time together today.

Have differentiation strategies been incorporated into the plan?

- Whole Group, Small Group, and Individual Conversation Aides.
- The module can be printed and given to staff members with learning special needs.
- Role-play scenarios and practices have been embedded into this training for optimized learning.
- This module can be presented with audio/visual capable technology to allow for staff members to be able to hear this presentation with ease if they are low at hearing.
- Check for Understanding questions have been added into this module to allow for whole group, small group, and individualized objective monitoring.

Managing Camp Inventory

Time allotted (recommended): 60 Minutes

Related NCAP Standards: PS-203, PS -206, AO-806, RP-855

Lesson objectives:

- State the importance of inventory control.
- Explain the camp procedure for maintaining inventory control.
- Tell how inventory control makes staff, leaders, and campers more responsible for proper use and maintenance of equipment and supplies.
- Understand how to order and receive equipment.
- Explain what to do with broken or damaged equipment.

Materials:

- Various items representing inventory (e.g. Snacks, small candies, program items).
- Labels or tags for the items.
- "Storage area" or bins for each group's inventory.
- Notebook or whiteboard to record items and inventory.
- Copy of ordering procedures for each staff member.
- Writing instruments and paper for each staff member.

EXPLAIN

- Discuss what inventory is and why it is important.
- Discuss how inventory affects the overall camp budget.
- Explain that effective inventory management involves keeping track of goods, maintaining optimal stock levels and minimizing waste and loss.
- Explain that the camp and council have an expectation of how program items are used and cared for.
- Explain camp checkout procedures for camp items.
- Explain camp ordering procedures for consumable items.
- Explain the camp procedures for pre camp and post camp inventory and reporting.
- Explain specific inventory controls for the trading post, quartermaster, and program specific items.
- Explain the process to requisition items from the trading post.
- Explain any staff privileges in the trading post. (i.e. not running a tab, staff discounts, etc.)

DEMONSTRATE

Explain that we are going to simulate a merit badge session and the use of materials for the session. The staff are getting ready for their session and are taking inventory of the items needed for the session.

- Divide the staff into small groups and provide them with a set of inventory materials from the list above (*Snacks, small candies, program items*). Distribute different items as inventory to each group. Assign a designated storage area for each group's inventory.

- Ask each group to take stock of their inventory. Have them record the quantity of each item, its condition, and any other relevant details. Encourage them to discuss the importance of accuracy in inventory tracking and how it affects decision-making.
- Staff should then store their items appropriately in the designated storage area.
- Use the camp inventory control system, if possible, to introduce how this happens at camp.
- **STOP** at this point (*once staff groups have “stored” their items*) and discuss the inventory for the groups.
 - Do you know how many “red candies” you have? (this may be important if you are teaching art MB and need to know about the color of paints)
 - Do you know what size apples you have? (this may be important at shooting sports or the waterfront to determine if you have the right sized equipment for Scouts)
 - Do you have enough snacks for each of the Scouts coming to the session? (do we have enough materials for the number of Scouts in the session)
 - Stress that it is not enough to only know how many of an item, but there needs to be much more detail.
- Once each group has completed the inventory continue with the scenario.

GUIDE

- Introduce a scenario where unexpected events occur.
 - A sudden increase in demand for certain items.
 - A delay in getting items requested.
 - More Scouts arrive at a session than were on the roster.
 - You arrive at the area and notice all the red candies were missing
- Ask each group to adjust their inventory accordingly, making decisions on what to reorder, what to prioritize, and how to handle excess or shortage.
- Discuss how to change the plan for the day until we receive the items needed.
- Explain timing or ordering and how to ensure items are in place when you need them. (i.e. don't wait until we put the last rifle target on the range before asking for more)

ENABLE

- Bring the groups together for a discussion about their experiences.
- Prompt them to reflect on the challenges they faced, the decisions they made, and the outcomes.
- Discuss the importance of factors like forecasting, ordering quantities, and storage efficiency in inventory management.
- Explain camp procedures for what to do with broken or damaged supplies.
- Explain that each staff member is responsible for the items in their areas and is responsible for proper care and maintenance of those items.
- Explain that, during a camp season, items may become damaged and broken. These items should be replaced and not used if they are not safe. Everyone is responsible for safety at camp, and no one is required to use items that are not safe. Replace broken or damaged items.
- Discuss why accurate inventory information may be needed beyond the season. (unit borrowing equipment, use at other council activities or camps, etc.)

Have differentiation strategies been incorporated into the plan?

- Discussion, Group Project, Hands-on Activity

Emergency Procedures & Crisis Management

Time allotted (recommended): 120 Minutes

Related NCAP Standards: FA-703, FA-705, AO-805, AO-807, AO-808

Lesson objectives:

- Identify types of emergencies that require a plan.
- Describe their role in responding to emergencies outlined in the Camp Emergency Procedures plan.
- Report and respond to emergencies within their area of responsibility.
- Understand and participate in the Incident Reporting process.
- Describe the mindset crucial to crisis management.

Materials:

- Flipchart and markers or computer and projections equipment.
- Copy of camp Emergency Procedures outlined in AO-805

Materials for Distribution:

- Unit Fireguard Chart
- Camp emergency plans as appropriate for the activities described.

EXPLAIN

SAY: The Scouts BSA motto is “Be Prepared”, and the true test of our preparedness is how well we respond in emergency situations.

- Explain that emergencies are unpredictable and vary in size and scope.
- Staff members must be prepared to respond to an emergency at any time.

DEMONSTRATE

Identify Emergencies That Could Occur:

Ask staff members to suggest different emergencies that could or are likely to occur in camp. Write these down on the flipchart. *(Seek response but aim for the following):*

- Lost or missing person
- Intruder or active shooter
- Extreme weather events
- Severe injury or fatality incident
- Fire
- Infectious disease/epidemic
- Youth Protection Incident
- Membership Infraction

See NCAP Standard AO-805 for a list of emergencies the camp should be prepared to respond to.

SAY: We are going to explore one of these emergencies that could happen at camp. Let's imagine that we had a severe thunderstorm come through camp. Lots of wind and lightning all around and hard rain for about 30 minutes.

Make sure to use an example of a camp wide emergency to the group from the list above.

SAY: Find a partner and you are going to have 2 minutes to decide what needs to happen in this emergency and how you should respond.

- *(Give 2-3 minutes).*
- As a large group, and ask a few staff members to share their thoughts on how they would respond to the emergency.
- Highlight differences in how staff say they would respond.

SAY: Notice how we all might respond a little bit differently? If we all know the plan, we can all work towards the same outcome. If we are all creating our own plans, we could be delaying critical actions or interventions that will begin to alleviate the effects of the emergency. It's imperative that we all understand the plans our camp has created, and our role in executing them.

Your Camp Emergency Procedures:

SAY: Now that we understand some of the emergencies that might occur in camp, let's discuss our camp's Emergency Procedures.

Share the plan for several emergencies or potential problems. Point out that it has been shared with local authorities (fire, police, hospital, civil emergency preparedness, and others).

Spend time to ensure that each staff member understands their role in responding to an emergency. In some cases that might be as simple as reporting to a designated location to be assigned a task. In more complex situations, specific assignments may be given to staff members to be completed as part of the initial response.

Unity of command is a concept used in all Emergency Management teams. Simply put, it means that every person involved in the response knows who they are working for, and who is working for them. Every individual only reports to one other individual. This helps ensure that lines of communication are clear, and that all tasks are completed. When multiple people give instructions to one responder it becomes messy quickly, and that doesn't result in positive outcomes.

Hold an emergency drill at this point in the session.

Distribute the Unit Fireguard Plan to each participant. Emphasize that a fire drill will be conducted sometime during the first 24 hours in each camp session. The staff should check to ensure that the audible fire alarm can be heard in all areas of camp.

Reporting an Emergency:

- Share how your Emergency Procedures dictate how staff members should notify the Camp Management team of an emergency.
- Explain who staff should report the information to, and what sort of information they should be prepared to convey when they give the report.
- Explain the concept of a Radio Short Report or Scene Size-up is used to convey complete information.
 - This often boils down to: the nature of the emergency, what you need (requesting resources), and what you are going to do next.
- It is important to practice this skill and ensure everyone understands the emergency communication system in your camp.
- Having a primary and secondary system is preferred (E.g. Primary System- Radio Communications through Area Directors/ Secondary System- Cell Phones with distributed phone list).

Review a Scene Size-up example. –

SAY: A Scene Size up may sound something like this: “Camp Director, this is Aquatics. I have a missing Scout whose last known location was the swimmer area. We will need additional search personnel and to initiate a Lost Person drill in camp. We are commencing a Lost Bather Drill at this time.”

State that Communications must be short, simple, and complete in an emergency. Many camps use radios for emergency communications.

Part of the camp emergency planning and training should include emergency communications system and how they are utilized.

Explain that all communications should consist of three parts.

1. Sending the information
2. Receiving the information
3. Confirming the information

Confirming the information is simple. The receiver repeats the information back to the sender in such a way that the sender knows the content was understood. This is a crucial step in all emergency communications.

SAY: The Response to Lost Bather Report should sound like this- “Aquatics this is the Camp Director. You have a suspected missing Scout and are commencing a Lost Bather Drill. We are beginning our Lost Person Drill and are sending you additional search personnel.”

Be sure to cover how Emergency Services are activated in your camp. Who can activate the system, and how should it be done?

Responding to a Fatality, Crisis Management, and Incident Reporting:

- The BSA has specific reporting procedures to follow when a serious injury or fatality occurs.
- Use the Incident Information Reporting Tool to gather facts and to provide a history of the incident.
- At camp, the camp director shall ensure that all required reports are filed within the times set forth on the BSA Incident Report page (NCAP standard AO-808). (For up-to-date information on Incident Reporting review at <https://www.Scouting.org/health-and-safety/>.)
- Staff members should know what procedures they are expected to follow at their camp to support this process, particularly in the absence of any other senior employee who may usually be responsible for handling such procedures.
- If the camp has had a fatality, it may be wise to enlist the services of a Mental Health Support team.

ASK: Why is it important to be prepared in case a member of the media contacts the camp and wants to inquire about something that has happened? (*Seek response but emphasize who is authorized to speak to the media*)

- Tell staff members that any requests for an interview should be referred to the Scout Executive or whomever has been designated to handle such requests and who is familiar with the council crisis plan. 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 staff members why these responses are better than “no comment.”
- Explain that besides emergencies that could involve serious accidents, illness, or loss of life and property, other emergencies could arise that are of a more personal nature, and participants should be prepared to deal with them.

GUIDE

ACTIVITY: Select an incident type that includes a full staff response (Ex. Lost Bather/Lost Scout) to discuss as a large group. Hand out copies of the relevant plan for staff members to view through this activity. Work through the procedure from the initial report to the conclusion of the response. Work with each staff member to ensure they understand their role in the response.

After reviewing the emergency procedure explain:

- Creating emergency procedures is the responsibility of the Council and Camp management team.
- Not all emergencies will require the same amount of planning, or resources to manage.
- Responding to a camper with medical needs can be vastly different than responding to a structure fire or lost camper.
- Tell the groups that emergency plans are designed to be safe, effective, efficient, and flexible to the size and scope of the incident. Procedures are a guide to action; policies are a guide to decision making.

ENABLE

The mindset of Crisis Management/Summary-

ASK: What are some traits that you think make an effective crisis manager? *(seek responses and record of the flip chart).* Aim for the following:

- Calm
 - Portray optimism
 - Act decisively
 - Committed to the outcome not just the plan. *Effective managers understand that a plan is a starting place and must be flexible. Emergencies, by their nature, are ever changing, and no two are exactly alike. Be prepared for your plan to change with the incident. Douglas MacArthur said “No plan ever survives its first encounter with the enemy”.*
- When managing a crisis, good information is essential to good decision making. There is a time to collect information, and a time to act. Sometimes they overlap. When in doubt, make a decision. Don't let perfect be the enemy of good in your planning.
 - Remember that Crisis Management is a learned skill. Maintaining a calm, flexible demeanor will result in better outcomes for all involved.
 - Recovery is an important stage of any incident. Remember that the emergency may be over, but that isn't the end of the work. Always spend time reviewing the incident in two ways. The first is from an operational perspective where you and others evaluate what could have been done differently for a better outcome. The second, that is equally if not more important, is the emotional recovery from a crisis. Enlist the help of mental health professionals for this stage of the recovery. Ensure that the two reviews (operations and emotional) do not overlap.

Emergency Management boils down to one thing: “Do all the right things, for all the right reasons”.

Follow up from this session:

Execute several emergency drills throughout Staff Training:

Give staff the opportunity to experience multiple drills throughout the staff training. Staff members should be confident in their roles by the end of the training period. Set goals for response times and other measurable metrics for each subsequent drill.

Total Quality Management in Camp

Time allotted (recommended): 60 Minutes

Related NCAP Standards: PD-108, AO-809, AO-810

Lesson objectives:

- Explain the importance of ensuring high-quality experiences.
- Identify and demonstrate actions that result in managing customer's expectations in camp.
- Understand the camp evaluation survey and metrics.
- Explain how the camp's evaluations work to promote the overall growth of the camp.

Materials:

- Flip Chart/Sticky Pad
- Flip Chart/Sticky Pad Markers
- Laptop or Computer Aid
- Paper
- Pen/Pencil
- A copy of the camp's Scouter/Adult Leader Evaluation Survey
- Four staff members for role play activities.

EXPLAIN

- Part of being a camp staff member is ensuring that the camp has quality program and represents Scouting well.
- **ASK:** What is quality as it relates to camp? (*seek response, but aim for "meeting customer needs"*).
- **ASK:** What metrics define success? *Take a variety of answers.*
- **ASK:** Who defines what is successful? What are the metrics and indicators that define success?
 - There are several stakeholders who are involved in what success looks like for our camp. (*Scouts, Leaders, Parents, Staff members*)
- **ASK:** What are things that we as a camp use to measure our success? (*Seek responses but aim for the following*):
 - Evaluations
 - Feedback from Adult Leaders
 - Feedback from Campers
 - Feedback from Camp Administration and leadership
 - Feedback from the Council Executive Board or Committees
 - Merit Badge Completion Rates
 - Retention Rate of Staff
 - Retention Rate of Campers
 - Sales of merchandise or programs
- Explain how each of these is related to quality measurement.
- Explain how each staff member has a role in ensuring Total Quality Management of the camp.
- Explain how everyone is responsible for the quality of camp!

- Explain the following:
 - Everyone you deal with is a customer.
 - People don't want to do a bad job.
 - If you have a job without any responsibility, of course you will be bored.
 - If you don't have the time to do it right the first time, you may not have the time to redo it.
 - People want to be treated as individuals, *important* individuals.
- High-Quality is not a destination. It is a journey.
- **ASK:** Who are some of the different groups of people that are interested in camp's success?
 - Camp Staff
 - Council Scout Executive
 - Council Program Director or Other Key Staff
 - Council Executive Board
 - Adult Leaders
 - Troops within the Council
 - Scouts
 - Parents
 - Alumni of the Camp
- High-Quality means that we are constantly improving to meet all our stakeholder's needs. Customers are both internal, within our camp, and external, outside of our camp. WE set the tone and climate of what improvement should look like for our camp. If we wake up one day, roll out of bed, and throw on dirty clothes in a rush, is that the best representation of ourselves? No. So why would we do the same thing with our camp? It is important that we have high expectations for ourselves, know what our jobs are, and that we are empowered to identify problems and implement necessary improvements to keep pushing our camp to new heights!
- **Explain Total Quality Management Features**
 - Everyone in the organization is responsible for quality all the time.
 - Quality means satisfying the customer's needs and expectations.
 - The organization's success depends on giving customers what they want.
 - Customers include both external customers (Scouts, Leaders, Parents, etc.) and internal coworkers.
 - To satisfy external customers, the needs of coworkers must be met.
 - To maximize quality, employees must be empowered to identify and implement necessary improvements.
 - A key role of managers and supervisors in a total quality effort is to support the people they supervise in their efforts to boost quality.
 - A total quality effort is a continual, unending process.
 - Provide effective staff training so that staff members know their jobs and can experience success in their work.

DEMONSTRATE

- Choose two volunteers for each role play activity. (Total four staff)

Identify one volunteer to role play a camp staff member and one to role play as an adult leader. During this role-play, prepare ahead by emphasizing that the characters involved should be courteous and realistic to each other, but that they have creative liberty to choose how they perform this Role-Play activity.

