

FACILITATORS GUIDE



BALOO Basic Adult Leader Outdoor Orientation (C32)



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COURSE DIRECTOR GUIDEBOOK

Introduction

WELCOME! Thank you for agreeing to serve as a Course Director for your council or district BALOO training. This course is critical in providing trained adult leadership to the Cub Scout Outdoor program. You have been selected for this role because of your desire to maintain and improve the Cub Scout outdoor program in your area. Your role in selecting, training, and supervising your faculty members will be instrumental in maintaining a quality Cub Scout outdoor program.

Facilitator's need to follow the *Guide to Leader Training* and use the appropriate Training Forms and Training Cards which can be accessed at <https://www.scouting.org/training/other-training-materials/>.

Course Overview

This course is a two-part blended learning format, and the online modules are the first step in the BALOO training plan.

Online Component

The online training modules contain both introductory and basic information. This will be built upon during the practical training that is completed during an in-person, Council instructed course. The online component must be completed prior to the practical component. The course facilitator should check this before allowing enrollment into this part of the course either through a training report, or by certificates of completion from my.scouting.

Staff must complete the online portion every 2 years to remain BALOO "Trained" and qualified to instruct.

Overnight Component

This in-person syllabus is facilitated by the Council Training Committee and the syllabus must be followed to include the overnight portion of the training. Completion of both the online portion and the in-person overnight experience are mandatory for "Trained" status to be awarded (training code C32).

Successful completion of the BALOO training plan qualifies the participant to provide leadership for any Cub Scout den or pack outdoor event, including Webelos Den campouts and pack campouts.

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.



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

SUPERVISION

Youth are supervised by qualified and trustworthy adults who set the example for safety.

- Accepting responsibility for the well-being and safety of youth under their care.
- Ensuring that adults are adequately trained, experienced, and skilled to lead the activity, including the ability to prevent and respond to likely problems and potential emergencies.
- Knowing and delivering the program of Scouting America with integrity.
- Using qualified instructors, guides, or safety personnel as needed to provide additional guidance.
- Maintaining engagement with participants during activities to ensure compliance with established rules and procedures.

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.

- Predetermining what guidance and standards are typically applied to the activity, including those specific to Scouting America program.
- Planning for safe travel to and from the activity site.
- Validating the activity is age appropriate for Scouting America program level.
- Determining whether the unit has sufficient training, resources, and experience to meet the identified standards, and if not, modifying the activity accordingly.
- Developing contingency plans for changes in weather and environment and arranging for communication with participants, parents, and emergency services.

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 safely.

- Confirming the activity is right for the age, maturity, and physical abilities of participants.
- Considering as risk factors temporary or chronic health conditions of participants.
- Validating minimum skill requirements identified during planning and ensuring participants stay within the limits of their abilities.
- Providing training to participants with limited skills and assessing their skills before they attempt more advanced skills.

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.

- Confirming participants' clothing is appropriate for expected temperatures, sun exposure, weather events, and terrain.
- Providing equipment that is appropriately sized for participants, is in good repair, and is used properly.
- Ensuring personal and group safety equipment is available, properly fitted, and used consistently and in accordance with training.
- Reviewing the activity area for suitability during planning and immediately before use and monitoring the area during the activity through supervision.
- Adjusting the activity for changing conditions or ending it if safety cannot be maintained.

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.

Scouting America has established a collection of Safety Moments at <https://www.scouting.org/health-and-safety/safety-moments/>. The Safety Moments should be used several times during this course and are appropriate for use on Cub Scout outdoor events.

It is the responsibility of the Course Director, all faculty members, and the participants themselves to ensure that safe, established procedures are being followed at all times.

You, the Course Director

Your attitude as a Course Director needs to be one of support and helpfulness. Let everyone know you are genuinely interested in helping them fulfill their roles successfully. BALOO is a nationally developed training, delivered at the local level. The implication of the word *nationally* is that all BALOO trainings, and the information imparted by them, are as standardized as possible. There will, of course, be differences. Nature is an excellent example of variations that occur: For example, there are few swamps in Arizona, no deserts in Mississippi, and no mountains in Florida.

Despite these differences, the course content should be presented to the participants as outlined in this guide. Additional examples from your own experience and locale may be added when they are supportive of the positions in the guide, and if time permits. Remember, this is a nationally developed training course presented by your territory, district, or council.

Ensure your presentation reflects national policy, not local practices.

“Do Your Best” to deliver the same learning objectives as those in other councils, no matter where the course is held. It is not difficult to teach the content. However, you must be equally concerned about the teaching manner. This often involves personal motivation. You should work to set an example by your own enthusiasm. When participants leave your course, be sure they have not only the skill to do the job but also the *will* to do it!

Choosing Staff – One of the most critical parts of your job as a Course Director will be choosing your staff. Your staff members should fit into the description listed above, and:

- Have completed BALOO themselves.
- Have the knowledge base needed to teach their assigned subjects.
- Remember their primary task is to train the participants without “showing off” their collection of gear, knowledge, and experience. Your faculty must present to the skill level as written and resist the temptation to impress the audience with their in-depth knowledge of the subject matter or gear collection.
- BE FLEXIBLE!!

A locally approved list of Cub Scout camping sites MUST be provided by the training team at the direction of the district or council camping committee. The process to add sites to the approved list will also be discussed.

Stick to the Time Schedule

BALOO has a very tight schedule. As Course Director, it is critical that you constantly monitor your course and ensure it stays on track!

Be sure your faculty fits their presentations into the time allotted to ensure adequate time for the rest of the material to be covered. Practicing their presentations in advance will help with this important consideration. Write in your notes the amount of time allotted to major items. This will help keep a schedule.

Have another instructor watch the time for you, thus avoiding your constant clock watching. Arrange to be signaled by the helper when the time is up.

Watch for “war stories” which will quickly get your course off track. If a faculty member starts veering off, quickly and politely bring them back to where they need to be.

Do not be tempted to get off the subject. This is especially true when questions are received from the floor. If the question is irrelevant to the subject, don’t hesitate to say, “If you don’t mind, I will discuss that with you after the session.”

Appendix

The Appendix has evolved for this course. The appendix starts at page 169. Decide how you will distribute the info to the participants, either by printing them for them, having them print prior to the course, or some mixture of both.

Scouting America Support Literature and Advancement

Scouting America support literature and advancement requirements change frequently. This syllabus has removed any references to such material which is no longer being supported (e.g., *Cub Scout Leader How-To-Book*). If you feel the support material is still relevant and available, feel free to provide it as a reference to your participants. Be sure they are aware these may no longer be available.

Safety Moments

Safety Moment references are included for many of the sessions. Some, such as Knife Safety, are a natural fit and must be included for the integrity of the material presented. There should be a minimum of one safety moment for each half day of instruction. Decide ahead of time which safety moments you will highlight, where they will be placed, and who will present them.

Safety Moments can be found at <https://www.scouting.org/health-and-safety/safety-moments/>. There are Cub Scout age-specific moments located there as well, for use on events when Cubs are the audience. Be sure to point out where the safety moments can be found, and how they could be used in a field situation with Cub Scouts.

Short-Term Camp Administration

As a training course, BALOO is considered a Short-Term Camp according to the NCAP standards. As a Course Director, you should know and work closely with your council or district Short Term Camp administrator to be sure all NCAP Standards are met. These apply whether or not your course is at a Council camp or other Council Facility. See <https://www.scouting.org/outdoor-programs/camping/short-term-camp/> for more information.

Adventure Requirements & BALOO

This syllabus intentionally does not reference any specific adventure requirements related to the skills being taught. It is the responsibility of the session instructor to review the current Cub Scout Advancement Program supporting documentation at <https://www.scouting.org/programs/cub-scouts/what-cub-scouts-earn/cub-scouting-adventures/> for specific leader needs related to the skills being taught and any locally available resources.

Be sure your staff receives and reviews the Staff Guidebook well in advance of the course.

COURSE STAFF GUIDEBOOK

Course Overview

Online Component

As part of a two-part blended learning format, the on-line modules are the first step in the BALOO training plan. The on-line training modules contain both introductory and basic information. This will be built upon during the practical training that is completed during an in-person, council-instructed course. The on-line component must be completed prior to the practical component and the course facilitator should check this before allowing enrollment into this part of the course.

Staff must complete the online portion every 2 years to remain BALOO “Trained” and qualified to instruct.

Appendix links for this section are Pages 171 – 267.

Overnight Component

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It is the responsibility of the Course Director, all faculty members, and the participants themselves to ensure that safe, established procedures are being followed at all times.

Plan and Method

To accomplish the objectives in each lesson, use the following methods:

Discussion: The group examines or explores a topic or question by means of an exchange of ideas or viewpoints. Training participants can be divided into small, den-sized groups, or the entire group as needed. The discussion leader summarizes the conclusion.

Demonstration: One person (or several people) show(s) participants how to carry out tasks. These tasks usually relate to Cub Scout or camping skills. After the demonstration, allow everyone to practice. Be sure that everyone in the group can see the demonstration as it is being presented.

Lecture: One person conveys information to the participants by talking to them and sometimes by using training aids. Participation is usually limited in this method, so not much feedback is received.

Role-Playing: Members of a group are presented with situations requiring them to act out the roles. Participants may be more inclined to show their true feelings when acting the role of someone else. The way the situation is resolved is analyzed and evaluated by other members of the group.

Simulation: Use this method to create the environment in which participants would normally carry out a task, and any situation that might arise. Role-playing is a simple form of simulation.

Talk: This method is like a lecture. However, there may be more involvement of participants, including feedback through questions and answers or brief discussion. A talk is often used with training aids such as electronic presentations, slides, films, posters, charts, flip charts, flash cards, and others.

Use Notes, But Don't Read: Use your notes as a reminder of the important points that must be covered. Notes also help keep the instructor on track. Do not read to the participants. Tell it in your own words.

Use Thought-Provoking Questions: Questions should help stimulate everyone's thinking. Begin the presentation with a question so the participants will listen for the answer. Questions also help in encouraging feedback so progress may be evaluated.