- **Scenario 1:** The Camp Staff member is walking to the Dining Hall. An adult leader approaches the staff member and tells them that the leader has a concern that the staff member should know about. The adult leader explains that the staff member who was teaching Digital Technology, was reported to have been teaching from their hammock all week during several portions of this merit badge session. They were heard by a camper say that they hated this merit badge and didn't know anything about Digital Technology, even though they had the lesson plan.
- Give two minutes for this scenario.

After two minutes, bring the group back together and debrief.

- Discuss the following:
 - What was the problem presented?
 - How would we describe the adult leader's emotions during this scenario?
 - Did the staff member do a good job at making the adult leader feel heard and valued?
 - What did the staff member do well during this scenario?
 - What are things that we should consider when this situation happens again?
- Thank the staff members for volunteering.
- Throughout the camp season at some point, the quality of camp, program, or staff is going to be questioned due situations similar to this.
- Mistakes in camp happen, but that doesn't mean that mistakes should happen consistently.
- Discuss TQM Recovery systems. In any conflict, remember the following things:
 - Stay calm. If you panic, then others will as well.
 - Communicate, communicate, communicate. Communicate well and often when a problem arises. Communicate before a problem occurs, so that there is opportunity to prepare our stakeholders for what to expect. For example, our camp has a Leader's guide, to ensure that adult leaders know what they can expect here at camp. Ensure that you know the Leader's Guide and that you are planning for all your activities and job duties.
 - Build trust prior to trying to solve a problem. We have all experienced problems in our lives in which the person we were relying on to solve our problem lets us down. Think about the time. If someone has an issue, they want to know that the issue is going to be addressed.
 - Ask for concerns. Listen carefully. Write those concerns down. Active listening is a critical skill when we think about effective problem solving.
 - Act. Try to solve the problem to the best of your ability. If you don't know an answer, find the next in your chain of command that can help you and support you to solve the problem.

Explain Dale Carnegie's Principles of Conflict. His leadership theory has worked for many people around the world.

- **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.
- **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.
- **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.
- **Begin in a friendly way.** 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.
- **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.
- **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.
- **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.
- **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.
- **Be sympathetic with the other person's ideas and desires.** People are hungry 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.
- **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.
- **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.

- **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.
- **Scenario 2:** A camp staff member is walking to the Dining Hall. An adult leader approaches the staff member and tells them the following. The staff member who was teaching Basketry merit badge, was reported to have been goofing off during the Merit badge session. There is no clear indication as to which requirements were covered. Several Scouts received a “partial completion” for a few requirements that could have been easily completed at camp.
- Give two minutes for the scenario.

After two minutes, bring the group back together and debrief.

- Discuss the following:
 - What was the problem presented?
 - How would we describe the adult leader’s emotions during this scenario?
 - Did the staff member do a good job at making the adult leader feel heard and valued?
 - What did the staff member do well during this scenario?
 - What are things that we should consider when this situation happens again?
- Thank the staff members for volunteering.

GUIDE

- **ACTIVITY:** Divide the staff into groups of 5. Each group will elect a note taker. The note taker will write down everyone’s key takeaways and thoughts during the discussion.
- After each question gather the group back together to review.
- Give 3-5 minutes for each question.
- Ask the questions in order and complete one question at a time. Encourage rich and deep dialogue with each other.
- *Display the questions in the training room as they are discussed.*
 - Question 1: What does high-quality mean?
 - Question 2: What is the hardest part about ensuring our camp’s high-quality every day?
 - Question 3: What are ways that we can seek open communication with our campers in camp?
 - Question 4: How can we ensure that our camp’s high-quality is maintained every day?
- Feedback is very important to the process of improvement.
- The camp has an evaluation for adult leaders and campers to help promote feedback in a structured way.
- The camp has meetings with adult and youth leaders to provide a safe place for them to discuss questions and concerns about camp and give feedback.
- *Share the camp evaluation/survey form*

ENABLE

- Remind staff that Total Quality Management or TQM is everyone’s responsibility, no matter if you are a 1st time staffer or a veteran, regardless of your position. TQM is one part of ensuring a sustainable and positive experience.
- *Give the remaining time for each program area to discuss how their area will ensure quality of instruction and customer service.*

Have differentiation strategies been incorporated into the plan?

- Whole Group, Small Group, and Individual Conversation Aides.
- The module can be printed and given to staff members with learning special needs.
- Role-play scenarios and practices have been embedded into this training for optimized learning.
- This module can be presented with audio/visual capable technology to allow for staff members to be able to hear this presentation with ease if they are low at hearing.
- Check for Understanding questions have been added into this module to allow for whole group, small group, and individualized objective monitoring.

Building a Positive Camp Culture

Time allotted (recommended): 30 min

Related NCAP Standards: NONE

Lesson objectives:

- To understand how to build a positive camp culture.
- Explain how to build strong relationships and how these impact your camp culture.

Materials:

- Whiteboard and markers
- Flipchart or presentation slides
- Camp scenario role-playing cards

EXPLAIN

Icebreaker – setting the stage:

- *Start with a brief icebreaker to create a positive and engaging atmosphere and develop a sense of positive culture. Use this later to explain how we are developing culture in the games we play and activities we do as a staff.*

Example: Play "Fun Facts Exchange"? Here's how it works:

1. Each player takes turns sharing one interesting or fun fact about themselves. It could be anything from a unique talent, a funny anecdote, a memorable experience, a favorite hobby, or an unusual skill.
2. After sharing their fun fact, the player can elaborate on it if others are interested in hearing more.
3. Once everyone has shared their fun fact, players can ask follow-up questions or share their thoughts on the facts.
4. The game continues until everyone has had a chance to share multiple fun facts about themselves.

This game allows staff to get to know one another and understand the things they have in common and be able to share some unique qualities that they possess. Games of this type help to develop a strong camp culture and camaraderie.

This could be done in small groups or pick a few staff to share with the whole staff. This game could be repeated several times throughout staff training to help develop even more connection with the staff.

Defining Positive Camp Culture:

- Define "positive camp culture" as an environment that fosters teamwork, respect, communication, and shared values.
- Discuss the importance of a positive camp culture for staff morale, productivity, and overall camp success.

Elements of Positive Camp Culture:

- Break down key elements: communication, teamwork, inclusivity, respect, and enthusiasm.
- Emphasize the role of staff in setting the tone for the camp culture.

DEMONSTRATE**Building Strong Relationships:**

- Discuss the impact of strong relationships on camp culture.
- Provide examples of positive interactions among staff members.

Role-Playing Scenario:

- Distribute camp scenario role-playing cards.
- In pairs, participants act out scenarios demonstrating positive communication, teamwork, and problem-solving and Inclusive decision-making.

EXAMPLES:**Communication Challenge:**

- **Lost and Found:**
 - Scenario: Two staff members have different information about the location of a lost camper's belongings. One thinks they are at the waterfront, and the other believes they are at the dining hall.
 - Role-play the conversation to ensure clear communication, share information, and locate the items efficiently.
- **Activity Instructions:**
 - Scenario: Two staff members are assigned to lead an outdoor activity. They have different interpretations of the instructions provided by the program director.
 - Role-play a discussion to clarify the instructions, align their understanding, and present a unified message to the campers.
- **Emergency Response:**
 - Scenario: During an emergency drill, two staff members are responsible for guiding campers to the designated assembly point. They receive conflicting directions from different sources.
 - Role-play the communication needed to coordinate their actions, resolve discrepancies, and ensure a smooth and safe evacuation.
- **Clean up:**
 - Scenario: Two trading post staff members have each been asked to clean the trading post before leaving for the evening. One believes this means simply sweeping while the other believes this includes wiping down counters and displays.
 - Role-play a discussion to clarify the task, align on the role and distribute the work assignments.
- **Maintenance Request**
 - Scenario: There is a water leak at a campsite shower building while at the same time the refrigerator has stopped working.
 - Role-play a discussion with the ranger staff and other staff to coordinate their actions, prioritize the greatest need and solve each issue in a timely manner.

Teamwork and Problem-Solving:

- **Missing Equipment:**
 - Scenario: A group of staff members is tasked with setting up a site for a special camp-wide cookout event, but they realize that some critical equipment is missing from their supplies.
 - Role-play the teamwork required to problem-solve, delegate tasks, and come up with creative solutions to ensure the success of the event.
- **Campfire Logistics:**
 - Scenario: Staff members are planning a campfire program, but unexpected rain forces them to reconsider the location. They need to quickly adapt and find an alternative site.
 - Role-play the collaborative decision-making process to relocate the campfire, considering safety, logistics, and the overall experience for campers.
- **Resource Allocation:**
 - Scenario: The staff is organizing an overnighiter for first year campers, and they realize they have limited resources (e.g., equipment, staff, time). They need to allocate resources effectively to have Scouts cook, set up camp and enjoy a campfire while on the overnighiter.
 - Role-play the discussion and decision-making process to distribute resources fairly, ensuring the success of all planned activities.
- **Meal preparation:**
 - Scenario: It is family night, and the dining hall is overwhelmed with the additional food preparation. They need to allocate resources to be able to prepare enough food and have it out on time.
 - Role-play the discussion and decision-making process to distribute resources and roles ensuring the meal is complete and on time.

Inclusive Decision-Making:

- **Activity Preferences:**
 - Scenario: Staff members are planning a troop competition, and some staff prefer a sports activity while other staff prefer a creative arts session.
 - Role-play the decision-making process to ensure all preferences are considered, fostering inclusivity, and creating an enjoyable experience for everyone.
- **Meal Planning:**
 - Scenario: The staff is deciding on the menu for a cooking merit badge class, and different Scouts and staff have dietary restrictions or preferences.
 - Role-play the inclusive discussion to accommodate everyone's needs, considering alternative menu options that cater to various dietary requirements.
- **Activity Rotation:**
 - Scenario: Staff members are deciding on the merit badge teaching schedule during the day. Some prefer longer sessions, while others suggest shorter, more frequent badges.
 - Role-play the conversation to find a balance that considers diverse opinions and creates an inclusive schedule that meets the needs of all staff.

- **Camp-wide games:**
 - Scenario: The staff is planning a camp-wide game that involves everyone running and swimming. The camp health officer knows of a troop who has multiple youth with mobility issues that would not be able to participate as designed.
 - Role-play the conversation with the medical staff and the program team to develop a plan for everyone to be able to participate.

These scenarios are designed to promote positive communication, teamwork, and inclusive decision-making among camp staff members. Participants can use these role-playing exercises to practice and reinforce these essential skills.

GUIDE

Interactive Discussion:

- Facilitate a discussion on the role of each staff member in contributing to a positive camp culture.
 - Seek responses about communication, teamwork, and inclusion.
- Encourage participants to share experiences and insights.

Group Activity:

- Divide participants into small groups.
- Each group brainstorms and writes down practical steps to contribute to a positive camp culture.

ENABLE

Action Planning:

- Each staff member outlines three specific actions they will take to contribute to a positive camp culture.

Sharing and Commitment:

- Staff members share their action plans with the group.
- Emphasize the importance of accountability and commitment to fostering a positive camp culture.

Summary:

- Recap key points and emphasize the role of each staff member in shaping the camp culture.

Closing Remarks (Optional):

- Encourage questions, feedback, and open communication.
- Express appreciation for the staff's commitment to building a positive camp culture.

Note: Adjust timing as needed based on the group's dynamics and the depth of discussion during certain activities.

Have differentiation strategies been incorporated into the plan?

- Activities
- Group discussion
- Role play

Creating a Welcoming Environment at Camp

Time allotted (recommended): 20-30 minutes

Related NCAP Standards: PD-108, PD-110, HS-511

Lesson objectives:

- Understand strategies to ensure all Scouts feel welcome at camp.
- Define and discuss inclusion.
- Explain how camp traditions fit into the overall camp experience

Materials:

- Flip Chart and Markers

Presenter Note: *This session should be instructed after the Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff and NYLT Staff, No. 430-149. This training discusses welcoming all new Scouts to camp and how to ensure everyone is prepared for a successful camp experience.*

EXPLAIN

SAY: You were offered a chance to visit a new planet and told that you would be there for a week. You were told that you would have a great time and make friends for life. You accept the offer and now...You just stepped out of a spaceship on a faraway planet. What are your first thoughts? What are the first things you need to find? *(Seek responses, but look for some of the following):*

- How did I get here? (was this a good idea)
- Where do I go? (is there a sign at your camp for check in? is it easy to find?)
- Where is the bathroom? (you have been on a ship for some time)
 - Is it clean when I go in?
 - Is it well marked?
- Is anybody new here besides me? (am I the only one who doesn't know what to expect?)
- What are all these people wearing? (will people look at me funny for wearing the wrong thing?)
- When does the fun begin? (do you have an opportunity for Scouts to get involved immediately?)

SAY: As you can guess, these may be the thoughts of our new Scouts coming to camp for the first time this summer.

It is so important that we help all our new Scouts have a successful summer camp experience. For the next few minutes, we are going to talk about how each of us plays a key role in creating a welcoming and inclusive environment.

Define Inclusion: Inclusion is appreciating and valuing human differences by creating an atmosphere that promotes a sense of belonging where everyone feels respected and valued for their uniqueness. In an inclusive environment each person is recognized and developed, and their skills are routinely utilized.

DEMONSTRATE

ASK:

- What role does inclusion play in providing a welcoming environment? (*seek response*)
- How does our camp promote ways for all Scouts to feel included? (*give examples*)
- How does our plan allow for Scouts with special needs to participate in our programs? (*seek response*)

ASK: How do we as camp staff make sure that we put our best foot forward and make ALL campers feel welcome and included? (*Seek responses, but look for some of the following*)

- Scout Oath and Law: As you reflect on the Scout Oath and Law – which words stand out to you about welcoming Scouts to camp (friendly, courteous, helpful)
- Be welcoming (Ask for specific examples of how they can be welcoming)
 - Engage the site guide – is it a new troop? New troop to us? Who are the new Scouts? First time adult leadership? First time youth leadership?
- Be inviting.
- Give encouragement/motivational support.
- Be watchful for Scouts who may be experiencing missing home.
- Use gender neutral language – referring to Scouts as Scouts can be a simple solution.
- Modeling the activity – many experiences at camp are brand new to first time campers to our camp.
- Understand new Scouts and new troops will not understand the culture of the camp and “how things work”. Proper care should be taken to over-communicate the processes (i.e. what to do in the dining hall? What is a waiter? How do I fill out a blue card? Why do I need one?)
- Refer to Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff.
- Camp Traditions – do our camp traditions make Scouts feel welcome?
 - How do they reflect the BSA mission and our core program?
 - Welcome staff and Scouts to start a new tradition.
- Do we have proper signage?
- Help Troops understand program areas and what happens:
 - Leverage the camp tour.
 - Have we explained what happens at the COPE course?
 - Dining hall procedures
- What are others that are unique to our camp? (*Discuss with staff*)
- Be careful not to overuse BSA terminology and jargon that “everybody knows” as many of our new youth and adults did not grow up in Scouting. (ex. We are having at PLC meeting at the OA ring, and need all the SPL, and SM to attend).

GUIDE

- Ask staff (individually or with a group) to write down strategies at their program area(s) to be intentional in developing inclusion.
- Do they need materials to help make these plans successful? (if so, how might they get those items)
- Seek feedback from staff and commitment to including all Scouts in the area.
- Write several ideas on a flip chart and post around the training room as a reminder of our commitment to including all Scouts in our programs.

ENABLE

- Lead a discussion about Bullying, Hazing, Inclusion, and the Buddy System.

Preventing Bullying and Hazing

Refer to the Understanding and Preventing Youth-on-Youth Abuse Training for Camp Staff:

- Why might new Scouts be more prone to bullying at camp?
- How can we help all our returning campers make our new campers feel welcome?

Discuss the Buddy System and how it helps Scouts feel welcome and a part of the group.

- Allows Scouts to have a friend and not be isolated.
- Shows Scouts how to care for one another and look out for someone other than themselves.
- Buddy system helps Scouts have a friend to try to avoid bullying and hazing.
- Buddy system works in conjunction with other BSA barriers to abuse.
- *Remind staff of their role to ask Scouts to find a buddy before they leave a program area after a session.*

ASK: What should you do if you think someone at camp is being bullied, or not included? (*Share your camp plan for reporting to camp leadership and response*).

SAY: Each of us is responsible for ensuring Scouts feel safe and welcome at our camp. We all need to hold each other accountable for including ALL Scouts in our programs according to their ability. We all need to be committed to helping first year campers want to return to become second year campers.

Have staff commit to inclusion in their areas by signaling their commitment (stand if able, raise a hand if able, etc.)

Have differentiation strategies been incorporated into the plan?

- Oral communication, Written communication.