Use Stories: Use human-interest stories to illustrate important points. True stories that may or may not be funny are excellent. When interest is waning, a funny story in good taste is helpful. Avoid "war stories" of your own. Stay on schedule!

Use Visual Aids: Overheads, PowerPoint slides, charts, posters, chalkboards, and flip charts help make training more interesting and reinforce the learning process. Participants have a chance to see and hear the presentation, and this aids retention. Use PowerPoint™ as an aid, not as a something you speak from.

Avoid Arguments: Someone who disagrees with the instructor's point of view may interrupt before the presentation is finished. If this should happen, listen politely. If the other idea is not contrary to policy or stated procedure, say, "As I understand it, there is no objection to your methods, and you are entitled to your opinion." However, if the suggestion is contrary to stated policy or procedure, do not hesitate to say so in a polite way.

Appendix: Each participant should be issued a copy of the appendix. The format you choose to utilize will be dependent on your location and circumstances. The Appendix pages have QR codes attached to help ensure the information being presented is the most current. Be sure the information being distributed is up to date by checking the QR codes annually.

All handouts are referenced in this guide. Appendix pages are provided to complement the different learning sessions and to provide a valuable tool for participants once they are on their own.

Scouting America Support Literature and Advancement: Scouting America support literature and advancement requirements change frequently. This syllabus has removed any references to such material which is no longer being supported (e.g., *Cub Scout Leader How-To-Book*). If you feel the support material is still relevant and available, feel free to provide it as a reference to your participants. Be sure they are aware these may no longer be available.

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Safety Moments can be found at <https://www.scouting.org/health-and-safety/safety-moments/>. There are Cub Scout age-specific moments located there as well, for use on events when Cubs are the audience. Be sure to point out where the safety moments can be found, and how they could be used in a field situation with Cub Scouts.

Adventure Requirements & BALOO: This syllabus intentionally does not reference any specific adventure requirements related to the skills being taught. It is the responsibility of the session instructor to review the current Cub Scout Advancement Program supporting documentation at <https://www.scouting.org/programs/cub-scouts/what-cub-scouts-earn/cub-scouting-adventures/> for specific leader needs related to the skills being taught and any locally available resources.

GO AHEAD BE AWESOME!!

PLANNING YOUR BALOO TRAINING

It will be very important for you and your staff to understand the goal of this training and the pack camping activity it is geared to support. **The target participant is a registered Cub Scout leader or parent volunteer who has minimal camping experience but wants to plan and carry out an entry-level outdoor experience for the pack.** Successful completion of this training will result in increased confidence and a willingness to plan a pack overnighther.

The goal of the pack camping activity is to provide a successful pack outing that is:

- Fun,
- Based on the purposes of Cub Scouting,
- Successful in whetting the appetite of the Cub Scouts, parents, and leaders to want more of the outdoors.

As the skills of each participant improve and build with experience, they will naturally add to the outing experience, but the basics outlined in this training must remain the focus of your event!

The staff should understand the place this course holds in the Scouting outdoor training program. This course is the introductory step in teaching leaders how to fulfill the promise of the outdoor program. Completing it will qualify a Cub Scout leader to lead any den- or pack-level outdoor overnight event. This includes pack overnighthers and Webelos and Arrow of Light den camping.

Outdoor camping adventure requirements should be completed within the framework of a pack overnighther. Trainers should be aware of the need to provide simple, entry-level skill instruction during this training.

Learning Objectives:

By completing this training course, the participant will be able to:

- Explain the focus of the Cub Scout level of the Scouting America camping program.
- Demonstrate the skills and confidence necessary to plan and carry out a successful, first-time Cub Scout–level camping activity.
- Describe the resources available from Scouting America and other sources to carry out this activity.
- Discuss the requirements for successful completion of this activity.

Prerequisites:

Prior to taking the practical component, the participant must have completed the online component described in this manual. Both components, the online and the practical must be completed to fulfill the “BALOO Trained” status. In the event the online component is not completed prior to the practical component, the “Trained” status is withheld until both components are successfully completed.

All BALOO staff must complete the online portion every 2 years to remain BALOO “Trained”.

All BALOO participants should be registered in their unit and have completed Safeguarding Youth Training (SYT) according to council standards. They will be serving in a leadership role as part of the unit outdoor event, so training and registration is required.

Location

The best location for this training course combines an indoor facility that has adequate restroom facilities and classroom training areas with an outdoor facility capable of supporting the camping, campfire, lunch, and round-robin activities. An existing Scout camp with a training center is ideal. Select your location away from distractions and other activities. Obtain any necessary permits, including fire permits, as cooking is a scheduled part of this activity. Arrange for wood or charcoal as necessary. Provide your participants a version of the Suggested BALOO Training Gear List, located on **page 24**. Be sure to add anything else they'll need for a successful training experience.

As a training course, BALOO is considered a Short-Term Camp according to the NCAP standards. Staff should work closely with your council or district Short-Term Camp administrator to be sure all NCAP Standards are met. These apply whether or not your course is at a council facility. See <https://www.scouting.org/outdoor-programs/camping/short-term-camp/> for more information.

Scheduling

The district or council training committee should schedule this activity as needed, depending on number of units, facilities available, and interest level. Pack overnights and Webelos and Arrow of Light den campouts require a BALOO-trained Scouter; local councils should provide every opportunity for packs to comply. It is recommended that each pack have at least two of its leaders be BALOO-certified. It is also recommended that training be held (at a minimum) in the fall and spring, as determined by location, weather conditions, and recruiting practices. Once training dates are scheduled, promoting them is essential. Training should be publicized far enough in advance to allow target participants to complete the online component.

Target Audience

Ideally, your target participant is a new registered leader who is not already part of a pack leadership team. The ideal individual for this position is someone like the person in charge of the Pinewood Derby, blue and gold banquet, or other special pack activity. *They must also complete the SCOUTING AMERICA's Safeguarding Youth training before becoming active in this assignment.* They will be responsible for the success of this important pack camping activity and should be given adequate time to prepare. That is not to say that pack leaders are not welcome, but it will be important for you to convey this message as part of your promotion and planning.

This person should be selected in plenty of time to complete the prerequisite training in preparation for the practical, hands-on sessions.

Advance Registration

Consider setting a deadline for registration. Getting participants to register in advance can help you plan for food, handouts, and activities. An application form with contact information and camping background questions may also be helpful in arranging the training dens and planning the round-robin sessions. The application could accompany any pretraining announcements and forms.

Be sure to include a locally generated BALOO gear list for your participants in the registration materials. Information on how to locate, complete, and document the online training should also be provided.

Handouts

There are several handouts in the appendix. Plan how you will distribute them. Wasted time passing out paper can be minimized by including all the handouts, in the order they will be used, in binders or folders that participants receive on arrival.

Local council handouts should also be part of this package, so that when the newly trained leaders leave, they'll have the information they need at their fingertips.

In council handouts, don't simply refer readers to a Scouting publication or document; instead, give participants the specific information they need and quote the source. The council might also want to ensure access to the *Guide to Safe Scouting* for all BALOO participants.

A locally approved list of Cub Scout camping sites will be provided by the training team at the direction of the district or council camping committee. The process to add sites to the approved list will also be discussed.

Health and Safety

The health and safety of participants and staff is of primary importance. Be sure the staff exhibits the standards they will be teaching, especially regarding the use of chemical fuels, stoves, and fires in general. Consider potential safety hazards during and between the activities. Be prepared for emergencies.

As this is a training event, Short-Term Camp National Camp standards will apply. The local Short-Term Camp Administrator should be involved early in the course planning process. See <https://scouting.org/outdoor-programs/camping/short-term-camp/> for more info.

It's not possible to learn
to swim sitting in the
classroom.

You have to get wet.

—A. Wiseman

Campfire

Have only members of your staff present the model campfire, to better control the timing. The participants should have been instructed to submit campfire program material in advance. Decide how and if you will consider it for your campfire, and make sure all the material is properly screened and represents the highest ideals of Scouting.

Your staff should embody these values in every session presented at BALOO training. Refer to Positive Values, Appendix P-10.

Round-Robins

Remind the training staff that the purpose of the round-robin sessions is to provide a hands-on opportunity for the participants to learn new skills. The sessions should not be “gear shows” or elaborate demonstrations of your trainer’s prowess. Keep it simple! Hands-on opportunities are mandatory for this training. Everyone should be provided with the chance to try the new skills they are learning.

Evaluation

The course director should decide which type of feedback will be most useful in evaluating the BALOO training and preparing for the next course. Consider preparing written forms for the participants to complete at a designated part of the day. In addition, self-evaluations may help the staff continue to develop as trainers. Consider distributing the forms at the beginning for participants to fill out as they have time during their breaks. Sample evaluation forms can be found in Appendix CD-4:Course Evaluation Sample. Schedule time after the course to review the feedback with your staff.

Local Considerations

This training course will be more impactful to the participants if you and your staff personalize your camping areas. A sample schedule has been provided for your use.

You may decide to adjust the order of presentations based on your location and schedule. All topics must be completed as called out in this syllabus.

Timing

The BALOO course has a tight schedule. It is recommended that trainers neither add to nor delete from the course content. Review the sample schedule on page 23 and decide if it will work for your facility. If the outdoor and indoor facilities are some distance apart, it may be necessary to adjust start times to accommodate traveling. You may decide to switch the time slots of some sessions for better flow, but ALL sessions must be covered during the course. Be sure to begin on time and end on time. Starting a song a few minutes before a break is over is a clever way to get everyone back in place, on time. Set the tone by starting on time with the first session. Consider this when setting your arrival time in promotional brochures and fliers.

Attitude

Participants are attending this training to be introduced to the outdoors and possibly to Cub Scout training overall. The attitude that you and your staff show them will create a learning environment and help build the confidence they will need to succeed in this activity. Keep focused on the goals of this training and the pack camping program and have some good Cub Scouting fun!

GO AHEAD - BE AWESOME!!

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BEFORE THE TRAINING

Purpose

- To make physical arrangements according to the training plan
- To set up displays and training areas
- To register participants
- To welcome participants as they arrive and make them feel comfortable
- To minimize the stress of last-minute surprises

Physical Arrangements—Indoors

- Arrange seating so that participants can see and hear the trainers and any training aids in use. The recommended setup is four groups with six to eight people in each group. Tables should have markers, pencils, scissors, water, and snacks (optional).
- Display a U.S. flag in a stand, unless the opening involves an outdoor flagpole.
- Provide a PA system if necessary. Be sure it is on and working.
- Assist trainers in setting up training aids such as AV needs, easels, or white boards. Plan for smooth changes of training aids and props between training sessions.
- Make sure training posters are securely mounted and in place where needed. Place other posters as needed for use and atmosphere.
- Adequate supplies of water should be readily accessible.

Physical Arrangements—Outdoors

- Make sure all necessary food and supplies for foil pack lunches are on hand. A staff member or two should be assigned for this activity. Charcoal or firewood should be ready to go. Have a fire permit, if necessary, along with all safety measures such as shovels, rakes, hot gloves, and extinguishing methods.
- The campfire area should be clean and ready to go with all necessary props in place.
- The round-robin sites should be clean and ready. Consider shady locations and make sure water is readily available.
- Make sure paths to round-robin areas are clean and passable. Consider alternate routes for participants who may have some mobility challenges or need other accommodation.
- Parking areas should be clearly defined, with signs as needed to direct participants to the registration area.
- The gathering-time activity should be ready well in advance of participant arrivals.
- Assign camping spots by den and have staff available at check-in to assist with locations and organization.

Exhibits

- Set up displays related to the presentations.
- Put up training posters and any additional posters you plan on using.
- Set up a resource table with all Scouting or other literature used as material for this course. Campsite maps, local information sheets, and pictures of previous outings are all possibilities for this table.
- Display fliers or posters for other training opportunities: Cub Scout Leader Position- Specific Training, Safeguarding Youth Training (SYT), Safe Swim Defense, Safety Afloat, and first-aid classes are all possibilities.
- Have easy access to the *Guide to Safe Scouting* for reference purposes.
- Have on hand the list of Locally Approved Sites for Cub Scouts for distribution. Be prepared to discuss the process for adding sites to the list.

Last-Minute Check

The last-minute check—to be conducted by the course leader—will set the stage for everything that follows at BALOO. All prep work should be done before the participants arrive so that your staff will be free to welcome and direct them. Make sure of the following:

- All staff members are present in the welcome area and ready to go with their first task.
- All staff members understand their responsibilities for the day.
- All activity props and handouts are on hand, organized, and ready for use or distribution.
- The restrooms are open and fully stocked with adequate supplies.
- You have plenty of drinking water available.
- Indoor ventilation and temperatures are adequate.
- Outdoor sites are ready except for any last-minute touches.
- You have brief (name, unit #, sessions taught) introductory information for all the members of your staff.
- All council or district leaders in attendance are introduced to the group.

Attendance and Registration

Consider setting up the registration table in view of the parking area so participants will be able to find their destination. Placing the table near the gathering-time activity or next to a display area may be helpful.

- Greet everyone warmly. Check their names and info against the registration information already attained. Verify all participants are registered in Scouting.
- Camp Health Officer should collect the Annual Health and Medical Record (AHMR) forms for ALL participants and staff at check-in.
- Furnish everyone with a name tag. Consider using these tags to identify them as members of different training dens for later.

- If part of your plan, distribute handout packets now. Consider including blank sheets of paper for taking notes. Have writing instruments available for participants who did not bring one.
- Once participants are finished at this station, direct them to their camping areas. Routes should be manned by staffers or well-marked to avoid any problems. Let participants know where and when they should gather for the training kickoff.
- Plan for a few late arrivals. Have name tag materials and den assignments readily available so they can jump right into the course. Assign a staff member to stay in the area and watch for latecomers.
- Settle any unpaid fees at this time.

Gathering-Time Activity

- Participants should have settled into their campsites before coming to this session.
- Greet participants as they arrive and help them feel welcome. This is “first impression” time.
- Direct them to the registration table if they have not signed in.
- Select several get-acquainted activities from resources. Teach a skill to the first arrivals, then ask them to teach it to the rest of the group as they arrive. If the activity you choose isn’t working as planned, change to another one.
- Consider having participants make name tags during this time, if that hasn’t been done at registration. They can make tags designating which group you have assigned them to. Be sure to have adequate supplies on hand.
- Consider setting up a “What’s wrong with this picture?” campsite with obvious safety violations. Give each group a form to list what they see that should be corrected. This can be an ongoing activity throughout the day. Then reflect on the activity as a group in the afternoon break session.
- When finished, direct participants to the opening assembly area and ask them to stay close by.

Cooking

Staying on schedule will be critical for this event. Cooking, other than the foil pack lunch, should be done by staff cooks. Teaching moments can be used as part of mealtime but should not detract from the orderly progression of the training. Simple, good quality menus should be planned and used.

Suggested BALOO Training Gear List

- Tent
- Sleeping bag
- Sleeping pad or mattress
- Sturdy shoes
- Change of clothes
- Sleeping attire
- Mess kit
- Soap, washcloth, towel
- Sunglasses
- Camp chair
- Camera
- Notebook, pen, pencil
- Coat or jacket, cap, and gloves
- Cub Scout Six Essentials
- Scouting America Proof of Registration

Sample Schedule

SATURDAY		
8:00–8:45 a.m.	Gathering Time	Participants arrive and are assigned to their campsites, assigned to a den group, and told where to report next and at what time.
8:45–9:00 a.m.	Opening Assembly/ Welcome and Introductions	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony. Participants are welcomed to the training. Cover any “housekeeping” details and the basic schedule for the day. Discuss requirements for completing both of the training components (online and practical).
9:00–9:30 a.m.	Health and Safety	Remind the participants they have already covered some of this information in the online component.
9:30–9:50 a.m.	Lunch Prep	Assemble foil packs for lunch at this time. Staff should coordinate coal-starting, etc., to have lunch ready per schedule.
9:50–10:00 a.m.	Break	
Round-Robin #1. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
10:00–10:25 a.m. 10:30–10:55 a.m. 11:00–11:25 a.m. 11:30–11:55 a.m.	Sessions: Cub Scouts and Geocaching; Aquatics; Gear Selection; Nature and Hiking	Sessions may be swapped between round-robins to accommodate your facilities and other needs, if all are presented.
11:55 a.m.–12:00 p.m.	Break	

12:00–12:45 p.m.	Lunch	Foil packs should be cooked. Late arrivals can be given time to set up their camping areas as needed. Additional instruction may also be offered on any of the skills presented as part of Round-Robin #1.
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SATURDAY

12:45–1:00 p.m.	Break	
1:00–1:25 p.m.	Campfire Planning	Den groups may start on planning their skits and songs for the evening campfire, continuing throughout the afternoon as time permits.
1:25–1:30 p.m.	Break	
Round-Robin #2. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
1:30–1:55 p.m. 2:00–2:25 p.m. 2:30–2:55 p.m. 3:00–3:25 p.m.	Sessions: Outdoor Ethics; Cooking and Sanitation; First Aid; Knife Safety for Cub Scouts	Sessions may be swapped between round-robins to accommodate your facilities and other needs, if all are presented.
3:25–3:45 p.m.	Break	Finalize campfire assignments within dens, approved by campfire session planner.
3:45–4:15 p.m.	Campsite Selection	When session is completed, all participants should have the opportunity to review their own campsite arrangements and make final arrangements for the overnigher.
4:15–4:45 p.m.	Large-Group Games	
4:45–4:50 p.m.	Break	
4:50–5:10 p.m.	Meal Planning	
5:10–5:15 p.m.	Break	
5:15–5:40 p.m.	Session: Duty to God	Plan worship service as part of this session.

5:40–5:45 p.m.	Break	
5:45–6:00 p.m.	Prepare for Dinner/ Evening Flag Ceremony	
6:00–7:00 p.m.	Dinner	

SATURDAY

7:00–7:05 p.m.	Break	
7:05–7:25 p.m.	Outdoor Ceremonies	
7:25–7:30 p.m.	Break	
7:30–8:00 p.m.	Campfire Prep	
8:00–9:00 p.m.	Campfire	
9:00 p.m.	Cracker Barrel and Goodnight!	

SUNDAY

8:00–8:45 a.m.	Breakfast	
8:45–9:00 a.m.	Flag Ceremony	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony.

Round-Robin #3. Two sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.

9:00–9:25 a.m. 9:30–9:55 a.m.	Session: Stoves, Lanterns, and Fire Safety; Basic Knots for Cub Scouts	
9:55–10:00 a.m.	Break	
10:00–10:55 a.m.	Program Planning for Cub Scout Events	Present session, then work with den-size or smaller groups to plan actual overnight events using information from this training. Then present the highlights to the whole group. Time may be adjusted as needed.
11:00 a.m.	Graduation Ceremony	Present certificates to participants and recognize staff.

All BALOO participants should be registered in Scouting America and therefore have completed Safeguarding Youth Training. Registration of all participants should be verified as part of the prerequisite for this course.

Icons Key



Activity



Ask



Conversation
or large
group



Demo or
Online App



Discussion
or small group



Duration



Flipchart or
Whiteboard



Objectives



Speak



Video

OPENING ASSEMBLY

Time: 15 min	OPENING ASSEMBLY
	Objective The purpose of this activity is: • To welcome participants to the BALOO training session • To introduce the staff (but avoiding extended biographical introductions) • To get the training off to a good start • To set the tone for the rest of the day Materials • U.S. flag and flagpole • Music, as planned • <i>The Jungle Book</i> by Rudyard Kipling • Copies of song, if needed • Outdoor Flag Ceremonies (Appendix P-17) Trainer Preparation • Study this outline. • Prepare introductory information on staff, including yourself. • Review with staff the proper flag ceremony you will be using. Be sure they practice. • Select patriotic music or a song for the flag ceremony as appropriate. This should be a song that everyone is familiar with. • Select a lively song as an icebreaker. Prepare words, if necessary, on a handout or flip chart. • Prepare an appropriate Safety Moment for Cub Scout Outdoor events - https://www.scouting.org/health-and-safety/safety-moments/



Opening Ceremony

The opening ceremony should be held outdoors, if feasible. Arrange participants by den so they can all see. Conduct the flag ceremony, raising or posting the colors in the appropriate manner. For proper procedure, refer to Outdoor Flag Ceremonies, **Appendix P-17**. Lead the participants in the Pledge of Allegiance and a patriotic song, as planned.