Camping for Scouts with Special Needs

Time allotted (recommended): 30 min

Related NCAP Standards: PD-110

Lesson objectives:

- Understand person-first language vs identity first language.
- Demonstrate self-confidence in their ability to reach and serve Scouts with disabilities.
- Modify the camp program to meet the needs of Scouts with disabilities.
- Involve Scouts with disabilities in the program by emphasizing their individual ability while making allowances for their disability, as necessary.
- Through the advancement program, tell how to develop the potential of Scouts with disabilities to their fullest ability.
- Discover how to make reasonable accommodations for Scouts.

Materials:

- Reference: <https://www.Scouting.org/resources/disabilities-awareness/>
- Reference: “The Inclusion Toolbox” <https://ableScouts.org/toolbox/>
- 5 staff members to participate in the demonstration. These staff must have shoes with laces that can be tied.

EXPLAIN

- 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 camp activities.
- Involve the Scout in the plan and ask them what they are able to do. Speak to the Scout and not the caregiver (if one is present).
- Many Scouts with disabilities—physical, mental, and emotional—can accomplish the basic skills of Scouting but may require some accommodation to learn the skills.
- According to the CDC, the most common types of disabilities are:
 - Mobility: 1 in 7 adults report mobility disabilities
 - Cognition: 1 in 10 adults report cognition disabilities
 - Independent living: 1 in 15 adults report independent living disabilities.
 - Hearing: 1 in 17 adults report hearing disabilities
 - Vision: 1 in 21 adults report vision disabilities
 - Self-care: 1 in 27 adults report self-care disabilities

Person first language:

Person-first language strives to see and acknowledge the person first. For example person-first language would say “A Scout with Cerebral Palsy” putting the Scout first versus “The Cerebral Palsy Scout” where the affliction is first.

Person-first people have a self-image where their condition does not define who they are. They have “it” but want to be defined by their other characteristics instead.

Identity-first people see their condition as an essential attribute of who they are (their self-image) like they might think of their gender, race, height, religious/cultural identification, etc.

The BSA continues to use person-first language in most situations when discussing groups, while recognizing and occasionally making exceptions for subgroups where identity-first language appears to be the dominant preference of members of that group.

The camp staff should be thoughtful in its approach to using person-first or identity-first language.

DEMONSTRATE

- Invite five staff members to the front of the teaching area. *(ensure they each have shoes with laces)*
- Explain that we are going to have a simple race to tie our shoes.
- Each staff member will have a different ability listed below:
 - Staff Member #1 will represent a Scout with the use of only one arm.
 - Staff member #2 will represent a Scout who sees out of only one eye. (closes the other eye)
 - Staff member #3 is the caregiver of staff member #4 and must tie the shoes of Staff member #4 while Staff member #4 is moving their foot back and forth (simulating fidgeting and cognitive disability).
 - Staff member #5 has no physical disability.
- Have each staff member untie their shoes and, on the signal, each begins tying **ONE** shoe.
- Once the first staff member has finished tying the first shoe, stop the exercise.
 - Look for visible frustration of the other participants and point out their frustration. Ask the other participants “what happened?” Ask them why they did not complete the task like the others. Point out that many times Scouts simply need more time to complete the task. All the Scouts could complete it but may just need some additional time. This is true for ALL Scouts and not just Scouts with special needs.
 - *The goal of this exercise is to show that all Scouts could complete the task if given more time.*
 - *The goal is to show that each Scout is unique and may need extra support to complete a task. Just because the first person in a merit badge session completed the task does not mean all have done so.*
- Do the exercise again by tying the other shoe and allow each to finish the task. Ask the group what was different this time *(probably will see less frustration and maybe a few more smiles)*. Notice if anyone helped the others or if any staff asked for additional help. Praise this behavior and encourage staff to ask for help and praise Scouts who both give and receive help.

GUIDE

ASK: What can we do to make our camp, or program area more Inclusive?"

- Start with the **INDIVIDUAL**
- Determine the youth's needs and strengths.
- Balance their needs.
- Utilize their strengths.
- Create a quality experience for **ALL** Scouts.

Ask each staff group to identify barriers in their program areas to Scouts being successful.

- These could be:
 - Architectural - the physical layout of the area like stairs or doorways etc.
 - Programmatic - the program equipment needs to support Scouts.
 - Advancement – identify advancement requirements that may be a challenge to Scouts with different abilities.
- Ask area directors and staff to brainstorm how they may be able to assist Scouts in their program areas to break down these barriers that they identified.
- Ask the staff what information they should ask Scouts to help support them.

ENABLE

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 eye-level.
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.

If able show the disabilities page and the "Inclusion toolbox" resources for additional help in preparing to serve Scouts with special needs.

SAY: Every Scout wants to participate fully and be treated and respected like every other member of the unit. It is our role at camp to make every effort to help each Scout who comes to camp find success. This may mean extra time or specific accommodation. We are here to help you find a way to help each Scout have that positive life-changing experience of camp.

Have differentiation strategies been incorporated into the plan?

- Demonstration
- Discussion
- Breakout groups

Aims and Methods of Scout Camping

Time allotted (recommended): 30 min

Related NCAP Standards (if applicable): NONE

Lesson objectives:

- To understand and utilize the Aims and Methods of Scout Camping to deliver a quality program at camp.
- How to utilize the Aims & Methods to build a positive camp culture and support units and Scouts attending camp.

Materials:

- Whiteboard and markers
- Flipchart or presentation slides
- Poster or visual aid showing the BSA Mission Statement
- Posters or visual aid showing the Scout Oath and Law

EXPLAIN

Presenter note: *The session on the Aims & Methods of Scout Camping is an important session. The camp's program and activities support the Aims & Methods of Scout Camping, and ultimately, help to achieve the mission of the BSA. It is therefore recommended that the session on Aims & Methods be presented by the Camp Director. Other appropriate presenters can include the Camp Program Director. A "best practice" is to also invite the Council Scout Executive and/or local Council President and/or Executive Board members to serve as presenters or to attend the session and make closing comments at the end of the presentation.*

- **Explain the BSA mission statement**

The BSA Mission Statement – 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.

(If needed based on staff make up, demonstrate the Scout Sign, and display the Scout Oath and Scout Law.)

(Invite staff to rise as they are able, demonstrate the Scout Sign, and join in reciting the Scout Oath)

Scout Oath

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

(Continue with the Scout Law)

Scout Law

A Scout is

Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, Reverent.

State the BSA Vision Statement:

The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

Aims of Scouting: The Boy Scouts of America has specific objectives, commonly referred to as the “Aims of Scouting.” They are character development, leadership development, citizenship training and personal fitness.

The **methods** by which the aims are achieved are listed below. Each method is used as a means to reach the Aims.

- **Ideals** – The ideals of Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Scout measures themselves against these ideals and continually tries to improve. The goals are high, and, as they reach for them, they have some control over what and who they become.
- **Patrols** – The patrol method gives Scouts an experience in group living and participating citizenship. It places responsibility on young shoulders and teaches Scouts how to accept it. The patrol method allows Scouts to interact in small groups where they can easily relate to each other. These small groups determine troop activities through their elected representatives.
- **Outdoor Programs** – Scouting is designed to take place outdoors. It is in the outdoor setting that Scouts share responsibilities and learn to live with one another. It is here that the skills and activities practiced at troop meetings come alive with purpose. Being close to nature helps Scouts gain an appreciation for God’s handiwork and humankind’s place in it. The outdoors is the laboratory for Scouts to learn ecology and practice conservation of nature’s resources. Beyond being fun and in fresh air, camping can teach Scouts valuable life lessons about making good decisions, respecting and conserving nature, and the importance and benefits of being active in the outdoors.
- **Advancement** – Scouting provides a series of surmountable obstacles and steps in overcoming them through the advancement *method*. The Scout plans their advancement and progresses at their own pace as they meet each challenge. The Scout is rewarded for each achievement, which helps them gain self-confidence. The steps in the advancement system help a Scout grow in self-reliance and in the ability to help others.
- **Association with Adults** – Scouts learn a great deal by watching how adults conduct themselves. Scout leaders can be positive role models for the members of their troops. In many cases a Scoutmaster who is willing to listen to the Scouts, encourage them, and take a sincere interest in them can make a profound difference in their lives. Members of camp staff are often between the ages of 16 and 21, and while many are not adults, are often viewed in this role. Nonetheless, camp staff members are role models for Scouts at camp and have significant opportunities to positively reinforce Scouting values, leadership, and respectful interaction with others.
- **Personal Growth** – As Scouts plan their activities and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Scouting. Young people grow as they participate in community service projects and do Good Turns for others. Probably no device is so successful in developing a basis for personal growth as the daily Good Turn. The religious emblems program also is a large part of the personal growth method. Frequent

personal conferences with their Scoutmaster help each Scout to determine their growth toward Scouting's aims.

- **Leadership Development** – The Scouting program encourages Scouts to learn and practice leadership skills. Every Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership and becoming a servant leader helps a Scout accept the leadership role of others and guides them towards participating citizenship and character development.
- **Uniform** – The uniform makes the Scout troop visible as a force for good and creates a positive youth image in the community. Scouting is an action program, and wearing the uniform is an action that shows each Scout's commitment to the aims and purposes of Scouting. The uniform gives the Scout identity in a world brotherhood of youth who believe in the same ideals. The uniform is practical attire for Scout activities and provides a way for Scouts to wear the badges that show what they have accomplished. Clearly marked or otherwise distinctive staff uniforms in camp are also essential to easily identify a member of the staff from Scout participants in camp. Certain camp program areas, such as Aquatics, designated uniforms are required by law to easily identify Emergency Response Personnel (Lifeguards).

DEMONSTRATE

ACTIVITY: At the end of the explanation of Aims & Methods, the presenter should lead a memory retention activity. The Aims of Scout Camping can be best be remembered as: "CHARACTER", "CITIZENSHIP", "LEADERSHIP" and "FITNESS." Have the audience repeat the aims (Character, Citizenship, Leadership and Fitness) several times throughout the session, and at mealtimes during the remainder of staff training.

DISCUSSION: Types of Scout Camping. *Solicit audience input on different types of Scout camping.* These include Unit camping, Short-term and Long-term camping, provisional camping and family camping (at the Cub Scout Level). Discuss similarities and differences of each type of camping and how programs offered at each type of camping differ.

Explain that the BSA uses the patrol method within the unit and that the preferred method of Scout camping is the chartered unit under its own leadership.

DISCUSSION: Scout camping is progressive offering differing experiences for Cub Scouts, Scouts BSA and Venturing/Sea Scouting.

ASK: What types of camping programs can be offered for Cub Scouts, Scouts BSA and Venturing/Sea Scouting? How do programs differ? What programs and activities at camp support the aims & methods and are available to all campers, regardless of age or rank?

Summary:

- Recap key points and emphasize the role of each staff member in supporting the Aims & Methods of Scouting.
- Ask Council VIPs (if in attendance) to make closing remarks.

Camp Staff Morale and Discipline

Time allotted (recommended): 30 minutes (end with a social or staff morale boost)

Related NCAP Standards (if applicable): NONE

Lesson objectives:

- Describe a camp staff environment that will result in high staff morale.
- Explain how common discipline problems will be handled.

Materials:

- Ice cream or other staff recognition for the end of the session.
- Examples of staff praise procedure and recognition items.

EXPLAIN

- Explain that staff morale and discipline often hinge on several factors. Point out the following:
 - Every staff member has an important position. Neither positions nor staff members are taken for granted.
 - Every staff member should take pride in their work and do assignments well. You know when you've done well because you know what is expected of you individually as well as a group.
 - Every staff member will receive recognition for a job done well. Noteworthy staff performance will be acknowledged at staff gatherings.
- Acknowledge that all staff members have certain needs that must be met to achieve a successful camp.
 - Basics: food, shelter, sleep.
 - Administrative items taken care of: personnel, tools to do the job.
 - Understand their role in camp and on the job; a clear understanding of expectations.
 - Being/feeling like part of the group on and off the job.
 - Nurturing and mentoring to success.
 - Sharing leadership.
 - Appropriate Recognition.

DEMONSTRATE

Show how the camp has tried to build positive staff morale during staff training.

(Examples as applicable - Tents/lodging were up and cleaned before staff arrived, restrooms and showers were clean prior to arrival, camp staff was given an opportunity to choose tentmates/roommates, staff was allowed to be comfortable during training regarding clothing, etc.)

Invite two senior staff members to present each of the following ways that senior staff members try to build a positive camp culture and strong morale.

Staff Member 1: Demonstrate concern for the characteristics and needs of the staff members.

- Staff supervisors express personal interest in the success of their staff as individuals and as a group.
- A daily visit to an activity area or campsite, a smile, a compliment such as "good job," a public praise, saying something nice.

- Formally evaluate staff members periodically but give informal feedback on performance regularly.
- Compliment staff members frequently on what they did well and give suggestions on how to improve their performance in an appropriate private setting.
- Present staff members with staff T-shirts, name tags, patches, and other tangible symbols of their membership on the team.
- Provide staff members opportunities to give feedback at all levels of camp organization.

Have other staff members list other ways campers, unit leaders, and staff members can be recognized.

Staff Member 2: Ensure that staff members have a clear understanding of the ground rules and what is expected of them.

- Ensure that there is a position description for every staff member. Involve the staff member in developing the description.
- Prepare and distribute a staff manual that provides staff members with essential information including camp standards and rules.
- Encourage staff members to share their expectations of the group and individuals regularly (particularly from employees to managers i.e. “What I need to succeed is...”).

Presenter: These basic staff principles will be followed:

- Salaries are kept confidential.
- Days and other times off will be scheduled and honored.
- Mail will be handled expeditiously and privately.
- The staff will have a staff only area (where noise will not affect troop sites).
- Staff members are housed in comfortable quarters.
- Staff members will be recognized for their accomplishments with special recognition (*ex. could include a staff scholarship, movie passes, or gift certificate.*)
- Occasional staff special events will be planned.
- The staff will be provided with good, well-prepared food.

GUIDE

MORALE

- **ASK:** What does positive staff morale look like in our camp? How will we know that we have positive staff morale? (*Potential responses below*)
 - *Staff appear to be happy.*
 - *Staff want to work.*
 - *Staff want to come back next season.*
 - *Staff are getting along with each other.*
- **ASK:** How do we as staff members help grow positive staff morale?
 - Communication – open communication with one another.
 - Negotiation – seeing the situation from the other person’s perspective and being willing to negotiate a solution that benefits both parties.
 - Relaxation time – understanding that we all need time to relax and scheduling that into our schedule each day
 - Recognition of a job well done – *Explain how the staff will be recognized for doing a good job.*

- **ASK:** What leads to negative morale?
 - A lack of any of the above

DISCIPLINE

Point out that many people confuse discipline with punishment. Guide a discussion about discipline vs punishment.

ASK: What is the difference between DISCIPLINE and PUNISHMENT?

- 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.

Explain the following:

- Every Scout and every Scout camp has certain rules and standards. – *Remind staff that these were previously discussed in the “Making a great staff member” session.*
- If the rules and standards are reasonable, have a purpose, are clearly understood, and fairly enforced, and if the camp staff members themselves coach them, campers generally will maintain their own discipline.
- Every camp sooner or later will have behavior problems with one or more staff, campers, or leaders. This should be anticipated. Camps deal with human beings; none of us is perfect.
- These problems are most effectively met with counseling rather than punishment.
- It may be found that the individual with a problem is no longer able to make a positive contribution to the camp. It may be in the individual’s best interest to depart from camp.
- When this occurs, it should be the result of several thoughtful counseling sessions and must follow the camp procedures.

Explain how common discipline problems will be handled in camp. Explain procedures and opportunities for behavioral changes.

ENABLE

- Lead the staff in the camp song.
- Lead the staff in a game that is designed to build staff morale such as a game where FUN is the purpose.
- End this session with an ice cream social or other staff morale booster.

Have differentiation strategies been incorporated into the plan?

- Differentiated instruction factors participants’ individual learning styles and levels of readiness first before designing a lesson plan.
- Differentiating instruction may mean teaching the same material to all participants using a variety of instructional strategies, or it may require the instructor to deliver lessons at varying levels of difficulty based on the ability of each participant.

The Scout Uniform in Camp

Time allotted (recommended): 30 minutes

Related NCAP Standards (if applicable): PD-102, PD-103, PD-104, SQ-401

Lesson objectives:

- Understand the purposes for wearing the Scout uniform in camp.
- Understand when the uniform should be worn at camp.
- Understand how to properly wear the Scout field uniform.