Welcome and Introductions

The course leader should warmly welcome the participants. Let them know you are glad they are here and remind them that this experience is the practical component of BALOO, intended to be taken **AFTER** the online modules have been completed. Introduce the staff. Keep the introductions brief, focused on Cub Scouting or outdoor expertise. Introduce any special guests attending this training course, then turn the program over to the master of ceremonies, if using one.

Explain the significance of the name “BALOO”—a character from *The Jungle Book*, which is the basis for the Cub Scout ranks. Baloo the bear spoke up for Mowgli and supported him. Baloo was responsible for teaching the young wolf cubs the law of the pack, much as we will be teaching new leaders and parents how to plan successful pack campouts. Invite them to read *The Jungle Book*, by Rudyard Kipling for more info and background on Baloo the Bear.

BALOO in Scouting refers to **B**asic **A**dult **L**eader **O**utdoor **O**rientation. This course is designed to provide a raw novice everything needed to conduct an exciting Cub Scout Outdoor experience. Clarify that participants will not be experts in all topics by the end of these events, but they will be introduced to many outdoor skills over the next few days.

Explain that if participants are experienced campers, some of this may be repetitive - that’s okay, repetition is a good tool for learning, and they will probably be able to assist someone else in your group who is not as experienced as they are! Offer thanks in advance!

Cover any “housekeeping needs,” such as bathroom location, etc. Ask participants to move quickly when asked to and emphasize that this training will be running on a timed schedule.

While there is a considerable amount of training available in each subject presented, the course’s focus will be on the basics.

The training includes the following subjects: aims and purposes of the Cub Scout outdoor program, planning, equipment, campfires, health and safety, program, cooking, equipment, first aid, and nature among others.

Some of the participants may have already started training in these subjects but remind them that it’s important to learn how each one fits into the goal of a successful first-time overnight campout in the framework of the Cub Scout outdoor program—especially in pack camping.

Consider posting a general schedule of the day’s activities to help your participants keep track of what has been covered and what remains to be presented.



Song

Teach a lively song.



Hand out copies or direct participants’ attention to the flip chart you prepared earlier.



Closing Thought

Point out that this training will give Cub Scout leaders the tools they need to successfully lead a pack camping program in their units. The leaders can then give Cub Scouts the basics they need to be introduced to Scouting’s progressive camping program. Ask that if they are already experienced campers, they lend a hand to those who aren’t - good practice for when they’ll be doing the same thing in their Packs!

	Kids join Cub Scouting because they want to go camping - we know that! By successfully completing this training course, you will be able to help satisfy that goal! Thanks in advance! Wish everyone a great day and direct them to the first session.
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HEALTH AND SAFETY

Time: 30 min	HEALTH AND SAFETY
	This session is intended to provide information on the health and safety policies of Scouting America and the importance of following these policies on all Cub Scout outdoor activities. Objectives The purpose of this session is to: • Explain why all outdoor activities should meet the guidelines in the <i>Guide to Safe Scouting</i>. • Identify why advance planning minimizes—but can never eliminate—risk. • Describe why special attention should be paid to planning for situations unique to outdoor settings (e.g., water safety, fire safety, weather considerations, and Safeguarding Youth guidelines). References • Appendix A-1, Pack Overnighter Site Approval Form • Appendix A-2, Campout Safety Checklist • Appendix A-3, Leadership Requirements for Trips and Outings • Appendix A-4, Cub Scout Outdoor FAQ • Appendix A-5, Transportation Plan Template • Appendix A-6, Scouting America Annual Health and Medical Record • Appendix A-7, General Fire Safety Rules • Appendix A-8, SAFE Checklist • Appendix A-9, Scouter Code of Conduct • Appendix A-10, Medication Use in Scouting • <i>Guide to Safe Scouting</i>, https://www.scouting.org/health-and-safety/gss/ • Safety Afloat, https://www.scouting.org/health-and-safety/gss/gss02/ • Safe Swim Defense, https://www.scouting.org/health-and-safety/gss/gss02/



Materials

Appendix Handout

Safety Moment Introduction

Explain that Safety Moments have been introduced covering a wide range of Scout-related activities. They are located at <https://www.scouting.org/health-and-safety/safety-moments/> and can be adapted for use in a classroom setting, or for use in the field. Explain we will be using several of them during this training as safety is crucial in our organization.

Any Scouting event should highlight at least one Safety Moment.



SAY: Camping provides a wonderful opportunity for parents and Cub Scouts to experience the outdoors. But along with this experience comes an added measure of risk. Steps must be taken to manage and minimize the inherent risks of being outdoors to make all camping experiences as pleasant and safe as possible. Scouting America has well-defined policies and guidelines as well as easy-to-use checklists to ensure everyone complies. The outing leader is responsible for making sure all participants are aware of and follow established procedures.

Program guidelines are as varied as the individuals guiding the experience, but Scouting America policies apply to all programs are NOT flexible or negotiable.

Remember to use common sense. For example, fire safety is not specifically called out in the *Guide to Safe Scouting*, but it is always a good idea to keep a fire area free of any combustible materials, including overhanging foliage. Fire extinguishers or water buckets should also be present for use if necessary—and to reinforce the importance of safety for all campers.

NOTE TO INSTRUCTOR: Remind the participants that many of these topics were presented during the online portion. Reference the



Appendix Items A – 1 thru A – 10, review as necessary and answer any questions as needed.

The Pack Overnighter Site Approval Form (A-1) should be used to gather information regarding the proposed site. A “no” answer does not mean the site will be turned down, just that plans will have to be made to counter the shortcoming.

This form could also be used as part of an evaluation in the event something has changed at the site since the last review.

Approved Campsite List

A list of council/district approved sites should be distributed as part of BALOO training. Once a site is approved, it is good for a 2-year period.



EXPLAIN how your district/council evaluates new sites and issues approval notification. This list should not be restricted to only council-owned properties.



SAY: Campout Safety Checklist (Appendix A– 2), is an excellent place to begin the planning process. It will help direct you in making sure your campout runs as safely as possible.

Leadership Requirements for Trips and Outings (Appendix A – 3) will help you verify that you are meeting the minimum standards for adult leadership for your outdoor event.

Annual Health and Medical Record Information (AHMR) and FAQ (Appendix A – 6) are required for each participant and should be kept in a secure place. Make sure that everyone knows where to find these documents in case of an emergency.

These should be filled out for ALL participants, checked on arrival at camp, and stored in a secure and confidential manner.

The unit leader, or their designee, should review all AHMR and be aware of any significant medical issues for the members of their unit. Particular



attention should be paid to allergies. Medication Use in Scouting (A – 10) will provide additional information for medical providers.

General Fire Safety Rules (A – 7) will provide you with a quick checklist of things to look out for when setting up and using a campfire.

The Scouter Code of Conduct (A – 9) is a good general behavior guide that should be circulated before arrival on site. While much of this content may seem like common sense, a regular reminder is always a good idea.

Print the following scenarios on separate cards. Divide the participants into small groups and give one card to each group. Allow time for discussion, then have each group report their solution. If the topic is covered in one of the appendix documents or another BALOO session, they should be able to point out the source document. Be sure to debrief each scenario after it is presented to cover all the safety points mentioned.

1. Larry Loner is a parent with a Cub Scout in the pack. Larry is unable to attend the upcoming pack campout but wants his child to go without him. The Friendly family offered to bring Larry's child with them. They have a big family-style tent, and plan for all the kids to bunk with them. Issue? Solution? Documentation?
2. Pack 913 has several families that struggle financially. They have no personal camping gear, and purchasing camping equipment is cost prohibitive. Issue? Solution? Documentation?
3. The pack has decided to camp in a beautiful, wooded area with lots of picturesque tree trunks and branches in and around the campsite. There is a wonderful low-hanging branch near the fire pit that will make a great backdrop for the campfire program. What are the general safety considerations the unit should consider when setting up their camp at this location? Possible remedies?

4. The Early Bird is the first one up in the morning, and has a fire built and coffee brewing before any of the other campers are even awake. The lake is just a short distance from the fire pit, so this camper figures this should be adequate fire protection. What are the general safety considerations the unit should consider when setting up their camp at this location? Possible remedies?
5. Cubmaster Rick Rugged has selected a camping area designated in the description as “very primitive”—no running water, no toilet facilities. Issue? Solution? Documentation?
6. One of the activities the pack will have on their campout involves swimming. The facility provides only a unisex changing area for swimmers. Issue? Solution? Documentation?
7. Cub Scout Willie Walker can only attend the campout if he gets a ride to the meeting place, and he lives a considerable distance from town. Mr. Ford has offered to pick Willie up on his way to town after getting off work. Issue? Solution? Documentation?
8. Stan Swimmer, a den leader, has offered to take the Webelos Scouts kayaking as a special event. While Stan has not taken Safe Swim Defense or Safety Afloat training, he was an Olympic athlete and won a silver medal in kayaking. Two of the youth are non- swimmers, but Stan has life jackets for everyone. Issue? Solution? Documentation?

Answer Key to Scenarios

1. Only an adult’s own children can share a tent with him or her. The solution is to provide a separate tent for several Cub Scout–aged children to share with Loner’s child. (Addressed in Safeguarding Youth Training and in **Appendix A-3, Leadership Requirements for Trips and Outings.**)

2. During your informational meeting with the pack, or in a newsletter/email regarding the campout, list contact information of other packs or area Scouts BSA troops that would be willing to loan camping equipment. No undue attention should be drawn to any individual family that uses borrowed equipment. During the pack's yearly planning meeting, it's a good idea to remind new families that camping events are on the calendar, so they'll have enough time to search thrift stores or garage sales for less costly alternatives to purchasing new equipment. **(Addressed in the Gear Selection session.)**
3. Picturesque or not, fire safety regulations should be followed carefully. Since Cub Scouts are not encouraged to cut down branches from live trees, the fire ring may need to be relocated to be in compliance. **(Addressed in Appendix A-7, General Fire Safety Rules.)**
4. Again, fire safety regulations should be followed to the letter. The length of time it would take for someone to take a bucket to the lake, fill it, and return could quite literally make the difference in stopping a fire or even saving someone's life. Don't cut corners on safety issues. **(Addressed in Appendix A-7, General Fire Safety Rules.)**
5. While primitive campsites provide unique learning opportunities and have a certain appeal, remember that packs tend to have first-time campers. This type of camp facility may not be the best choice for beginners. Use the **Appendix A-1, Pack Overnighter Site Approval Form**, which is designed to collect information on the camping site for evaluation of suitability in the Cub Scout camping program.
6. If separate changing areas are not provided, separate times must be posted and strictly monitored. **(Addressed in Appendix A – 3, Leadership Requirements for Trips and Outings, No. 8.)**
7. Mr. Ford would be violating the no one-on-one policy if he and Willie were the only two people in the vehicle riding from Willie's home to the pack meeting place. Other arrangements must be made to include another youth or adult to be in compliance with Safeguarding Youth policies. **(Addressed in Appendix A – 3, Leadership Requirements for Trips and Outings, No. 3.)**

8. Don't let the excitement over Stan's celebrity status cloud the issue, which is complying with the Safe Swim Defense and Safety Afloat policies. Stan's personal swimming expertise doesn't change the rules. While Stan has addressed the issue of personal safety equipment by providing a life jacket for each participant, he has not completed the required training for a Scouting group to engage in this activity.

Cub Scout Unit Coordinated Camping and Barriers to Abuse related to Cub Camping.



Review the following information with the group.

(<https://www.scouting.org/health-and-safety/gss/gss03/>) – Camping Guidelines

(<https://www.scouting.org/health-and-safety/gss/gss01/#a>) – Barriers to Abuse

NOTE TO INSTRUCTOR: Focus on the requirements for Cub Scout camping and the leadership (Barriers to Abuse) and permissions (Council approval) needed. Ensure participants know den camping is only allowed for Webelos and Arrow of Light dens.

Summary



SAY: Adequate planning can reduce risks and increase safety at any outdoor activity.

This is important to ensure that everyone involved has a great time while experiencing the outdoors.

Scouting provides many resources to educate leaders on health and safety issues including the *Guide to Safe Scouting*, Scouting's Barriers to Abuse, and Safeguarding Youth Training, as well as training geared toward specific outdoor activities such as Safe Swim Defense, Hazardous Weather, Climb On Safely, and Safety Afloat.

	Using checklists such as the Pack Overnighter Site Approval Form and the Campout Safety Checklist will help to identify safety concerns that may be encountered at a Scouting campout and better prepare you for mitigating any associated risk.
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CUB SCOUTS AND GEOCACHING

Time: 25 min	CUB SCOUTS AND GEOCACHING
	Introduce leaders and youth to a FUN outdoor activity. Geocaching is an electronic treasure hunt that utilizes Global Positioning Satellites (GPS). These satellites can locate your present location and show you where to find your treasure. Learning Objectives • What is geocaching? • Understanding latitude and longitude • Finding a geocache • How you can set up your own geocaching course • How to use your smartphone APP References • Geocaching Merit Badge pamphlet • <i>Scouts BSA Handbook</i> (current edition) • https://www.geocaching.com/play Materials • Samples of geocaching containers • Smartphones with Google Maps® installed • Materials to set up a sample Geocaching Course (3x5 cards, containers, prizes- sufficient prizes for everyone at the last geocache) • GPSs with instructions • Containers, prizes and reference books Delivery Method • 7 minutes of lecture • 18 minutes of hands-on experience with a geocache course Note to instructor/staff: Sample course needs to be set up prior to this training.



ASK: What is geocaching?

SAY: It is an Electronic Treasure Hunting Game!

Instead of a paper map that shows us where a treasure is located, we will be using a network of approximately 30 GPS satellites 12,000 miles above the earth and a cell phone to locate our current position and/or how to go to another position to find our treasure or geocache.

You can use coordinates and a GPS to find your Treasure, such as finding a Geocache Treasure at:

N36° 27.580'

W104° 57.069'

Simply, the GPS satellite sends a series of signals down to our smartphone. These GPS receivers in our phone using sophisticated calculations, converts these signals into your location on earth and show us where we need to go.

The GPS receiver identifies our location using the invisible grid system that covers the earth known as latitude and longitude. Latitude designates how far North or South (vertical) you are, and longitude designates how far East and West (horizontal) you are.

Latitude and longitude can be expressed in degrees, minutes, and seconds, or other shortened formats with decimal equivalents.

The cardinal directions of North, South, East and West or their abbreviations N, S, E, W are typically noted.

Sometimes an even shorter abbreviation is used where a positive number is used for North or East and a negative number (-) is used for East or West.

Other optional symbols used: n° = degrees, n' = minutes, n" = seconds.

 	Typical geocache designation: N36° 27.580' W104° 57.069' or 36 27.580, - 104 57.069. Different devices may use different formats or they allow you to change the format in settings. To find a geocache with the given latitude and longitude coordinates you need to go to, input them into your smartphone map app then reference either the Compass Page setting or the Map Page setting. Nexthead off to find the geocache. The accuracy of geocaching and the GPS system can vary up to 15 -20 feet. Therefore, to assist in narrowing down the location a HINT is typically given. Examples: 12 inches above ground, behind a red object, etc. When using a stand-alone GPSr device or an APP on a smartphone, the compass page is best because it displays your direction of travel arrow with the distance remaining. If using a mapping software APP such as Google Map, then you are following the route on a map. ASK: How do you make geocaching FUN at a Cub Event? SAY: Create a Geocaching Course that goes from one location to the next. At each location the coordinates to the next location will be given. The final location has a prize or reward. A course with 5 or 6 points is the optimum. Creating your own Geocaching Course requires: 1) Create your geocaching containers. They can be very simple (a breath mint tin that is painted or wrapped in camouflage duct tape or an ammo can) to elaborate (a bird house with an opening roof and other imaginative options.) 2) Layout your Geocaching Route Hunt in reverse order. Start with the final point and place a large container/ammo can that you can fill with your rewards/prizes. For a Cub Scout event make the prizes Scout-oriented like compasses, Leave No Trace cards, backpack whistles, individually packaged candy, etc.
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3. Determine your latitude/longitude coordinates. On a stand-alone device create a waypoint, or on a smartphone APP tap the screen to reveal your current location coordinates (devices may vary on how to determine your current location). On a 3x5 card or similar form, copy down these coordinates and provide an applicable clue.
4. Take this card to the next location in reverse order and place it into its container. Continue with step 3 again.
5. Repeat this process until you reach the beginning of the course for the participants.

NOTE to instructor: you may need to explain how to enter a degree symbol on a phone (hold the 0 and it should appear). Having participants understand how to use their GPSr or smartphone APP is a critical part of the initial geocaching activity. Even with a collective demonstration, most people require one-on-one assistance in the beginning. Adequate time needs to be allotted for this training during the round-robin allotted time.

Sample Geocaching course card: (note this is not a real geocaching course).

Geocaching Course Card

Adventure Title: Office Park Dash

Location: Irving, TX

Difficulty Level: X Easy Moderate Hard

Total Stops: 5

Time Estimate: 30 minutes (walking)

Guide: _____

Stop #1: The Oak Bench

Location: N 32° 52.500' W 096° 57.000'

Clue: Find the bench under the large oak tree.

What to Do: Look beneath the seat for a small container.

Stop #2: Water's Edge

Location: N 32° 52.520' W 096° 56.980'

Clue: Beside the small pond by the walking trail.

What to Do: The cache is camouflaged near the rocks.

Stop #3: Sculpture Garden

Location: N 32° 52.540' W 096° 56.960'

Clue: Among the modern art sculptures.

What to Do: Take a creative group selfie with the statue.

Stop #4: Picnic Pavilion

Location: N 32° 52.560' W 096° 56.940'

Clue: Check the corner support beam of the pavilion.

What to Do: Leave a note in the logbook.

Stop #5: Final Find – Scouting America Headquarters

Location: 1325 W Walnut Hill Ln, Irving, TX

Clue: At the front of the building, near the flagpole.

What to Do: Sign the logbook and take a group photo.

Adventure Checklist

Found all 5 caches

Completed each mini-task

Signed the final logbook

Returned all containers

Shared your adventure!

AQUATICS IN THE CUB SCOUT PROGRAM

Time: 25 min	AQUATICS IN THE CUB SCOUT PROGRAM
	Learning Objectives What Adults need to know: - All Adults need to be familiar with the eight points of Safe Swim Defense and the nine points of Safety Afloat. - Swim Check procedures - Understand the Scouting America's Age-Appropriate Guidelines for Cub Scout Aquatics - Understand the progressive aquatic adventures for each Cub Scout rank. - Find resources for additional Scouting America aquatic training. What Cub Scouts need to know: 4 Basic Water Safety Rules for Cubs to understand. Materials - Access to <i>Guide to Safe Scouting</i> containing: Safe Swim Defense, Safety Afloat, Age-Appropriate Guidelines, copy of the latest Scouting America Aquatics Supervision manual - Unit Swim Classification record - Local resources: Local Council Aquatics Committee resources and events. Note to Instructor: Please refer to the current Cub Scout Advancement Program supporting documentation at https://www.scouting.org/programs/cub-scouts/adventures/ for specific leader needs related to this topic. SAY: The Scouting America Aquatic's objective is to have Aquatics FUN Safely for both youth and adults.
	