Materials:

- *BSA Insignia guide #33066.*
- Staff member correctly wearing BSA field uniform.
- Staff member wearing the BSA field uniform incorrectly or missing part of the field uniform

EXPLAIN

Presenter note : *This session is primarily a discussion with 1 or 2 staff members modeling the Scout uniform worn correctly and incorrectly.*

DISCUSSION: Ask staff members why the Scout uniform is worn in camp. *Responses should include:*

- Promotes positive behavior and morale.
- Everyone is on an equal ground.
- Pride in belonging to a group.
- Method for displaying rank and recognition.
- Identifies the wearer as a Scout.
- Reminds us all to be good role models

Explain the differences between a field uniform and activity uniform.

- BSA Field uniform consists of BSA uniform shirt, pants or shorts, socks, belt, and *optional items: neckerchief, and cap.*
- BSA activity uniform is the same as the field uniform, with a Scouting T-shirt or polo shirt replacing the uniform shirt.

Explain when the field uniform and activity uniform are appropriate according to camp policy.

Explain that it is expected that staff will set a positive example for campers.

Explain that the Camp Director or Program Director may decide to make the field uniform optional during those days when outdoor temperatures make wearing the uniform unrealistic or unsafe (*be sure you understand the laws governing your employee's safety before crafting a uniform policy*). When the field uniform is designated as optional, the activity uniform should be worn.

The uniform is practical attire for Scout activities and provides a way for Scouts to wear the badges that show what they have accomplished. Clearly marked or otherwise distinctive staff uniforms in camp are also essential to easily identify a member of the staff from Scout participants in camp. In certain camp program areas, such as Aquatics, designated uniforms are required by law to easily identify Emergency Response Personnel (Lifeguards).

Explain the specific apparel worn by staff that do not fit into the field or activity uniform categories. (e.g., aquatics safety apparel, COPE and climbing helmets, range and target sports high visibility vest).

There may be times when costuming or other “uniforming” may be appropriate for special programs or special activities. Explain any additional uniform guidance.

Explain the purpose of camp-staff-specific apparel, like a staff t-shirt, polo shirt, is so that campers and leaders can easily identify members of the camp staff. In certain program areas, such as aquatics and shooting sports, special high visibility clothing is required for health and safety.

DEMONSTRATE

ACTIVITY: Invite two preselected staff members to the front of the presentation area. The presenter asks staff members to call out differences between the correctly worn uniform and the incorrectly worn uniform. Pay attention to incorrectly worn insignia and presenter should reinforce how the uniform should be correctly worn and insignia properly affixed to the uniform in the right locations.

GUIDE

The uniform makes a Scout (or group of Scouts such as a patrol or unit) visible. Wearing the Scout uniform reminds campers, leaders and staff that they are part of a larger organization and supports a positive image of the Scouting program within a community.

ENABLE

Share when staff will be evaluated on proper wearing of the staff uniform during staff training. Staff should be evaluated on proper activity uniform and field uniform.

Emphasize the importance of wearing the Scout uniform and that it is expected that staff will wear the Scout field uniform while in camp and that the activity uniform (or staff uniform) will be worn during the work day in each of the program areas.

Harassment Prevention for Camp Staff

Time allotted (recommended): 30 min

Related NCAP Standards: SQ-402

Lesson objectives:

- Describe what constitutes harassment.
- Explain how to prevent and avoid harassment.
- Tell how to report harassment in camp.

Materials:

- Council Non-Harassment Policy

EXPLAIN

Presenter Note: *This session is an extension of the Workplace Harassment Prevention for Employees session that is required for all camp staff. It does NOT replace the required training and should be presented after that online training has been completed by all staff. Please work with your local council staff leadership, including Scout Executive, to have copies of the council's current Non-Harassment policy (including the copy provided to camp employees in the camp staff employee handbook).*

- Explain that BSA summer camp is a workplace and all laws related to workplace harassment are in place.
- The Boy Scouts of America and the 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.
- The council is required to take appropriate action including discipline and discharge as appropriate. This includes any violations by camp staff whether paid or volunteer.
- Review topics from "Workplace Harassment Prevention for Employees" including:
 - Define harassment: Unwanted behavior, comments, or actions that create an uncomfortable or hostile environment for others based on their race, gender, religion, or other protected characteristics.
 - Camp and council role in preventing harassment.
 - Obligation of managers to report.
 - No retaliation for good faith reporting.
 - Everyone deserves the right to be free from harassment at work.
 - Harassment from non-employees is not tolerated (includes adult leaders, outside vendors, etc.)
- Discuss the different forms of harassment that may occur in a camp setting.
- Emphasize the impact of harassment on individuals and the overall camp community.

DEMONSTRATE

- Present one of the following scenarios as an example of potential harassment in camp. (note the others will be used in the “GUIDE” section of this session.)
- Examples:
 - Inappropriate comments from one staff member to another about their religious attire.
 - Adult volunteer making inappropriate comments to a staff member.
 - A group of Scouts telling inappropriate jokes during a merit badge session.
 - A merit badge counselor soliciting fees for signing off merit badge requirements.
 - Scout A continues to misgender Scout B despite Scout B correcting them previously.
 - A delivery person making suggestive comments and gestures to the staff at the admin building.
 - Other camp specific?
- Demonstrate the correct way to interact with others to prevent harassment, emphasizing the importance of respect, empathy, and communication.
- Discuss ways that staff can react when they see harassment taking place.
- Discuss direct and indirect responses to each of the scenarios above.
- Discuss the camp policy on reporting and the importance of reporting.

GUIDE

- Divide the staff into groups.
- Assign each group a scenario from above (*or come up with your own*) and have them explain the policies of your camp to prevent harassment for their given topic.
- Facilitate group discussions and provide guidance as needed.

ENABLE

- Bring the groups back together and have each group share their strategies and solutions.
- Summarize the key points discussed during the group activities.
- Encourage participants to ask questions and seek clarification on any aspect of harassment prevention.
- Ensure all staff understand whom they may report to and who to report to if they are not comfortable reporting to their supervisor.

Conclusion:

- Reiterate the importance of creating a safe and inclusive camp environment.
- Remind participants of the reporting procedures and the responsibility of everyone to prevent harassment.

Assessment:

- Evaluate participants based on their engagement in group discussions, understanding of harassment prevention strategies, and their ability to articulate reporting procedures.

Have differentiation strategies been incorporated into the plan?

- Discussion
- Breakout groups
- Role play

Youth Protection At Camp

Time allotted (recommended): 20-30 minutes

Related NCAP Standards: HS-501, HS-502, HS-511, AO-808

Lesson objectives:

- Explain the BSA Youth Protection policies related to a camping situation and areas of concern at camp.
- Define the term “upstander” and explain how to be an upstander.
- List precautions that help protect youth.
- Understand Staff use of Social media and digital communications at camp.

Materials:

- Photos of types of barriers to display
- Optional: Physical barriers – cones, barricade, gate etc.
- Flip chart and Markers
- **Optional:** Anti Bully video – “Stand Up, Stand Strong: The Consequences of Words (Student Produced) 3:42
<https://www.youtube.com/watch?v=GYYSFpFGRBE&list=PLvzOwE5IWqhScOdC3xMzs9FoAAfpxA-Tz&index=6>
- BSA Anti bullying posters

EXPLAIN

Presenter Note: *This discussion should take place prior to Understanding and Preventing Youth on Youth Abuse Prevention Training. Should take place after staff have taken BSA Youth Protection training.*

ASK: What is a barrier used for? *(To stop something or make it harder)*

- Show photos or physical barriers.

SAY: The BSA uses different barriers to abuse to help keep our youth safe. You learned about these in the BSA Youth Protection Training.

ASK: Name some of the BSA barriers to Abuse that you learned about. *(seek response and discuss as needed)*

DEMONSTRATE

- Divide the staff into groups based on area of responsibility.
- Have staff make a list of “areas of concern” in or around their area of responsibility related to youth protection. *(This list should be specific based on your camp, but should include several of the following):*
 - Changing areas
 - Restrooms/showers
 - Cabins
 - Counseling sessions
 - Unit based or individual programs
 - Areas around camp with little supervision
 - Areas around camp that are easily hidden

- Share the lists with the whole group and explain and discuss why these are areas of concern at your camp. (*Areas where abuse could take place*) **ADDITIONAL:** On the camp tour, point out these areas of concern.

GUIDE

- Now that these have been identified, explain the policies you have in place at your camp to manage these high-risk areas.
- Discuss the BSA barrier to abuse that could help in each problem area.

ASK: What is our responsibility if we suspect abuse or any youth protection violation? (*Explain the response and reporting structure of your camp*)

ASK: What is an upstander? (*Somone who intervenes, speaks up, or interrupts to stop an action*).

ASK: How is this different from a bystander? (*Bystander is just an observer*)

- **OPTIONAL:** Show video and discuss bullying “Stand Up, Stand Strong: The Consequences of Words (Student Produced) 3:42
<https://www.youtube.com/watch?v=GYYSFpFGRBE&list=PLvzOwE5IWqhScOdC3xMzs9FoAAfpxA-Tz&index=6>

ENABLE

- Ask staff to restate how the BSA barriers to abuse are used to help prevent abuse in the problem areas of camp.
- Distribute Anti-bullying/Youth protection posters to staff to display in their areas of responsibility.

Have differentiation strategies been incorporated into the plan?

- Discussion
- Writing
- Video

Health and Safety in Camp

Time allotted (recommended): 90 minutes

Related NCAP Standards: PD-111, PD-112, SQ-402, SQ-405, HS Series, FA- 701, FA-702, FA-703, FA-705, FA-706, FA-714, FA-715, FA-716

Lesson objectives:

- Describe what Safety Culture in camp looks like.
- Explain the BSA SAFE program.
- List major areas in camp that could present possible health and safety risks, and ways to mitigate those risks.
- State specific health and safety protections that should be implemented in camp and program areas.
- Describe the function and services of the camp Health Lodge, and Camp Health Officer.
- Identify health and safety provisions in the National Camp Accreditation Program standards.
- Present a Safety Moment.

Materials:

- Guide to Safe Scouting (for reference)
- SAFE checklist, No. 680-114
- First Aid Log
- Flip Chart & Markers
- National Camp Accreditation Program Standards (for reference)
- Annual Health and Medical Record

EXPLAIN

Presenter Note: - *Begin this course with a Safety Moment. Choose a topic relevant to the camp.*

State - Health and Safety is everyone's responsibility!

Explain the following:

- In Scouting, we will not compromise the safety of our participants, volunteers, and employees.
- Safety is a value that must be taught and reinforced at every opportunity.
- We are all responsible and must hold each other accountable to provide a safe environment for all.
- When incidents occur, we expect a timely response with clear communication.
- We are committed to learning from the data and modifying program guidance for the prevention of future occurrences.
- "Scout safety in camp is the direct result of the Boy Scouts of America's commitment to firm but realistic health and safety standards."

What is a "Safety Culture"-

ASK: What is a "safety culture"? (*Seek responses and record them on the flip chart in one column.*)

ASK: How do we as a staff team create a safety culture? (*Seek responses and record them on the flip chart in a second column*). Aim for the following:

- Everyone is responsible for health and safety.
- The 10th point of the Scout Law is “A Scout is Brave”. It takes bravery to stand up for health and safety. It may not be the “popular” thing to do.
- Be an advocate for health and safety always.
- Don’t sacrifice safety to get a project done faster. (“this ladder isn’t tall enough, but getting the right one would take time...”)
- “Be Prepared” to respond to health and safety issues as they arise.
- Accept personal responsibility for safety.

SAY: Now that we have defined a safety culture, and what it will take for each of us to create a safety culture, let's discuss some specific ways we can create this culture in our camp. (*Seek Responses and record on a new page of the flip chart.*) *Post this somewhere in your training room for staff to refer back to.*

SAY: Maintaining a safety culture in our camp will take effort from each one of us. We must remain committed to this responsibility every day.

What is the BSA SAFE Program-

Distribute to each staff member or display a copy of the SAFE checklist (680-114).

Explain the BSA expectation of safety

- Scouts and their parents expect all Boy Scouts of America activities to be conducted safely. To ensure the safety of participants, the Boy Scouts of America expects leaders to use the four points of SAFE when delivering the Scouting program.

Explain the four points of SAFE

- The “S” in SAFE stands for Supervision. Youth are supervised by qualified and trustworthy adults who set the example for safety.
 - **ASK:** Raise your hand if you think you will provide supervision to a Scout this summer.”
At least all adult staff members should raise their hand.
- The “A” in SAFE stands for Assessment. Activities are assessed for risks during planning. Leaders have reviewed applicable program guidance or standards and have verified the activity is not prohibited. Risk avoidance or mitigation is incorporated into the activity.
 - **ASK:** What are some areas you might be responsible for assessing for risk this season?
Take some suggestions from the group.
- The “F” in SAFE stands for Fitness and Skill. Participants’ Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part in the activity safely. At camp participants and staff are required to turn in an Annual Health and Medical Record. The Health Officer reviews these and shares details in confidence about a participant's limitations with staff members as necessary. In safety areas, skill tests are performed to ensure a base level of competence for the activity

(E.g. Swim Test). In other areas of camp, the area director may be called upon to determine if a Scout has the requisite fitness or skills to complete the task(s) safely.

- The “E” in SAFE stands for Equipment and Environment. Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety.
 - **ASK:** What are some types of equipment that we check on a regular basis? What are some environmental conditions we keep an eye on while in camp?” *Take some suggestions from the group.*
- Explain that staff should learn to incorporate these ideas into daily life at camp.
- Think about the SAFE model when walking around camp each day.

DEMONSTRATE

- **SAY:** One way we develop a safety culture and a focus on safety at our camp is through safety moments like we shared at the start of this session.
- Explain how safety moments may be used in the camp plan.

GUIDE

A safe camp is no accident-

ACTIVITY: What are the Hazards?

- Ask the staff members to consider areas that present potential health and safety problems in camp. Accept all suggestions and note them on the flip chart.
- When the list is complete, review the items and ask the group to indicate those items for which they feel they have a direct responsibility. Check these on the flip chart.
- Point out that the locations and major causes of accidents that occur during BSA-related activities, in order of frequency of occurrence, are (as of 2024):

Location of Incidents:

- Camping
- Backpacking
- Unit Meetings
- Aquatics

Causes of Incidents:

- Miscellaneous
- Slips, trips, and falls
- Cuts, punctures, scrapes
- Struck by/injured

- Ask staff members how each of these major causes of accidents might be avoided. Ask them what measures their program areas might take to avoid these types of incidents.

- Break the staff into Program Area groups. Using the chart below each staff group should prepare a risk management plan for its area of responsibility. Ask groups to share one or two examples when complete.
- Area staff should think about potential hazards in their areas and determine hazards mitigation in place for safe operation of these programs.

Type of Accident	Literature	Training	Rules	Engineered Mitigations
E.g. Knife Injuries	Scout Handbook	Totin Chip	Safety Circle, Axe Yard use, etc.	Gloves, locking knives, etc.

All staff members are expected to take responsibility for preventing accidents to themselves as well as to campers, leaders, and visitors. Factors that might cause an accident should be handled or reported immediately.

Standing Health and Safety Precautions-

- Once each area is complete add “campsite” to the list.
- The campsite should also be a particular area of focus.
- Campsites are often the least visited (by staff members) location in camp while camp is in session.
- This is an exercise in identifying large scale hazards that have already been mitigated and understanding hazards in areas/locations outside a staff members’ regular area of responsibility.
- Note the suggestions for mitigation in the campsite on the flip chart page.

Functions of the Health Lodge-

- The Health Lodge and the Camp Health Officer are crucial parts of operating a safe and healthy camp.
- The Health Lodge should be centrally located, and easily identifiable.
- It should be easy to clean, organized, and have plenty of room to perform medical care.
- Easy access should be available by road for emergency vehicles.

- The bulk of, but not all, patient contacts during the camp season will take place in the Health Lodge.
- The Health Lodge should provide for privacy as well as controlled access to medical records and medications.
- Often, medication distribution is performed at the Health Lodge at regular intervals.
- The Health Officer should post standard hours when the lodge will be open and staffed.
- Additionally, instructions and emergency contact information should be posted outside the lodge for off-hours care/emergencies.

Duties of the Camp Health Officer-

- The Camp Health Officer is a key member of the camp staff team.
- The Health officer is a qualified medical care provider who might be a Basic First Aid provider, Emergency Medical Technician, Nurse, Physician's Assistant, or Physician.
- *The specific need for camp is dependent on the proximity to emergency medical services (for a list of qualified providers see SQ-405 in the National Camp Standards).*

SAY: The Health officer at our camp is <<INSERT NAME>> and they are a <<INSERT CREDENTIALS>>.