 	The youth are presented age-appropriate activities and learn progressively the guidelines to stay safe around water and boating. All Adults (registered or just attending with their child) need to understand, implement, and set the example for the Scouting America's drowning prevention and boating safety policies called Safe Swim Defense and Safety Afloat. Due to the allotted 25-minute time-period this is an introduction to Safe Swim Defense and Safety Afloat with the goal to summarize the requirements. You will need to go online to my.scouting.org and take the full training sessions. The <i>Guide to Safe Scouting</i> (GTSS) contains the requirements for Safe Swim Defense and Safety Afloat. ASK: Why does Scouting America have an aggressive Water Safety program? SAY: According to Centers for Disease Control in 2025, https://www.cdc.gov/drowning/data-research/facts/?CDC_AAref_Val=https://www.cdc.gov/drowning/facts Every year in the United States there are an estimated: • 4,000 fatal unintentional drownings - that is an average of 11 drowning deaths per day. • 8,000 nonfatal drownings - that is an average of 22 nonfatal drownings per day. • More children ages 1–4 die from drowning than any other cause of death. • For children ages 5–14, drowning is the second leading cause of unintentional injury death after motor vehicle crashes. Drowning is a leading cause of death for children and can be fatal or nonfatal. Nonfatal drowning can result in long-term health problems and costly hospital stays.
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Briefly describe the 8 points of Safe Swim Defense and the 9 points of Safety Afloat with the caveat all participants will go online to my.scouting.org and take the full Safe Swim Defense and Safety Afloat.

OPTIONAL ACTIVITY

Have two blank charts, one labeled Safe Swim Defense and the other labeled Safety Afloat.

On 4x6 cards, write out each point of the two items but only list Qualified Supervision, Discipline, and Health Review once.

Pass the cards out in mixed order.

Call upon each participant and ask which category, either Safe Swim Defense or Safety Afloat, the card they have is assigned to.

Qualified Supervision, Discipline, and Health Review is a trick question because they apply to both.

Do a short summary of each point when presented.



SAY: Safe Swim Defense is Scouting America's Drowning Prevention Program.

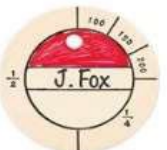
Briefly review the principles of Safe Swim Defense. Remind participants that this is NOT the training and that training is required to take Cub Scouts on an aquatic adventure. Training is available at my.scouting.org through the Volunteer Learn Center.

- 1) **Qualified Supervision:** Person 21 years or older who is a strong proponent of water safety and willing to manage and train an aquatic safety staff. Typically people 21 years or older can recognize danger better and have developed people management skills. (Making sure Lifeguards/ Response Personnel stay focused watching the participants in the water and not being distracted requires supervision.)

- 2) **Personal Health Review.** It is important that everyone in aquatic activities is healthy enough to perform that activity. Therefore at a minimum each youth and adult needs to have a completed current Annual Health Medical Record (AHMR) Parts A and B and/or C submitted to the event organizer according to event type.
- 3) **Safe Area.** A multifaceted category beginning with controlled access into the swimming area; making sure the swim area is free of underwater hazards, drop offs, undesirable marine life, cloudy water where you cannot see the bottom to rescue someone laying there, fast-moving water and water too cold in which to swim. Appropriate weather is a concern with no swimming until 30 min. after a lightning event. Scouting America has serious diving and elevated entry restrictions to prevent spinal and other significant injuries. Children should be taught that head first diving is not an allowed activity unless strictly supervised and authorized by an adult. (Minimum water depth is 7ft and maximum height is the 40 inch low diving board.). Jumping feet first into water is also strictly monitored to ensure the area is clear and the water is at least chest deep. Jumping from pool deck height is personally preferred for Cub Scouts, however no greater than they are tall is the policy maximum. The maximum policy depth swimmers can be in is 12 feet, any deeper requires a lifejacket. This depth is selected because it is the maximum depth a Lifeguard/Response Personnel may feel comfortable in retrieving an unconscious body from. Aquatic staff always has the option to decrease this maximum depth if its more attainable for them.
- 4) **Response Personnel.** National, Council, and District swimming activities require certified lifeguards. Unit level swimming events can have Response Personnel. Response Personnel are appropriate Unit staff that have strong swimming skills and who can offer assistance to a swimmer in distress. Typically, it is adults affiliated with a Cub Pack. In Scouts BSA, this can be an adult or a scout with at least their First Class rank and/ or Swimming and Life Saving Merit badges. Some adults even get their Lifeguard certification for this purpose. For a swimming event, you need a minimum ratio of 1Lifeguard/Response Personnel per 10 people, or a minimum of two if 10 or less people are in the water.

- 5) **Lookout.** Since the Lifeguard/Response Personnel are monitoring the participants in the water, the Lookout is the person allowed to look everywhere around the swim area to ensure the area is safe, including the weather. The Lookout ensures that the Safe Swim Defense Guidelines are being followed, that the participants remain disciplined outside of the water (not running or goofing off on the pool deck, etc.) The lookout also intercedes when others are trying to talk and distract the Lifeguard/Response Personnel.
- 6) **Ability Groups.** All youth and adults at a swimming event need to take Scouting America's water competency swim check to determine their swimming classification. This swimming classification identifies how deep the water can be for that person to be SAFE in, and what their boating accommodations are. There are three classifications each, with a different swimming length requirement, water depth and boating activity stipulation, and swimmer/buddy tag configuration. For those who choose not to take the Swim Check, or if everyone stays in the shallow end of the pool, then they are all classified as Non-Swimmer.

BSA Swimming Ability Categories

<u>Swim Check Level</u>		<u>Water Depth</u>	<u>Kayak</u>
Swimmer 100 yard swim & float		12 Feet	OK
Beginner 50 feet swim		Top of Head	W/ Adult Swimmer that is a Skilled Kayaker In a double
Non Swimmer Beach walk in		Waist to Chest	

	Swimmers pass this test: Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating. Beginners pass this test: Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Stop, turn sharply, resume swimming, and return to the starting place. 7) Buddy System. All youth and adults swimming are required to have a buddy to swim with. The purpose of the buddy is to assist you if you get into trouble or notify the Lifeguard/ Response Personnel of the issue. 8) Discipline. Not to be confused with punishment, discipline is having the personal conviction, strength, and duty to follow the rules to stay safe. SAY: Typically, Cub Scouts through the 2nd grade are Non-Swimmers, with most of the Scouts thru 5th grade passing the Beginner Classification. Bears and WEBELOS that are on swim teams or who have taken swim lessons should be able to pass the Swimmer Classification. When conducting Swim Classifications Tests, the swim check is performed at the ratio of one examiner to one participant. Not knowing the actual swimmers ability, the swimmer is most at risk for any issue and may need immediate attention/rescue by their examiner. This requirement is not in Safe Swim Defense but in the Aquatics Supervision Guide 34346, Chapter 5, Swim Classification Tests. You can examine multiple people at the same time as long as each candidate has a separate examiner and the examiner can provide immediate attention/rescue to the participant if needed. Any conscientious leader, currently trained in Safe Swim Defense, who is familiar with basic swimming strokes and who understands and abides by the guidelines in this chapter can administer swim tests for the unit.
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SAY: Scouting America groups shall use Safety Afloat for all boating activities. Adult leaders supervising activities afloat must have completed Safety Afloat training within the previous two years. Cub Scout activities afloat are limited to council, district, pack, or den events on calm or gently flowing water that do not include float trips (expeditions).

Briefly review the principles of Safe Swim Defense. Remind participants that this is NOT the training and that training is required to take Cub Scouts on an aquatic adventure. Training is available at my.scouting.org through the Volunteer Learn Center.

1. Qualified Supervision

- Person 21 years or older who is a strong proponent of water and boating safety, and is willing to manage and train an aquatic safety staff. Typically people 21 years or older, can recognize danger better and have developed people management skills. This person also has knowledge and skills in handling the type of watercraft being used.
- For Cub Scouts, the leadership ratio is one trained adult, staff member, or guide per five participants. At least one leader must be trained in first aid, including CPR.

2. Personal health review

- It is important that everyone in aquatic activities is healthy enough to perform that activity. Therefore at a minimum each youth and adult needs to have completed a current Annual Health Medical Record (AHMR) Parts A and B and/or C submitted to the event organizer according to event type.

3. Swimming Ability

- Persons desiring to be in a single paddle craft or being in a multi person watercraft with non-swimmers or beginners must pass the swimmer classification.
- Cub Scouts and adults not classified as a Swimmer are limited to multiperson craft during outings on calm water with little likelihood of capsizing or falling overboard. They may operate a fixed-seat rowboat or pedal boat accompanied by a buddy who is a Swimmer. They may paddle or ride in a canoe or other paddle craft with an adult Swimmer skilled in that craft as a buddy. They may ride as

part of a group on a motorboat or sailboat operated by a skilled adult.

4. Life jackets

- Lifejackets must be properly worn by all in boats less than 20 ft. For larger boats, Lifejackets must be immediately available or worn based as recommend by the Qualified Supervisor

5. Buddy System

- Both a buddy and a buddy boat are required. Example: If the buddy pair is in a double kayak, then they still need a group in another kayak as their buddy boat. The buddy kayak is used to help rescue the other group or go for help.

6. Skill proficiency

- Youth and Adults need to have rudimentary instruction on how to maneuver their boats.

7. Planning

- Primarily focused for Scouts BSA float trips on how to effective plan and prepare for boating events and emergencies. Cubs are not allowed to go on float trips (expeditions)

8. Equipment

- Making sure the equipment is serviceable and safe to use and is sized appropriately for Cub Scouts.

9. Discipline

- Not to be confused with punishment, Discipline is having the personal conviction, strength and duty to follow the rules to stay safe.

Make sure you review the Age Appropriate Guidelines, publication 680-685, for what is allowed for Cub Scouts at various ages at

<https://filestore.scouting.org/filestore/HealthSafety/pdf/680-685.pdf>

Cub Scouting Progressive Aquatic Rank Adventures

Briefly describe the current Adventures that feature Aquatics as the focus.

Direct the participants to <https://www.scouting.org/programs/cub-scouts/adventures/> for specific leader needs related to this topic for more information.



Provide local resources that may support units in accomplishing these adventures:

- YMCA or other recreation outlets.
- Swimming Clubs
- Council/District Adventure weekends
- Council/District Resident or Day Camp opportunities

Recommended Water Safety Rules that Cub Scouts need to know and follow



SAY: Having age-appropriate Water Safety Rules that Cub Scout-aged youth can understand, and recall is important. Each Cub Scout rank handbook starting with Wolf has age-appropriate water safety rules.

In summary these rules generally state:

- Cub Scouts can only be around water with an Adult.
- Cub Scouts need a Buddy
- In a swim activity Cub Scouts need to be near a Lifeguard /Response Personnel.
- Any Boating Activity requires a Lifejacket (No Exceptions)

Water Safety Rules apply for both Scouting and non-scouting activities. It is important to stress to Cub Scouts that these rules need to be followed even for non-scouting activities, such as a birthday pool parties, at friend's pool, or hotel pools, etc.

References:

- *Guide to Safe Scouting* - which contains Safe Swim Defense and Safety Afloat. Available at [scouting.org](https://www.scouting.org).
- my.scouting.com Volunteer Learn Center online courses for Safe Swim Defense and Safety Afloat
- Age Appropriate Guidelines - Available at <https://www.scouting.org/health-and-safety/gss/gss02/>
- Appropriate Cub Scout Handbook
- Aquatic Supervision trainings - Available at <https://www.scouting.org/outdoor-programs/aquatics/forms/>

	• Contact info for Council's Aquatic Committee Chair
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GEAR SELECTION

Time: 25 min	GEAR SELECTION
	Learning Objectives • Identify the difference between the Cub Scout Six Essentials and the Scout Basic Essentials. • List the considerations to keep in mind in selecting equipment for each outing. • Describe several options beyond purchasing equipment to help make the Cub Scout outdoor experience affordable for all families. References • Appendix P-1, Cub Scout Six Essentials • Appendix P-2, Clothing Checklist • Appendix P-3 Pack Camping Gear • Appendix P-4, Personal Overnight Camping Gear for Cub Scouts • Appendix P-5, Sleeping Bags • Appendix P-6, Tents • <i>BSA Fieldbook</i> • <i>Scouts BSA Handbook</i> (current edition) • Camping Merit Badge Book Materials • Sample ground cloths • Sample tents and shelters—tarp, A-frame, dome, hybrid • Sleeping bags that illustrate: ○ Types of fill—goose down, synthetic fibers ○ Types of construction—simple quilting, double quilting, box wall, slant wall, overlapping tube or V-baffle • Fanny pack or day pack containing samples of the Cub Scout Six Essentials • Sample pads and mattresses • Examples of each of the Cub Scout Six Essentials: filled water bottle, first-aid kit, flashlight, trail food, sun protection, whistle • Examples of each of the Scout Basic Essentials: extra clothing, filled water bottle, first-aid kit, flashlight, a map and compass, matches and fire starters, a pocketknife, sun protection, trail food, and rain gear



Preparation

- Local Handout - Provide information for stores and other locations where units may save money purchasing needed gear. Include thrift stores, sport resale and consignment stores, and Scout- friendly websites. Also provide contact information for stores of Scouts, Scouts BSA units that may be willing to rent or share equipment.
- Review the appendixes in the references.
- Review the Cub Scout Six Essentials and the Scout Basic Essentials and familiarize yourself with how they differ. Arrow of Light Scouts should be using the Scout Basic Essentials, minus matches and fire starter.

Note to Instructor: It is important you keep this presentation aimed at the target audience - a novice camper. It should not be a show and tell session with lots of gear. Keep it simple - just the basics!

SAY: Each outdoor adventure is different, and the equipment you take may change from one camping trip to the next. This session covers some basic gear that you will need on every campout to provide a good outdoor experience.

The Scout motto, “Be Prepared,” also applies to Cub Scout leaders getting a den or pack ready for outdoor adventures. Leaders should be familiar with basic required camping gear along with the factors that need to be considered when selecting additional gear.

It is critical to program success that Cub Scouts and their families have positive first-time experiences.

While each outdoor adventure is different and the equipment you take may change from one adventure to the next, there are some essential items that you should take every time.

Beyond the essentials, your personal gear will depend upon whether this is a day or overnight trip as well as the climate, location, and time of year.

For Cub Scouts and their families to have a good outdoor experience, they need to be prepared for the outdoors and the activities they will be participating in. This includes the daytime activities, meals, and sleeping overnight. In each case, equipment is required.

Most of the items needed are things that people may already have. If not, there are alternatives to purchasing what they need. Scouts BSA troops may be able to assist in equipping a pack or den for an outdoor adventure.

At a minimum, Cub Scouts should be warm, dry, and safe throughout their outdoor experience. If impending weather threatens the purpose of the outdoor experience, it may be better to postpone the trip so that each Cub Scout family has a positive experience.

Essentials

Note to instructor: Have examples of each of the Cub Scout Six Essentials and the Scout Basic Essentials to show as you talk about each one.

SAY: Let's review the Cub Scout Six Essentials. For outdoor adventures, all Cub Scouts and their leaders should come prepared with six essential items. Cub Scouts can use a small fanny pack or day pack to hold the items, which can be assembled over the course of several den meetings prior to the outdoor adventure.

REVIEW THE SIX ESSENTIALS.

1. **Filled water bottle.** A refillable canteen or sports bottle is preferred. You should avoid store-bought bottles of water to be better stewards of the environment.
2. **First-aid kit.** This could be nothing more than a few adhesive bandages, antiseptic wipes, and antibiotic cream placed in an unused prescription bottle or a small store-bought one.
3. **Flashlight.** A simple two-cell light with fresh batteries works just fine.
4. **Trail food.** This can be prepared as a den project. Consideration should be given to highly nutritious items and any allergies that may exist. The food is for restoring energy versus just munching along the trail. Everyone should be reminded for an overnighter not to have food in the tents, which could attract animals.
5. **Sun protection, SPF 15 or greater.** Lip balm may also be helpful, as well as a hat with brim and possibly a long-sleeve shirt.





6. **Whistle.** An inexpensive whistle will be fine and should be used only as a tool, not a toy. Leaders should instruct the Cub Scouts on the use of the whistle before starting the adventure.

SAY: Arrow of Light Scouts should use the Scout Basic Essentials as they are preparing to transition to Scouts BSA. This list contains a few more items than the Cub Scout essentials.

REVIEW THE ESSENTIALS.

1. Extra clothing
2. Filled water bottle
3. First-aid kit
4. Flashlight
5. Map and compass
6. Matches and fire starters (As an Arrow of Light Scout, youth can earn the Firem'n Chit. This certification grants a Scout the right to carry fire-lighting devices—matches, lighters, etc.—and build campfires.)
7. Pocketknife (if they have earned the appropriate Arrow of Light Adventure)
8. Rain gear
9. Trail food
10. Sun protection
11. Whistle

Note to instructor: Refer to Appendix P-1, Cub Scout Six Essentials, which lists additional items that should be considered for every outdoor adventure such as insect repellent, rain gear (jacket or poncho), and possibly an extra pair of socks. For a leader, a watch is also a critical piece of equipment for managing the program time so that everyone stays interested and engaged.



SAY: Carry your outdoor essentials on every Cub Scout outing. When you want to camp out under the stars, you will need to add personal and group overnight gear. Let's review what you need for personal overnight camping gear.

REVIEW THE LISTS.

Personal Overnight Camping Gear from Camping Merit Badge Book

- Cleanup kit: soap, toothbrush, toothpaste, dental floss, comb, washcloth, towel
- Clothing for the season (see Appendix P-2, Clothing Checklist, for warm and cold-weather camping)
- Eating kit: spoon, plate, bowl, cup
- Ground cloth and pad
- Sleeping bag, or two or three blankets

Personal Extras (Optional Items)

Binoculars

Pencil or pen

Camera

Prayer book

Fishing gear

Small musical instrument

Gloves

Sunglasses

Nature books

Swimsuit and bath towel

Notebook

Watch



SAY: Let's move on to Pack Camping Gear. In addition to the individual equipment listed in Cub Scout Six Essentials and personal overnight camping gear, the equipment listed below should be available for group use.



REVIEW THE LISTS.

Note to instructor: Refer to Appendix P-3, Pack Camping Gear.

Required Items

- Activity gear—game material, craft supplies, etc.
- Aluminum foil
- Backpacking stove and fuel—or firewood, charcoal, and cooking grate
- Blanket

- Cleanup kit: sponge or dish cloth, biodegradable soap, sanitizing agent (liquid bleach), plastic scouring pads (no-soap type), dish mop, wash tubs, plastic trash bags, toilet paper in plastic bag
- Cooking utensils appropriate to your menu, or cook kit: pots and pans, spatula, large spoon and/or ladle, a pair of plastic sheets (4×4 feet), matches and/or butane lighters in waterproof containers, fire starters, charcoal chimney-style lighters
- Cooler
- Eating utensils
- First-aid kit
- Food
- Fuel canisters
- Ground cloth or tarp
- Insect repellent
- Nylon cord—50 feet
- Paper towels
- Plastic water containers
- Repair kit—rubber bands, safety pins, sewing gear (thread, needles, safety pins)
- Rope—quarter inch, 100-foot length
- Shovel
- Sunscreen
- Tent stakes
- Toilet paper
- U.S. flag, pack flag

Optional Items

- | | |
|-------------------------------|-------------------------------|
| • Cooking fly or tarp | • Marshmallows, popcorn, etc. |
| • Dutch oven | • Musical instruments |
| • Grill | • Pot rods |
| • Lawn chairs and camp stools | • Hot-pot tongs |

Sleeping Bags

Note to instructor: Refer to Appendix P-5, *Sleeping Bags* and display sample sleeping bags to explain the differences in construction, material and style, and advantages and disadvantages to each.