- The Health Officer is responsible for:
 - Maintaining medical records
 - Maintaining First Aid Kits/AEDs around camp
 - Proper maintenance of the Health Lodge
 - Performing health and safety/sanitation inspections throughout the camp season
 - Screening campers upon arrival to camp
 - Providing medical care to participants and staff members.
- The Health Officer notifies the Camp Director and appropriate staff when a camper may have individual needs/needs additional assistants.

Show an example of the First Aid Log Book, as well as the Annual Health and Medical Record. Stress that medical care that bypasses the Health Lodge and goes straight to definitive care must also be documented in the First Aid Log.

Staff First Aid Training-

Explain the requirement in NCAP SQ-402 Part B, Section 3.

“At least 50 percent of staff must be currently certified in American Red Cross Adult CPR/AED, Emergency Care and Safety Institute (ECSI) Adult First Aid, CPR/AED or approved equivalent. The total ratio of trained staff (or volunteers) to campers must not be less than 1:25”

Explain who has already been through a qualifying training course, and when training will take place for those who need to complete it. The Camp Ranger, Aquatics Director, and Health Officer all must be current in this training.

Health and Safety Standards-

Explain the Boy Scouts of America utilizes the National Camp Accreditation Program to outline the minimum operating standards for Scout camps. The spirit of health and safety lives within many sections of the camp standards, but are specifically enshrined in a few sections. These are:

- Program Design: PD-100 Series
- Staff Qualifications: SQ-400 Series
- Health and Safety: HS-500 Series
- Facilities: FA-700 Series

It isn't the objective of this training to understand each standard related to health and safety. However knowing where to look for applicable standards is important. Take time to review one or two standards related to program areas in your camp. Show staff members how to utilize a printed or digital copy of the standards and tell them where they can find them.

ENABLE

ACTIVITY: Your Commitment to Safety

- Have program areas break into groups and write a "Safety Commitment" statement related to their program area. Share with the group.
- A statement should include that they are committed to keeping the area safe. The Statement should include a commitment to report incidents that happen.

Safety Moments-

SAY: Safety Moments are opportunities to prepare for an activity, review safety measures and report incidents correctly. Giving a safety moment at the beginning of training, staff meetings, etc. can support a safety culture in camp.

Safety Moments are:

- Clear and concise.
- Easy to understand.
- Helps provide guidance to action in given situations.

Tell staff members that for the rest of staff training you will be asking staff to do a safety moment at the beginning of a training session, a meal, or a meeting. Examples of safety moments can be found on <https://www.Scouting.org/health-and-safety/safety-moments/>. Utilize a few minutes each day to work a safety moment into your schedule. Start with the camp management team, and work your way through area directors, and then to general staff.

Summary-

- Health and safety are the responsibility of every staff member and camper.
- Being vigilant for hazards, and risks is your job.
- Being an upstander, not a bystander will help make you an advocate for Health and Safety in camp, and by extension make Scouting a safer place for everyone!

Have differentiation strategies been incorporated into the plan?

This lesson largely incorporates lecture and group discussion/problem solving. Additionally, there are written resources available to help learners who might retain information in a written format. Take questions and at least one break during this course.

The National Camp Accreditation Program & Why Does it Really Matter to Me?

Time allotted (recommended): 75 Minutes
Related NCAP Standards: SA-001, SA-003, SQ-402, SQ-403, SQ-404, SQ-405, SQ-406, SQ-407, SQ-408, SQ-409, SQ-410, SQ-411, SQ-412
Lesson objectives: <ul style="list-style-type: none">• Identify the purpose of the NCAP Program.• Identify how NCAP standards are verified and assessed.• Explain why assessments help promote the safety, quality, and growth of a council camp.• Define their role and responsibility in ensuring a successful NCAP assessment.
Materials: <ul style="list-style-type: none">• Flip Chart/Sticky Pad• Flip Chart/Sticky Pad Markers• Laptop or Computer Aid• Paper• Pen/Pencil• NCAP Standards as applicable to Program Areas
EXPLAIN <ul style="list-style-type: none">• SAY: The Boy Scouts of America has a program to help camps be successful called the National Camp Accreditation Program or NCAP. Many of you may have heard about this before while to others this may be new. So let me ask a question of those that have heard of it.• ASK: When you think about NCAP, what are things that you associate with NCAP? What are things you have heard about NCAP? <i>(Take a few answers from the group)</i>• SAY: Now that we have discussed what we have heard about NCAP, let me share with you its purpose. NCAP is a tool. That's it. It's here to help our camp and our council make sure that we can provide quality BSA camping experience. NCAP standards are the minimum standards a camp or council must meet to be accredited as a BSA Camp. It is the point of entry for a BSA branded program or camp. The key word in this statement is <u>minimum</u>. It is not a pie in the sky goal that only the best camps meet. This is a tool to help camp leaders plan the best quality experiences they can.• Explain the following:<ul style="list-style-type: none">○ NCAP is a safety tool. – There are minimum standards that camps and properties must meet. These standards ensure that leaders think about the overall health and safety of everyone who interacts with us.

- NCAP is a facilities tool. – There are minimum standards that our BSA branded facilities need to meet for our campers, adult leaders, and staff.
- NCAP is a program tool. – There are minimum standards that our leaders and camp staff need to meet to ensure that our Scouts are receiving a BSA branded and endorsed quality program.
- NCAP process is not just one year, one assessment date, pass or fail. NCAP is an everyday, every year process. There are multiple parts that happen in NCAP. Today though we are going to focus on specifically how NCAP impacts you as a camp staffer.

DEMONSTRATE

- A big part of NCAP is understanding how the standards work. There are 8 categories that every standard falls into:
 - SA-0xx – Standards Applicability
 - PD-1xx – Program Design & Recommended Practices
 - PS-2xx – Program Specific & Recommended Practices
 - SQ-4xx – Staff Qualifications & Training & Recommended Practices
 - HS-5xx – Health & Safety & Recommended Practices
 - FS-6xx – Food Service
 - FA-7xx – Facilities & Recommended Practices
 - AO-8xx – Administration & Operations & Recommended Practices
- **SAY:** Most of the program staff will work within the PD and PS series as this is where our program is designed and implemented. Those who work in food service will focus on the FS series, our facilities staff in the FA series, health officer and staff in the HS series. Our camp leadership are here to make sure that we all work together to meet each of the standards. We use the standards as a framework to help develop our program and safety practices at camp. Each of us must do our part to help our camp provide the best and safest programs and facilities possible.
- **SAY:** I'm going to show you an example of a standard now. *(Pick any Program Specific (PS series) standard to show as an example)*. Let's go through each part together.
 - Standard or RP #
 - Standard or RP Title
 - Revision Date
 - Specific Requirement
 - Type of Camp Standard or RP Applies to
 - Interpretation
 - Type of Verification Required
- Explain how the camp is meeting this standard. Invite an area director to help in the discussion.

GUIDE

- **ACTIVITY:** Have the staff get together by program area. Have each area director share with their staff the NCAP standards that pertain to that team. Read each standard and discuss how the team meets the standards and how we can continue to meet the standards this summer.
- Allow 15 minutes to discuss each of the following questions:
 - What standard(s) does our work directly contribute to?
 - What standard do we feel like we do very well? What are some of the things we do well with this standard?
 - What standard do we feel like we can do more work with? How can we improve in this standard?
- Each area director will share some of the things that the camp is doing well in each area and areas to improve.
- Explain the NCAP assessment visit.
 - Camp is assessed by a group of volunteer Scouters from around the area who form the assessment team.
 - The assessment team will be at camp on <<INSERT DATE OF ASSESSMENT>> and will visit all areas of our camp.
 - They are outside observers that can help improve the camp.
 - Their purpose is to give an outside perspective on safety, facilities, and program quality.
 - They are a tool to help the camp grow.
 - They will be observing each area and will visit other areas of the camp to ensure the camp has met the standards.
 - The staff role is to continue to offer the program of camp and when appropriate answer questions of the team. The team may ask the area director or other staff about how the camp is meeting a certain part of the standards or simply observe the area from afar.
- The purpose of NCAP is “to help councils elevate camps to new levels of excellence in delivering Scouting’s promise to youth. Councils will engage in rigorous review of camps and properties, continuous improvement, and correction or elimination of substandard practices.”
- **ASK:** When an assessment team visits us, what do we need to do?
 - Make sure your program area staff are engaging our campers in the great things you offer.
 - Make sure the water coolers are full.
 - Make sure your areas are clean.
 - Be friendly and hospitable.
 - Answer questions to the best of your ability.
 - If you don’t know an answer, it’s ok to point them to your area director or a camp administrator.
 - Be yourself!

ENABLE

- Remind staff of the points above prior to the assessment day.

Have differentiation strategies been incorporated into the plan?

- Whole Group, Small Group, and Individual Conversation Aides.
- The module can be printed and given to staff members with learning special needs.
- This module can be presented with audio/visual capable technology to allow for staff members to be able to hear this presentation with ease if they are low at hearing.

The Scout Oath & Scout Law and Members of the Camp Staff

Time allotted (recommended): 45 minutes

Related NCAP Standards: NONE

Lesson objectives:

- To understand the 12 points of the Scout Law and how it applies to each Camp Staff member.
- To understand how the Scout Oath & Law supports a positive camp culture and relationships.

Materials:

- Whiteboard and markers
- Flipchart

EXPLAIN

Presenter note: *This session is intended to reinforce that the Scout Oath and Scout Law are not just words. They are a way to live, and examples of what “good citizenship” means. It’s important for members of the camp staff to understand how the Scout Oath and Law apply to them as staff members and that each member is a role model for Scouts and leaders who attend camp.*

The Scout Oath & Scout Law – (Invite staff to rise as they are able, display the Scout Sign, and join in reciting the Scout Oath and the Scout Law)

Scout Oath

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.
(Continue with the Scout Law)

Scout Law

A Scout is

Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, Reverent.

The principles set forth in the Scout Oath and Scout Law guide every activity and action at Scout Camp. They are the basis for interactions with individuals and groups and foster a positive summer camp experience.

Each member of the Camp Staff should model the Scout Oath and Scout Law. In addition to job tasks and responsibilities, the Oath and Law support **how** staff are to perform those tasks and responsibilities.

DEMONSTRATE

ACTIVITY: Break staff into smaller groups for discussion. Ask staff to review each sentence or phrase of the Scout Oath and answer the following questions among their group. At the end bring the groups back together to share what they have learned.

- "On my honor." What does "honor" mean to you?
- "I will do my best." What does doing your best mean/look like at camp?
- How can you do your duty to God and to your country in a Scout camp setting?
- What are some ways that we, as a staff, can "help other people at all times" at Scout Camp?
- How will you keep yourself physically strong, mentally awake, and morally straight during camp?

ACTIVITY: Organize the staff into groups of 3 or 4 staff members and divide the 12 points of the Scout Law among the groups. Each group will have 10 minutes to discuss the point (or points) of the law assigned to their group. Each group must capture what that point of the Scout Law means to them. The group must also capture ways that individual staff members and program area staff can demonstrate that point of the law during each week of camp.

GUIDE

The small groups reconvene as a large group and each group presents what they captured for each point of the Scout Law. The presenter should add additional comments and suggestions for each point of the Scout Law to ensure that staff members recognize their responsibilities and obligations to the Oath & Law.

ENABLE

Challenge each staff member to set aside a few minutes at the end of each day to reflect on how they applied the principles of the Scout Oath & Law to their duties and responsibilities during their workday. They should ask themselves, "did I make a positive difference today?"

Summary:

- Recap key points and emphasize the role of each staff member applying the Scout Oath and Law at summer camp.

Diversity, Equity & Inclusion at Camp

Time allotted (recommended): 60 min

Related NCAP Standards (if applicable): NONE

Lesson objectives:

- Understand, define, and identify the concepts of Diversity, Equity & Inclusion (DEI).
- Understand why DEI matters in Scouting and how to apply Scouting language and values to DEI.
- Understand what unconscious bias is and how it contributes to a negative experience.
- Explain how to utilize DEI concepts and principles to ensure that Scouts and leaders feel respected and have a sense of belonging at Scout Camp.

Materials:

- Whiteboard and markers
- Flipchart or presentation slides
- BSA's Diversity, Equity & Inclusion Statement

EXPLAIN

Presenter note: *The session on Diversity Equity & Inclusion (DEI) at Scout Camp is intended to give staff members an understanding of the principles of DEI and practical ways to apply those principles at Scout camp. DEI works best only when everyone is invited to participate, feels welcome and has a sense of belonging. DEI is not a program; it is how Scouting is delivered.*

The BSA's Diversity, Equity & Inclusion Statement – 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.

DEI impacts everything we do in Scouting, from recruiting and retention to advancement and service to our communities. Just as Scouting is a journey, DEI is also a journey. We want to create a culture of DEI within Scouting and at Scout camp.

Identities – Every person associates themselves with different identities. These include: Race, Ethnicity, National Origin, Language, Gender, Gender Identity, Age, Sexual Orientation, Religion, Mental or Physical abilities, Family Status and Financial background.

Diversity –

Diversity encompasses a wide array of individual identities. In Scouting, this means that youth and adult members of units represent various identities. While some identity groups may be smaller or larger in specific communities, the crucial objective in embracing and supporting diversity is to ensure that every Scout, Scout leader, or adult volunteer feels welcome in Scouting, particularly at Scout Camp. At Scout Camp, we expect staff to recognize, acknowledge and appreciate the value of differences.

Equity – In Scouting “equity” means that everyone has the resources they need to ensure their ability to access the same opportunities as everyone else.

Equity is often misinterpreted as Equality; it is not. Equity recognizes that everyone has different needs, and that assistance is provided based on the specific need(s) in a way that is both impartial and fair, giving everyone the same opportunity to participate.

Inclusion - In Scouting, inclusion includes the sharing of power within the unit through continual efforts to bring traditionally excluded individuals and/or groups into processes, activities, and decision-making. At Scout Camp, it is each staff member’s responsibility to actively listen to Scouts and unit leaders to ensure that they are heard and respected and that they are involved in decision-making.

Unconscious Biases –Unconscious bias is an assumption or belief one has in favor of or against a person or a group of people. These prejudices are unintentional; they happen outside of one’s awareness. Everyone has unconscious biases; they start forming when you’re young. The brain takes in information from your childhood, background, family situation, culture, and experiences. Then, it uses that input to make quick judgments about types or groups of people. Although you aren’t aware of these biases, they can have an impact on your thoughts, attitudes, and actions. Unconscious biases are hard to recognize because they happen unconsciously. It is even more complicated because your unconscious biases can be directly opposed to your conscious beliefs and values.

When Scouts, leaders and Camp Staff have unconscious biases, it can lead to unfair assumptions, preferential treatment, discrimination, harassment and bullying and can lead to Scouts feeling excluded.

Belonging – As Camp Staff members, your job is to create a culture where Scouts, leaders and volunteers feel a *sense of belonging*. We expect that you will value the diversity in Scouts and leaders, provide help and assistance based upon each Scout’s individual need(s) to ensure that Scouts have the same opportunity to participate and that everyone feels supported and included for who they are; that they feel welcome and a strong sense of belonging in Scouting and at Scout Camp.

Following the Scout Oath and Law when you interact with Scouts and leaders at camp can help create and sustain a culture of belonging.

DEMONSTRATE

SAY: We are now going to do an activity called the “Diversity Circle”, where we aim to foster an environment of inclusivity and understanding. Before we delve into our activity, I want to emphasize that this space is a safe haven for sharing. We understand that discussing identities and personal experiences can be sensitive, and it's important to acknowledge that not everyone may feel comfortable participating. Therefore, I want to reaffirm that staff who do not feel at ease sharing are welcome to opt out at any time. Our goal is to create an atmosphere where everyone feels respected and supported.

ACTIVITY: “Diversity Circle”

Gather Participants: Break staff into small groups ensuring a diverse group of youth and adults in a circle format where everyone can see each other.

Sharing Identities: Begin by having each participant share a few aspects of their identity, such as their cultural background, ethnicity, nationality, language spoken at home, hobbies, etc. This helps everyone recognize the diversity within the group and the staff.

Reflective Questions: Pose reflective questions to the group, such as:

- How does your identity influence your perspective on the world?
- Have you ever felt excluded or discriminated against because of a certain aspect of your identity?
- How do you think diversity strengthens communities and organizations?

Sharing Experiences: Encourage participants to share personal experiences related to diversity, equity, and inclusion. This could include times when they felt included or excluded, witnessed discrimination, or participated in efforts to promote inclusivity.

Allow 10 minutes for the activity.

GUIDE:

After the discussion:

SAY: Remember, as we reflect on our experiences, it's important to share our own perspectives and insights rather than recounting others' stories. This ensures that our discussions remain respectful and centered around personal growth and understanding.

Discussion and Analysis: Facilitate a discussion around shared experiences. Encourage participants to analyze how systemic or unconscious biases and prejudices impact individuals and communities. Discuss the importance of equity and inclusion in creating a welcoming environment for everyone at camp.

Consider using questions from the following:

- What insights did you gain from hearing about the diverse identities and experiences shared within your group?
- How did participating in this Diversity Circle challenge or reinforce your understanding of diversity, equity, and inclusion?
- Reflecting on the personal experiences shared, what resonated with you the most? How did it impact your perspective?
- In what ways do you think our shared experiences of diversity and inclusion contribute to building a stronger sense of community within our camp?
- How do you plan to apply the insights gained from this Diversity Circle in your interactions and practices moving forward?

- Did you encounter any surprises or unexpected revelations during our discussions? How did they shape your understanding of diversity and inclusion?
- What similarities or commonalities did you notice among the experiences shared within your group? How do these common threads contribute to our collective understanding?
- How do you plan to ensure that the commitments made during this activity translate into tangible actions in your daily life and interactions?
- Finally, how can we continue to foster a culture of openness, empathy, and inclusivity within our camp community beyond this Diversity Circle?

Brainstorm Solutions: Engage the group in brainstorming solutions and actions to promote diversity, equity, and inclusion at camp.

Commitment to Action: Conclude the activity by having each participant commit to at least one action they will take to promote diversity, equity, and inclusion in their own lives and at camp.

OPTIONAL ACTIVITY: At the end of the explanation of DEI, break the audience into small groups of 3 or 4 staff to develop a list of examples of how they can apply DEI in their program areas at Scout Camp. Some small groups can be assigned a point (or points) of the Scout Law and the group discusses how the point supports DEI.

ENABLE: Praise individuals or groups whose examples clearly support DEI. Be prepared to meet with individual staff members who have difficulty in understanding concepts and principles of DEI or who exhibit unsupportive behavior.

- Recap key concepts and emphasize the role of each staff member in understanding and applying DEI at Scout Camp.

Stress and Mental Health at Camp

Time allotted (recommended): 1 Hour

Related NCAP Standards: HS-505 Medical Care Policies, HS-506 On-site Treatment Procedures, RP-551 Mental, Emotional and Social Health (MESH) Support,

Lesson objectives:

- State stressful aspects of life at summer camp.
- Understand what mental health is and brainstorm examples of mentally healthy habits.
- Create a self-care plan (*to be shared with other staff if they wish*).
- Become empowered and equipped to encourage staff, adult leaders, and campers to take self-care steps.
- Recognize and use tools to differentiate between a stressful situation and a possible mental health crisis.
- Identify emergency procedures for addressing a mental health crisis at camp.
- Become familiar with resources for additional education on the topic of mental health at camp.

Materials:

- Training aids and equipment required - projector/speaker
- “The Importance of Sleep: 8 Scientific Health Benefits of Sleep + Sleeping Tips” Video (5 min): <https://www.youtube.com/watch?v=xxxWv6PM4EM>
- “Stress Management Strategies: Ways to Unwind” Video (5 min): <https://www.youtube.com/watch?v=OfL-pn80s-c&t>
- Materials to be distributed – The Normal Camp pattern.
- Materials to be distributed - “Soothie” Chart
- Council/Camp Mental Health Procedures
- Resource to share: <https://www.acacamps.org/article/camping-magazine/pace-yourself-self-care-tips-healthy-summer>

EXPLAIN

ASK: How is life at camp different from life at home for Campers? Adult Leaders? Staff? (*Seek Responses*)

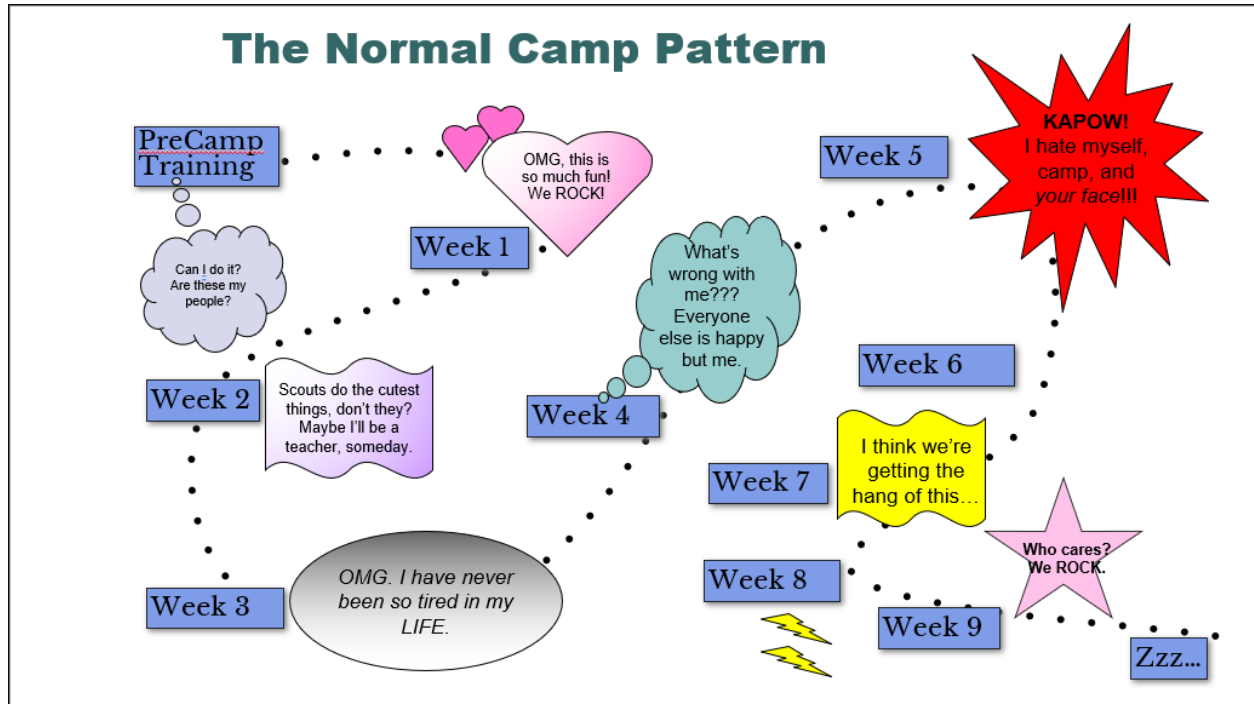
SAY: For each of us, and for those we serve, life at camp is different from the rest of the year. Both positive and negative changes create stress. We can navigate most stress and help others to navigate it if we can recognize it and have plans to work through it. Later in the presentation, we will also learn what to do when a person is beyond what we or they can navigate on their own and are experiencing a crisis.

SAY: Mental health is one aspect of a person’s overall health. Just like physical exercise keeps a body healthy, and regular maintenance keeps a car running smoothly, positive mental health habits maintain your health and reduce stress.

You get to finish this session with a plan for your summer!

DEMONSTRATE

- Camp has a normal pattern. Stress is normal and expected. Discuss some common stress points at camp.
 - Stress points may include:
 - New: people, place, expectations, camp culture.
 - Sharing spaces, limited “down” time, different food.
 - Missing home or events at home.
 - Handout and explain “The Normal Camp Pattern”



- Precamp training: Settling in - get to know others/expectations/culture, some apprehension.
- Week 1 and 2: High energy start of season – implementing the plan with vigor!
- Week 3: Several weeks into season: Tired. Possible illness spread through staff.
- Week 4-5: Potential staff conflicts mid-season from buildup of minor irritation/poor rest.
- Week 6-7: End of season in sight – Renewed energy, confidence, unity
- Week 8-9: Close to season end – Sometimes a letdown, pushing away, preparing for transition to post-camp life, more often a weepy “going to miss my besties” time...sometimes both!
- Knowing this pattern, you can prepare to minimize how stress will impact you.
- Poor sleep is a major stressor at camp.
 - Has cumulative effects
 - Impacts mood, performance, patience, attitude
 - Creates “Tired Brain,” and physical illness

Show video -The Importance of Sleep: 8 Scientific Health Benefits of Sleep + Sleeping Tips

(5 min): <https://www.youtube.com/watch?v=xxxWv6PM4EM> *OR*

Discuss the 8 benefits of sleep

1. Lack of Sleep is Fattening
2. Sleep reduces stress
3. Sleep improves Immune System
4. Sleep makes you a better learner
5. Sleep reduces feelings of depression
6. More Sleep reduces appetite.
7. Sleep helps us empathize with others
8. Sleep improves athletic performance.

Discuss the ways to get a better night's rest

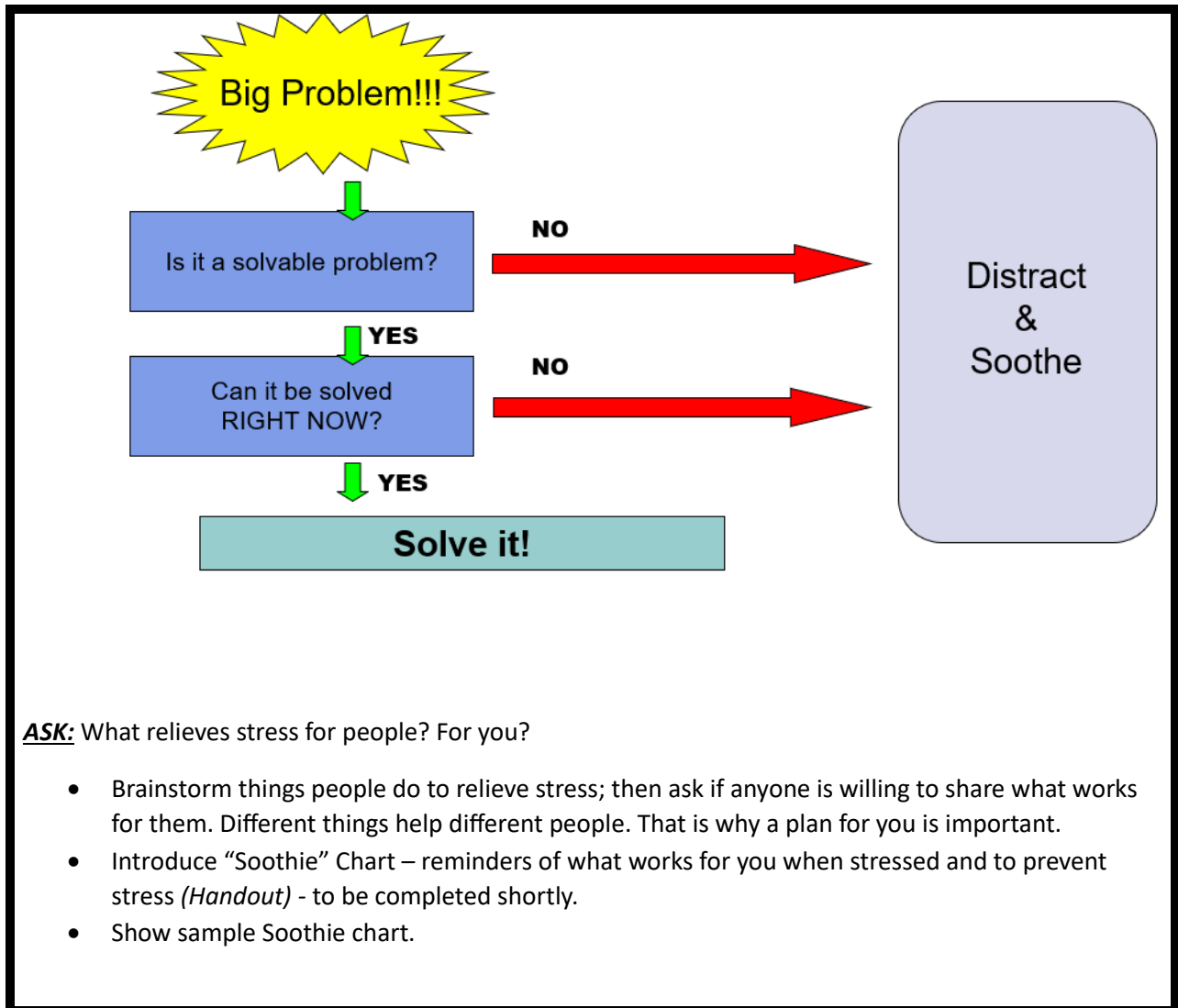
1. Blackout your room
2. Have a routine
3. Sleep improves immune system
4. Use pillow under legs
5. Take a nap
6. Shoot for 7-9 hours of sleep each night.

ASK: What does stress do to a person? (*Seek Response*)

Show video - Stress Management Strategies: Ways to Unwind Video (5 min):

<https://www.youtube.com/watch?v=OfL-pn80s-c&t>







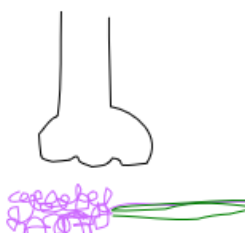

- Discuss the main points from the video.
- When a person encounters stress consider options.
 - Share Big Problem Plan



ASK: What relieves stress for people? For you?

- Brainstorm things people do to relieve stress; then ask if anyone is willing to share what works for them. Different things help different people. That is why a plan for you is important.
- Introduce “Soothie” Chart – reminders of what works for you when stressed and to prevent stress (*Handout*) - to be completed shortly.
- Show sample Soothie chart.

My Soothie Chart

 <p>Cleansing Breath</p>	 <p>Mountain Pose</p>	 <p>Quiet Forest Walk</p>	 <p>Writing in my journal</p>
 <p>Looking at the water</p>	 <p>Dark Chocolate</p>	 <p>Smell Lavender</p>	 <p>Take a Shower / Swim</p>

ASK: How can we help someone else who seems anxious or stressed at camp...fellow staff, adult leaders, campers?

- Brainstorm solutions from list of camp stressors in the opening. (*Option: small groups and report back*).
- Reinforce answers of: encouraging them, asking “what helps when you feel like this?” “who could you talk to for help?” noticing “you seem different today...are you OK?,” taking a break, rest, snack, water.

GUIDE

- Crisis means:
 - Threats of self-harm, suicidal thoughts, violence or threats of violence, and more
- What do you do if the person is beyond stressed and in crisis?
 - *Review your council procedure for person in mental health crisis.*
 - Know your limits: Stay safe yourself, keep others safe, keep person safe, get help.
 - For people in crisis the best support is most often not available in camp. But we can help connect them get connected to the help they need.

- Pro Tips (*unless a person is in crisis*)-
 - Use calm voice, neutral language: “I noticed...”, “it seems like...”
 - Avoid advice, instead ask, “what helps when you feel like this?”
 - Do not diagnose, state facts: the person is lethargic, threatening to hurt self/others...
- Explain your council plan for supporting mental health at camp.
- Explain how a staff member is to get outside support.
- Explain the council plan and process to support campers in camp.

To Learn More: [Mental Health First Aid](#) classes available to those 18 and older

ENABLE

- Explain “Soothie Chart” – These are things that work for you when you are stressed. They work best when shared with others so they can support you.

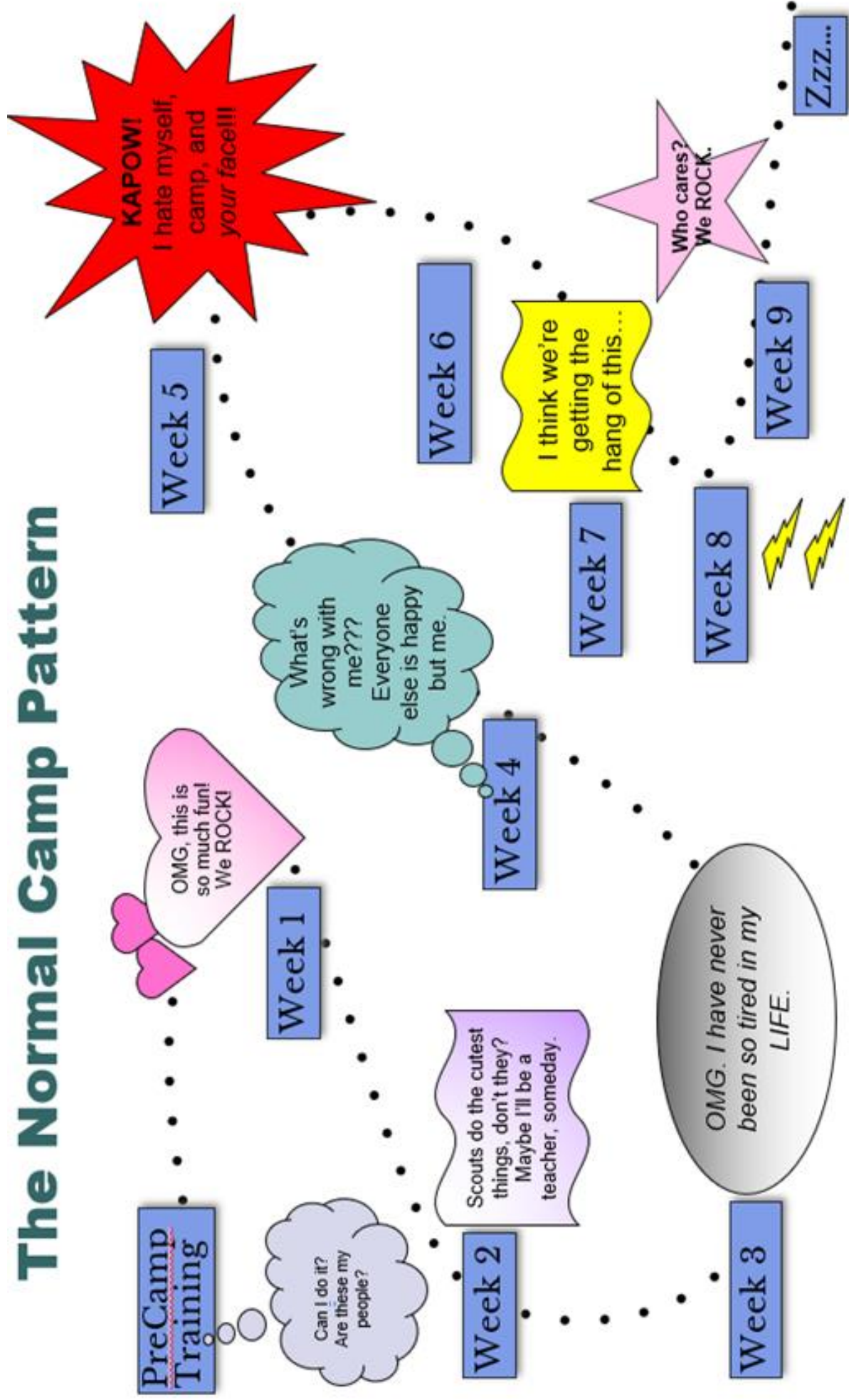
ACTIVITY: Hand out blank “Soothie chart” to each staff member. Have each staff member complete the chart based on their personal preference.

- Explain the camp plan: share the personal Soothie chart with someone on staff or give to Camp Director to help offer support through summer or revisit as needed.
- After sharing this plan, provide time to complete (collect?) individual Soothie Charts. Share it with a friend if comfortable.
- If time, break into program areas to discuss when/how breaks work in your area, and how to ask or arrange a break if you need one.
- Check for understanding:
 - What stressors are we (adult leaders, campers) likely to encounter this summer?
 - What helps people navigate stress? (*healthy habits, having a plan for what to do, noticing and supporting others in camp who seem stressed, sleep*)
 - What is different about a mental health crisis? (*threat to self or others*)
 - What do we do in a crisis? (*Stay safe yourself, keep others safe, keep person safe, get help*)
- While “a Scout is helpful,” often, being helpful means helping connect a person with outside help. We may not be experts, but we can still help ourselves and others to work through stress.

Have differentiation strategies been incorporated into the plan?

- Some learners may not want to do the Soothie Chart or share that with others.
- Some learners may find the topic of a mental health crisis uncomfortable or jarring – discreetly assign a staff member to observe for this and offer support if observed.

The Normal Camp Pattern



The Big Problem Plan



Is it a solvable problem?

NO



YES



Can it be solved
RIGHT NOW?

NO








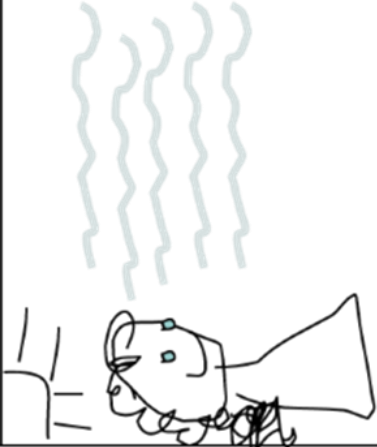

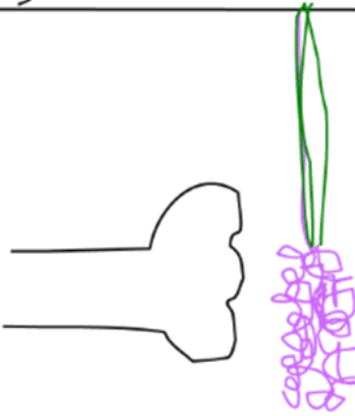
YES



Solve it!

Distract
&
Soothe

My Soothie Chart

 <p>Cleansing Breath</p>	 <p>Mountain Pose</p>	 <p>Quiet Forest Walk</p>	 <p>Writing in my journal</p>	 <p>Take a Shower / Swim</p>
 <p>Looking at the water</p>	 <p>Dark Chocolate</p>	 <p>Smell Lavender</p>		

My Soothie Chart

Conflict Resolution at Camp

Time allotted (recommended): 45 minutes

Related NCAP Standards: SQ-402 – Camp Staff Training (General)

Lesson objectives:

- Understand and state sources of conflict at camp.
- Discuss impacts of unresolved conflict at camp
- Demonstrate conflict resolution steps for provided scenarios.
- Understand expectations for attempted conflict resolution, and what happens when a conflict is not resolved using provided tools.
- Demonstrate ability to work with others to resolve conflicts.

Materials:

- Council Conflict Resolution Procedure/Policy from Staff Handbook
- “Practicing Coworker Confrontations” article/activity
 - List of Scenarios on individual strips of paper or screen
 - List of problem-solving steps on screen or paper (from “What is expected of You” below)
 - Recruit two volunteers to model the problem-solving steps on an assigned scenario

EXPLAIN

ASK: What are some reasons you came to camp? (*Seek response*).

ASK: Did anyone come here to ruin things? Do a terrible job? Mess everything up? (*acknowledge that no one decided to work at camp to do poorly*)

- Explain that we are going to consider conflict at camp and what to do about it.

Define Conflict - a state of opposition between ideas, interests, etc.; disagreement or controversy.

- Ask staff to think of a time when they were in conflict with someone. Ask staff to silently think about: how it felt, what they did, how the other person responded, what worked, and what they might do differently.
- Brainstorm Causes of Conflict at Camp – Solicit a few responses and share a few from the list in the article link. Summarize: conflict comes from differing expectations, unmet needs/wants, control, boredom, frustration, irritation, lack of sleep

ASK: How does conflict within a camp staff impact what we came to do? (*Seek responses but aim for the following*):.

- Program disruption.
- Reduces job satisfaction.
- Lowers staff morale.
- Exposes staff dissention.
- Sets a bad example for Scouts and leaders if unresolved.

ASK: Can conflict have any positive effects for staff? (*Seek Responses but aim for the following*):

- Clarifies expectations.
- Gives a better understanding of other perspectives.
- Helps staff in learning to compromise or problem-solve.
- Can help in potentially stronger communication/relationships (if resolved).

SAY: When we find ourselves in conflict, there are always choices:

- Fight/argue (I'm right)
- Flight/avoid (ignore and hope it goes away)
- Discuss and try to resolve (understand, seek solution that works for all).
- Could also choose gossip, passive-aggressive, malicious compliance.... but those don't move the needle to resolution.

What Does/Does Not Work:

- Tell how the behavior impacts you. Use factual "I" statements... "When this happens, I think/feel/believe"
- Ask for the change you would like to see: "When you come into the session late, could you come in quietly?"
- Ask if there is some information you don't know: "I noticed you are having a hard time getting to lunch on time, is there something getting in your way?"
- Own your part. Apologize authentically and specifically for your missteps, "I'm sorry I've been waking you up when I get up for my morning run. I can be quieter."
- If you think it is resolved, ask, "I think we have a plan that will work, do you?"
- Something **never** known to work: Telling an agitated person to calm down.
- Cultural competency – different families and cultures handle conflict differently (avoidant/quiet/loud/demonstrative). Be aware of other perspectives, but these steps are the camp culture we are working toward.

ASK: What are some other helpful (unhelpful) approaches? (*Seek Response*)

- Distribute Council Conflict Resolution Policy or guidance from the staff handbook.
- Explain the council policy for conflict resolution or use the following samples as a guide.
 - Choose a kind tone, assume positive intent.
 - Speak privately (respecting Youth Protection standards) to the person who you are irritated by, without complaining to others.
 - Briefly but clearly describe why the action/situation bothers you AND/OR
 - Listen to the other persons' perspective. They may have more information that could change your view.
 - If you find yourself unable to settle your differences, go to your supervisor, together if possible.

- If you find yourself getting out of control, move away from the situation and refer to the above conflict resolution tactics. Yelling and/or screaming matches and bullying are not acceptable problem-solving techniques and violence of any kind is not tolerated and will result in disciplinary action, up to and including termination and revocation of BSA membership.

DEMONSTRATE

- Invite two staff members up and say that they have agreed to show us the problem-solving steps you'll be asked to use in a few minutes.
- Invite volunteers to demonstrate the steps. (Refer to the "Three Step Camp Conflict Resolution model", the "Stomping Ground Three Circle Model" below or other council resources.)

GUIDE

- When finished with the demonstration ask the group:
 - What worked well about that?
 - What was artificial about that exercise?
 - Were there any steps missed? Did they miss opportunities to resolve?

ENABLE

ACTIVITY: Ask staff to find a partner. Encourage them to partner with someone who is not in their program area or whom they do not know well.

- Explain each pair will receive an example of a conflict that is typical to occur at camp.
- Read the assigned (or chosen) conflict scenario.
- Work through the problem-solving steps.
- If the scenario warrants escalating to a supervisor, discuss what they might say.
- Give 5 minutes for discussion.

Distribute conflict scenarios typical at camp. Develop these from experience or use the resource of scenarios found in the article "Practicing Coworker Confrontations" below.

At the end of five minutes

ASK:

- What worked well?
- What was uncomfortable about that exercise?

If time and if it would help the group, switch partners with another group and repeat.

- Explain Many other scenarios may happen at camp: disruptive camper, leader with a program problem (schedule, food...), Scout from one troop bugging or bullying Scout from another, roommates clean and dirty or early and late, staff chatter/gossip about "different" staffer, unrequited romance, political discussions with adult leaders, campers, or Staff members.
- Explain that the steps to solve this conflict is the same.

Have differentiation strategies been incorporated into the plan?

- Challenge by choice – reluctant participants in the conflict scenario may be given a chance to opt out or show they know another way; they could be the timer or the “supervisor”
- Cultural competency – different cultures handle conflict differently. Be open to other perspectives, but clear that this is setting the culture for camp.

Resources:

- *ACA Camper Conflict*
https://www.acacamps.org/sites/default/files/resource_library/CommonCausesofCamperConflict-chart.pdf
- *Three step camp conflict resolution model* - <https://blog.nols.edu/2016/03/11/three-steps-to-successful-conflict-management>
- *“Stomping Ground” Three Circle Model* - <https://campstompingground.org/blog/2016/12/11/a-simple-process-for-restorative-conflict-resolution>
- *“Practicing Coworker Confrontations”*
<https://www.thesummercampsociety.com/blog/2018/5/23/staff-training-practicing-coworker-confrontations?fbclid=IwAR2ZnXVKQNQwoew22imhry-3tYfELxpra9FMhC9pf8JdMBV73xfKJ0kmb4Q>

Advancement in Camp

Time allotted (recommended): 60 Minutes

Related NCAP Standards: PD – 102, PD – 103, PD-104, PD – 106, RP-155, RP-156

NOTE: Using relevant outside instructors as outlined in RP-155 could be appropriate in this session.

Lesson objectives:

- Describe the role of advancement as a method of Scouting and how it is achieved in camp.
- Tell how the camp achieves 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.
- Explain the importance of understanding what a Scout must accomplish to meet an advancement requirement.

Materials:

- Camp specific advancement tracking information or advancement tracking sheet(s).
- Each staff should have a list of requirements for the merit badges they are instructing.
- *BSA Application for Merit Badge – “Blue Card”* (one per staff member)
- *Current BSA Guide to Advancement* (optional – also available online)
- *Current Scouts BSA Requirements* book (optional)

EXPLAIN

- Lead a discussion about why we have advancement in Scouting. Consider asking the following questions.
 - Q: Why is advancement one of the eight methods of Scouts BSA?
 - 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.
 - 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.
 - 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 is more likely to adopt the ideals of the program and use them throughout life.
 - The Scout will more likely reflect on Scouting as a positive experience.
 - As an adult, the Scout is significantly more likely to become an involved citizen, including potentially becoming a Scout leader.

- Q: What does the advancement standard—"no more, no less" mean?
 - 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 special need 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 Chapter 10 (BSA #33088) for details.
- Q: Can an instructor teach more than is 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 subject is encouraged.
- 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.
- 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 of them come through advancement.
- 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").

- 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.
- Q: How long does a Scout have to complete a merit badge if they receive a “partial” at camp?
 - A: All advancement in Scouts BSA must be completed by a Scout’s 18th birthday
- Explain that the merit badge program and merit badge requirements are designed for a Scout to learn more about a particular subject. Merit badge requirements are not about how much a Scout knows, but rather is an introduction to fields, careers, and hobbies that promote individual growth and discovery.
- Verbs in the requirements are important. If a requirement states “Demonstrate,” “Explain,” “Research,” or any other action verb, then that requirement is only completed once the Scout has “demonstrated”, “explained”, or “researched”.
- Each Scout must complete the requirement and while requirements may be instructed in a group, each Scout must complete the requirement as written.

DEMONSTRATE

- Demonstrate the council and camp tracking system for advancement tracking.
- This should include demonstrating:
 - Attendance tracking for advancement purposes.
 - Recording of completed requirements.
 - How to complete the advancement tracking method.
 - If used, explain how to complete the BSA “Merit Badge Application” (Blue Card)

GUIDE

- Choose a merit badge of your choice to explore. Share with the staff a requirement from a merit badge being taught at your camp.
 - Ask the staff to tell you the **VERB** that is in the requirement.
- Have each staff member take out the list of requirements for the badges they are instructing.
 - Have each staff UNDERLINE or **HIGHLIGHT** the verb in the sentence (ex. demonstrate, explain, show etc.)
- Stress the importance of the verbs as the standard for completion of the requirement.
- **Remind staff that while Scouts can be instructed as a group each individual must complete the requirement as written.**
- Explain that the goal of the merit badge program is for a Scout’s growth and understanding of a topic. Attendance alone is not the mark of completion.
- “Partial” merit badge completion is an acceptable outcome for a Scout who does not complete a requirement.
- Explain that quality merit badge sessions give Scouts opportunities to learn and explore.
- Remind staff the Scouts have until their 18th birthday to complete a merit badge.

ENABLE

- Break the staff into program areas and have the area director work with the staff on how to deliver the requirements using the verbs.
- If used, engage appropriate council committees to help in this discussion about ensuring all Scouts complete the requirements as written.
- **OPTIONAL (SCENARIO):** Choose two staff members beforehand. Complete a role play with one staffer performing as an adult leader, who comes up to a staff member to ask why a Scout did not complete a merit badge when the Scout “was in class every day”.

Have differentiation strategies been incorporated into the plan?

- Small group & whole group discussion
- Breakout groups
- Hands on activity – filling out “blue card”
- Role-Play Scenario

Appendix

Team Building and Initiative Games

Time allotted (recommended): As needed during staff training. Additional game suggestions are available in [Belay On](#).

Related NCAP Standards (if applicable): NONE

Lesson objectives:

- Learn and use games for mental breaks during staff training.
- Teach staff how to play games with purpose with their Scouts.
- Choose examples of games that build up the staff teamwork.
- Connect camp staff to sources of games.
- See each game for specific objectives for that game.

Materials:

- As needed in each game.

EXPLAIN

- An initiative game is a type of cooperative game with a clearly defined problem to be solved. The group must use cooperation and physical effort to reach a solution. Some challenges are more cognitive than physical, and vice versa. Initiative games challenge the physical and mental abilities of the participants within a group. In most instances, group members must use teamwork, planning, and determination to complete a task. A few initiative games require special props and settings, while most can be done anywhere and without special equipment.
- Instructors can use an initiative game to challenge the group to figure out how it will solve a problem. The group must find a solution through planning, practice, initial failures, and final achievement. The initiative game encourages learning by doing. Participants learn through trial and error. Initiative games are extremely useful for enhancing the trust, responsibility, and self-esteem of each participant. The games also promote interaction by requiring team members to cooperate, taking advantage of each group member's abilities as well as dealing with any personal variables such as height, strength, and so on. Initiative games are particularly helpful for developing participants' awareness of the decision-making process, of leadership versus followership, and of the obligations of each member of a group that is confronted with problems to solve.
- The following are a few initiative games that can be used during your staff training. This is not an exhaustive list but is meant to share some ideas of the types of activities that you may choose to use.
- There is not a place in the staff training where it says "play an initiative game" but games like these could be used when the staff need a "brain break" or as a tool to learn more about each other or challenge staff with a problem-solving activity.
- Care should be taken when selecting facilitators for each of these games. Debriefing and discussion are the most important parts of each of the activities and staff should be comfortable leading a discussion of this type before being expected to facilitate the activity.

- The games selected here are meant to help your staff develop teamwork, communication, and learn about each other. A strong facilitator can use these games to bring out other themes of staff training and camp life. Be creative and expand past the level one skill when instructing these games. Look for the deeper purpose that meet the needs of your camp staff.

DEMONSTRATE

- Each game uses the demonstrate method.

GUIDE

- Game facilitator will be asked to guide the group through the challenge of the task.

ENABLE

- The participants in each game are given enough information to complete the task and enough support to fail appropriately.

Have differentiation strategies been incorporated into the plan?

- Group instruction
- Hands-on activities.

Have You Ever . . . ?

The Challenge and Objectives

An instructor asks questions of participants. Each participant who answers “yes” raises a hand if able*. The instructor can ask the suggested “Have You Ever” questions (following) to learn more. The group gets better acquainted, and the instructor learns more about the group.

*Alternative indication should be made if needed for special circumstances.

Equipment Needed

- Set of suggested questions

Setup and Inspection of the Event

- N/A

Issuing the Challenge to Participants

If your response to the question is “yes,” raise your hand. You do not have to explain anything that might be embarrassing or hurtful. The game format allows participants to say something about themselves without bragging. It also allows more reticent participants to say nothing without fear of censure.

Safety briefing/ Safety pause: as appropriate for the site.

Facilitation/Debriefing of Participants

Lead the participants in a group discussion about what they have learned about themselves.

Variations for Accomplishing the Event

- Gear the questions to the makeup of the group.
- Have the group stand in a line when the answer is “yes” step forward and when “no” step back.

Suggested Questions for Have You Ever . . . ?

- | | |
|---|---|
| Become a First Class Scout? | Gone to the National Jamboree? |
| Become an Eagle Scout? | Gone to a World Jamboree? |
| Climbed a mountain? | Gone scuba diving? |
| Gone on a rafting trip? | Gone on a wilderness trek? |
| Ridden a horse? | Camped in the desert? |
| Attended long-term camp? | Identified five constellations? |
| Gone spelunking (caving)? | Identified 15 trees? |
| Rappelled from a tower or cliff? | Played an instrument in front of people? |
| Helped someone in need? | Cooked a meal from scratch? |
| Done a conservation project? | Caught a fish? |
| Not given in to group pressure? | Seen a bear in the wild? |
| Had a leadership role in your unit? | Earned the 50-Miler Award? |
| Been a senior patrol leader? | Hiked a historic trail? |
| Helped a younger Scout prepare for an outing? | Skied downhill? |
| Climbed a wall, tower, or rock face? | Skied cross-country? |
| Gone camping in the snow? | Done the Mile Swim? |
| Slept in a snow cave or snow shelter? | Rescued someone? |
| Been lost? | Beaten a video game? |
| Participated in an orienteering event? | Fired a shotgun? |
| Gone on a canoe trip? | Counseled someone about inappropriate behavior? |
| Paddled a kayak or Stand up paddle board? | Done 10 pull-ups at one time? |
| Reported someone who was doing something wrong? | Done 20 push-ups at one time? |
| Been on a Philmont trek? | Run a race longer than a mile? |
| Been to the Florida National High Adventure Sea Base? | Given a speech? |
| Been to the Northern Tier National High Adventure Base? | Recruited a new Scout? |
| Been to the Summit Bechtel Reserve? | Contributed money to a worthy cause? |
| | Helped someone make new friends? |

Moonball

The Challenge and Objectives

The group stands in a circle and hits the ball, keeping it aloft as long as possible before it hits the ground.

Equipment Needed

- Several well-inflated beach balls, 24 inches or larger in diameter

Issuing the Challenge to Participants

1. A player may not hit the ball twice in succession.
2. After a few minutes of practice, challenge participants to see how many times they can strike the ball without catching it or letting it hit the ground. Participants call out letters of the alphabet, in order, with each blow. Can they run through the entire alphabet?
3. Count 1 point for each hit. Have groups of six to 10 people gather in different areas of the field or gym and begin playing. Tension and expectation may build as each “world record” is approached.

Safety briefing/ Safety pause:

- Clear the area of obstructions and debris.
- Explain areas of concern in the location

Facilitation/Debriefing of Participants

1. Lead a group discussion on the strengths and weaknesses of the group’s effort. Put-downs are not allowed.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- If necessary, deflate the beach balls.

Variations for Accomplishing the Event

1. Have each person strike the ball one time. No one may hit the ball a second time until every player has hit the ball at least one time.
2. Put several balls into play at the same time.
3. See how fast everyone in the group can strike the ball one time without letting it hit the ground.

Everybody Up

The Challenge and Objectives

Without placing their hands on the ground, participants stand up from a sitting position.

Equipment Needed

- NONE

Issuing the Challenge to Participants

1. Have two people of approximately the same size sit on the ground facing each other so that the bottoms of their feet are touching, their knees are bent, and they are tightly grasping each other's hands.
2. Challenge the pair to pull themselves into an upright standing position.
3. If the pair succeeds (most will), ask the two to include another participant and try standing up with three people, then four, etc., until everyone in the group has been included in making an attempt.
4. Instruct participants to refrain from touching the ground with their hands.

Safety briefing/ Safety pause:

- Clear the area of obstacles.
- Participants should be instructed that this is not a test of strength, but of cooperation

Facilitation/Debriefing of Participants

1. Lead a group discussion in the strengths and weaknesses of the group's method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Variations for Accomplishing the Event

- From a sitting position, stand up back-to-back.

Inventor's Machine

The Challenge and Objectives

A team of three people devises a human "machine" that can move a designated distance.

Equipment Needed

- NONE

Setup and Inspection of the Event

- Organize the group into teams of three.
- Arrange the course for a start and finish point.

Issuing the Challenge to Participants

1. No more than two legs and two arms of each team may touch the ground at any time.
2. Only one machine at a time will be allowed to move down the course.
3. If a machine breaks down en route, that team must wait until all other teams have had a try before making a second attempt.
4. Once a machine has successfully covered the designated distance, that team will be given a "patent" on its design, and no other team may copy that exact machine.

Safety briefing/ Safety pause:

- A team may stack a maximum of only two people high.

Facilitation/Debriefing of Participants

1. Lead a group discussion on the strengths and weaknesses of the group's method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Variations for Accomplishing the Event

- N/A

The Monster

The Challenge and Objectives

A group of eight to 12 people forms a “monster” that must move 15 to 20 feet in a line.

Equipment Needed

- NONE

Issuing the Challenge to Participants

1. No more than half of the legs of the group and half of the arms, plus one arm or one leg, may touch the ground.
2. All group members must be connected to form the monster.

Safety briefing/ Safety pause:

- Clear the area of obstructions.

Facilitation/Debriefing of Participants

1. Lead a group discussion on the strengths and weaknesses of the group’s method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Variations for Accomplishing the Event

- NONE

Punctured Drum

The Challenge and Objectives

Given a 55-gallon drum with many holes in it, a bucket or other container, and an easily attainable source of water, a group must fill the drum until it overflows.

Equipment Needed

1. A 55-gallon drum, preferably plastic, punctured with 120 holes
2. A bucket
3. A water source

Setup and Inspection of the Event

1. Place the drum in an area free of obstructions and near a water source.
2. The number of holes may vary with the size of the group. If a group is small, plug some of the holes with duct tape.
3. Check the holes for sharp edges that could injure a participant.

Issuing the Challenge to Participants

1. Participants may only use parts of their bodies to plug the holes.
2. Participants may not move the 55-gallon drum.

Safety briefing/ Safety pause:

1. The holes in the drum should not be so large as to allow fingers to be inserted into them.
2. Remind participants of slick areas around the drum when water begins to leak.

Facilitation/Debriefing of Participants

1. Lead a group discussion on the strengths and weaknesses of the group's method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- Secure the drum.

Variations for Accomplishing the Event

- NONE

Sightless Height Alignment

The Challenge and Objectives

While blindfolded or with eyes closed, group members must align themselves according to height. Participants will become acquainted with one another and start working together as a team.

Equipment Needed

- A blindfold for each participant

Setup and Inspection of the Event

Blindfold group members and instruct them to align themselves in a single line according to height.

Issuing the Challenge to Participants

1. No one may talk.
2. Blindfolds must remain in place.

Safety briefing/ Safety pause:

1. Ensure that the area is free of obstructions.
2. Instruct blindfolded participants to always keep their arm in front of their bodies to act as protective “bumpers” during the activity.

Facilitation/Debriefing of Participants

1. Lead a group discussion on the strengths and weaknesses of the group’s method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- Collect the blindfolds.

Variations for Accomplishing the Event

1. Have group members align themselves from the center out with the tallest person in the center, the next tallest individuals on either side, and so on.
2. Have group members arrange themselves in order by date of birth.
3. Have group members arrange themselves by color of eyes, number of siblings, size of feet, or some other criterion.

Camp Staff Training Draft Schedule 1

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	
7:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
7:30 AM								
8:00 AM		Effective teaching & the EDGE method	Camp Specific Use (Camp Set up)	Camp Specific Use	NCAP & Why does it really matter to me?	Conflict Resolution at Camp	Camp Specific Use	
8:30 AM								Advancement In Camp
9:00 AM	Staff Arrival	Managing Camp Inventory				The Scout Oath, Law, and Camp Staff		
9:30 AM						Diversity, Equity & Inclusion at Camp		Camp Specific Use
10:00 AM		Camp Specific Use		Camp Specific Use				
10:30 AM								
11:00 AM								
11:30 AM								
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30 PM								
1:00 PM	Why are you here - Purpose of Camp	Emergency Procedures & Crisis Management	Camp Specific Use (Camp Set up)	The Scout Uniform in Camp	Stress and Mental Health at Camp	Camp Specific Use	Camp Specific Use	
1:30 PM								*Youth on youth abuse prevention*
2:00 PM	The First Day Camp Tour/Heart of the Campsite	Camp Specific Use		Harassment Prevention for Camp Staff	Camp Specific Use			
2:30 PM								Youth protection in camp
3:00 PM				Safety and health at camp				
3:30 PM								
4:00 PM								
4:30 PM								
5:00 PM								
5:30 PM	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time	
6:00 PM								
6:30 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
7:00 PM								
7:30 PM	The Makings of a great staff member	Total Quality Management in Camp	Camp Specific Use (Camp Set up)	Camp Specific Use	Camp Specific Use	Camp Specific Use	Camp Specific Use	
8:00 PM		Building a Positive Camp Culture						
8:30 PM	Special Roles on Staff	Creating a Welcoming Environment at Camp						
9:00 PM		Camping for Scouts with Special Needs						
9:30 PM	Camp Specific Use	Aims and methods of Scout Camping	Camp Staff Morale and Discipline					
10:00 PM	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	

*This training module is not included in this guide

Camp Staff Training Draft Schedule 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30 AM							
8:00 AM		Emergency Procedures and Crisis Management (120 min)	Building a Positive Camp Culture (30 min)	Advancement in Camp (60 min)	Youth Protection in Camp (30 min)	NCAP & Why does it really matter to me? (75 min)	*Mock Check-in/Staff Swim Tests (90 min)
8:30 AM			*Hazardous Weather (30 min)		Creating a Welcoming Environment at Camp (30 min)		
9:00 AM	Staff Arrival (Check-in, housing assignments, etc.)	Camp Specific Use (120 min)	Camp Specific Use (180 min)	Special Roles on Staff (60 min)	Camp Specific Use (180 min)	Camp Specific Use (150 min)	Camp Specific Use (150 min)
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM							
1:00 PM	Why are you here - Purpose of Camp (60 min)	Team Building	Team Building	Team Building	Team Building	Team Building	Team Building
1:30 PM		The Scout Uniform in Camp (30 min)	Camping for Scouts with Special Needs (30 min)	Total Quality Management in Camp (60 min)	Harassment Prevention for Camp Staff (30 min)	Diversity, Equity & Inclusion at Camp (60 min)	Camp Specific Use (240 min)
2:00 PM	The First Day Camp Tour/Heart of the Campsite (180 min)	The Scout Oath, Law, and Camp Staff (45 min)	Camp Specific Use (210 min)	Camp Specific Use (180 min)	Camp Specific Use (210 min)	Camp Specific Use (180 min)	
2:30 PM							
3:00 PM							
3:30 PM							
4:00 PM							
4:30 PM							
5:00 PM							
5:30 PM	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time
6:00 PM							
6:30 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7:00 PM							
7:30 PM	The Makings of a Great Staff Member (90 min)	Effective Teaching & the EDGE Method (90 min)	Safety and Health at Camp (90 min)	*Youth on Youth Abuse Prevention (90 min)	Stress and Mental Health at Camp (60 min)	Camp Specific Use (60 min)	*Staff Graduation and History Presentation
8:00 PM					Conflict Resolution at Camp (45 min)		
8:30 PM	Aims and Methods of Scout Camping (30 min)	Camp Specific Use (60 min)	*Practice Campfire #1 and Debrief (90 min)	Camp Staff Morale and Discipline (30 min)	*Practice Campfire #2 and Debrief (60 min)	Managing Camp Inventory (60 min)	Fellowship/Personal
9:00 PM							
9:30 PM	Personal time			Ice Cream Social		Personal time	
10:00 PM	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing

*This training module is not included in this guide

Possible camp specific time/trainings:

- Proper Tool Use- Ranger
- Practice Campfire (x2- 1 early in week, 1 late) Staff
- Graduation
- Camp wide activities class (ex. patrol olympics or individual activities throughout the week) Camp/Staff History
- Model Check-In/Staff Swim
- Tests
- Campsite
- Hosting
- Staff Roles: Campfire, Dining hall, Assembly Flag
- Ceremony Practice
- Area Lesson Planning Time
- Peer Evaluated instructional time
- Leave No Trace
- Awareness
- Additional Practice Drills- Emergency Procedures

Camp Staff Training Draft Schedule 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30 AM							
8:00 AM	Staff Arrival	Aims and methods of Scout Camping	Emergency Procedures & Crisis Management	Creating a Welcoming Environment at Camp	Camp Specific Use	Camp Specific Use	Camp Specific Use
8:30 AM		The Scout Oath, Law, and Camp Staff		Total Quality Management at Camp			
9:00 AM	The Scout Uniform in Camp	Harassment prevention for Camp Staff	Building a Positive Camp Culture				
9:30 AM	Special Roles on staff		Managing Camp Inventory				
10:00 AM	Camp Staff Morale and Discipline	Safety and health at camp	Camp Specific Use				
10:30 AM	Camp Specific Use		Personal time				
11:00 AM							
11:30 AM							
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM							
1:00 PM	Team Building	Team Building	Team Building	Team Building	Team Building	Team Building	Team Building
1:30 PM	Why are you here - Purpose of Camp	Advancement in Camp	Stress and Mental Health at Camp	Conflict Resolution at Camp	Camp Specific Use	Camp Specific Use	Camp Specific Use
2:00 PM				Diversity, Equity & Inclusion at Camp			
2:30 PM	The First Day Camp Tour/Heart of the Campsite	Effective teaching & the EDGE Method	Camp Specific Use	Camp Specific Use			
3:00 PM				Camping for Scouts with Special Needs			
3:30 PM				NCAP & Why does it really matter to me?			
4:00 PM							
4:30 PM							
5:00 PM							
5:30 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
6:00 PM							
6:30 PM	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time	Personal time
7:00 PM	The Makings of a great staff member	*Youth on youth abuse prevention	Camp Specific Use	Camp Specific Use	Camp Specific Use	Camp Specific Use	Camp Specific Use
7:30 PM							
8:00 PM							
8:30 PM	Camp Specific Use	Youth protection in camp					
9:00 PM							
9:30 PM							
10:00 PM	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing	Be in housing

*This training module is not included in this guide.