SAY: The warmest fill material per ounce is goose down—the fluffy under feathers of waterfowl. Explorers, mountaineers, and campers through the decades have relied on down when they expected to sleep out in the cold. Down bags are expensive, cannot keep you warm when they are wet, and are difficult to dry in camp unless the sun comes out. With all of that in mind, it’s still a fact that down bags are good when campers want to travel as lightly as possible and have the experience to keep their bags dry.

Synthetic fill can be almost as light as goose down, but it seldom is as costly. Its greatest advantage is that it can keep you warm even when your sleeping bag gets wet. You will, of course, be much more comfortable in a dry synthetic-fill bag than in a wet one, so don’t be careless with it in stormy weather.

The useful life of any sleeping bag can be extended if you remove it from its stuff sack between trips. Store it by hanging it in a closet or by placing it loosely in a large cotton laundry bag. That will prevent the fill material from being overly compressed, and circulating air will help keep the bag fresh.



ASK: How do you determine the right size of a sleeping bag?

Allow for some responses.



SAY: Not all sleeping bags are the same and not all are appropriate for Cub Scouts. Keep in mind that a sleeping bag built for an adult is not the right size for a Cub Scout. When deciding on a bag take the Cub Scout along and have them “try on” the bag by getting inside it to ensure the correct fit.

The feet should reach close to the end of the bag without feeling cramped. If a Scout has a bag that is too large, you should consider folding the foot of the bag under the youth to help it “fit” better.

 	A bag that is too large means the Cub Scout is using much of their body heat to heat empty space in the bag versus using that body heat to keep themselves warm. Many of the bags built for Cub Scouts were not built with the outdoors in mind. Some sleeping bags were built for indoor, or summer, use and may need to be supplemented with blankets or sleeping bag liners to help in cooler weather. ASK: Besides a sleeping bag, what else do you probably need to increase your comfort and stay dry? Allow for some responses. SAY: You can increase your comfort at night with a sleeping pad. Made of foam, a pad will give you a soft surface on which to lie and will prevent the cold earth beneath you from drawing away your body heat. Foam pads are often lighter and more durable than air mattresses, and they insulate better. Cub Scouts won't have a good camping experience if they don't get a good night's sleep. The cheapest option is an inflatable swimming pool air mattress, but they rarely last more than one night. Better quality air mattresses are more durable but do not add any insulation qualities, and in fact may cool you down faster by exposing your entire surface area to the cooler air. Closed-cell foam pads and other backpacker items can be more expensive but are generally more effective. Newspapers will also insulate you from the cool ground and provide some padding against uneven ground. Keep moisture away from your bedding with a ground cloth—a plastic sheet cut to a size slightly smaller than the tent floor. Ground cloths act as a moisture barrier between the ground and your tent or sleeping bag. They help insulate you from the ground temperature as well as protect your tent or sleeping bag. Experienced campers always use a ground cloth of some sort. Be sure to clean all rocks, twigs, and other debris out from under your tent or sleeping bag area as a first step.
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Your ground cloth should match the floor of your tent. Don't leave the edges out as they will collect water and could flood your tent. Tuck any loose edges under the tent to prevent this from happening.

As a leader of the event, you should consider bringing some extra ground cloths or tarps to put under the tents of new campers. Help all campers understand the need to keep the ground cloth under the tent and not allow it to stick out around the edges.

Show examples of several types of material used for ground cloths. Plastic 4–6 mils thick and even old shower curtains will work as well as a commercially available ground cloth.

SAY: Let's focus on shelter. The pack or den may choose to camp at a facility that has cabins for sleeping or some other permanent enclosed shelter. However, many times, the outdoor experience will involve tent camping.

Note to instructor: Refer to Appendix P-6, Tents, and tent samples you have displayed to explain the advantages and disadvantages of different tent styles. Make the point that there are many types of tents available.

Most tents used by Scouts today have a tent body made of breathable nylon. The tent body is shielded from rain, snow, and wind by a waterproof rain fly. Moisture created by people breathing inside the tent passes through the tent body, keeping the interior dry and comfortable.

Modern tents are often rated as three-season (good for spring, summer, and autumn use) or four-season (reliable in any conditions, including winter camping). Four-season tents may have additional poles and more durable fabric, making them sturdier but heavier.

There are many types of tents, let's review each.



Tarp. The simplest of all tents, a tarp can be pitched in many ways—as a lean-to, for instance, or a pyramid, or a pup tent. The advantages of a tarp are its light weight and versatility.

However, it has no floor, offers little protection against insects, and must be pitched well to protect campers from rain.

Tarps often are used as dining flies to shelter group cook sites.



A-frame tent. Seen from the front, this tent is shaped like the letter A, thus its name. Most A-frame tents are equipped with mosquito netting, a rain fly, and a waterproof floor.



Dome. Tents with a dome shape can be spacious with lots of headroom. The arrangement of poles bending over the tent body gives a dome plenty of stability, even in strong winds.

Domes are often freestanding requiring no tent stakes. Since dome tents are usually larger than A-frames, they also can weigh more.



Hybrids. Mix geometry, modern materials, and the imaginations of tent makers, and you get an astounding variety of shapes.

Among the most interesting are hybrid tents that combine features of A-frames and domes. Some look like rounded A-frames, tunnels, or domes cut in half. Doors may be at the ends or sewn into one or both sides.

Many include a vestibule—a porch like extension of the rain fly that provides shelter outside the tent body for storing packs, crew gear, and muddy boots.



SAY: Some tents are **breathable**. Lots of rain gear today is made of fabric that protects you from precipitation and, at the same time, allows moisture given off by your body to escape. The same material is sometimes used to make tents. Because they do not need a rain fly, these single wall breathable tents are lightweight yet strong enough to stand



harsh conditions. On the other hand, they are usually small, can be clammy in warm weather, and may be very expensive.

Wall Tents, which you often see at Scout Summer Camps are for long-term, front country outings such as a week at a Scouting America council camp. Your group may use wall tents.

Large enough for several Scouts to unroll their sleeping bags on the floor or on cots, modern wall tents are constructed of canvas, a polyester-cotton blend, or nylon. A ridgepole running between two upright poles holds the tent erect. Windows or the side walls of many large tents can be opened in hot weather to allow interior ventilation. Most wall tents are too heavy and cumbersome for use on backcountry campouts.

SAY: Tents require good care and upkeep. You should practice setting up and taking down your tent in your living room or backyard before you must do it in the rain or by flashlight. Read the instructions!

Seal the seams on your new tent right after you get it with a seam sealer (found at most tent distributors or outdoor stores). Sealing the seams allow for further waterproofing. Pitch it tautly, then go over the fly and floor seams with waterproof seam sealer. New tents usually include seam sealer and the manufacturer's instructions for applying it.

Because of the great variety of tents on the market today, be sure you follow the manufacturer's instructions on how to pitch your tent. Practice pitching your tent before you go camping. Here are a few tips:

- At the campsite, choose a level spot that drains well. **Never dig ditches around your tent; they leave scars on the ground that can take a long time to heal.**
- Remove stones and large sticks but try not to disturb the natural ground cover.
- Spread out a ground cloth to protect the tent floor from dirt, sharp objects, and moisture.
- Unfold the tent on top of the ground cloth. Pull out the corners of the floor and stake them to the ground, then assemble the poles and put them in place.
- Use taut-line hitches to tie the free ends of guy lines around stakes you have pushed into the ground and pull the lines tight.

- Put a rain fly over the tent and stake it down.

Clean out your tent by sweeping it or, if it is small, by tipping it up and shaking out litter and debris.

A tent that seems dry in camp may have absorbed dew or ground moisture. For that reason, it is important that you always unpack your tent when you get home and set it up, hang it over a clothesline, or suspend it from nails in the rafters of a shed or basement.

Allow it to dry completely before storing it.

To stow a tent in a storage sack, first place the bundle of collapsed poles in the tent's stuff sack. Next, push a corner of the tent all the way to the bottom of the sack. Continue stuffing the fabric alongside the poles.

Opening zippers completely before going through doors will prevent damage.

Take off your boots before crawling into a tent. Stocking feet are kinder to tent floors, and you won't track in mud. Store your boots by the tent door, under the shelter of the rain fly.

Tent fabric can be harmed by too much exposure to sunlight. Of course, your tent may be set up in a sunny place for a day or two during a campout but try to avoid leaving it pitched in the open when it is not in use or when you can put it in a shaded campsite instead.

No food or "smellables" should be taken into a tent. Raccoons, skunks, bears, and ants find gum, candy, and even toothpaste quite delectable! And they will destroy anything to get into them—daypacks, tents, coolers, etc. Coolers and food need to be kept in a building with secure doors or in a vehicle with all windows rolled up.

And keep all flames away from tents. Never use candles, matches, stoves, heaters, or lanterns in or near tents. No tent is fireproof. All of them can burn or melt when exposed to heat. Use flashlights only!

Note to instructor: Emphasize the importance of staking down a tent once the location is determined. Demonstrate how to stake down a tent properly.



ASK: Why is clothing important?

Allow for some responses.



SAY: Clothing is your first line of defense against the elements. It keeps you warm in the winter, cool in the summer, dry in storms, and sheltered from insects, sun, and wind. To decide what to wear and what to carry, learn about the materials from which clothing is made.



Review the material types using the chart below.



Cotton

Cotton is cool and comfortable for hot-weather shirts and shorts. However, if it becomes wet, cotton loses any ability it had to keep you warm. That can be a real danger on cool and cold days when wind, mist, and rain carry with them the threat of hypothermia.

Wool

Shirts, sweaters, and pants made of wool have been favored by generations of backcountry travelers. Wool is durable and water-resistant and can help you keep warm even when the fabric is wet. Wool also is an excellent choice for hiking socks, hats, and mittens. (If wool is scratchy against your skin, you might be able to find wool blends that are comfortable, or you could wear woolen layers over clothing made of other fabrics.)

Synthetics

Much of today's outdoor clothing is made of nylon, polyester, fleece, and other synthetic materials. Synthetics can be manufactured to have plenty of loft (for use as insulation), to shed water (ideal for rain gear and the outer shells of jackets and vests), or to wick moisture away from the skin and to dry quickly. An added feature of many synthetic clothing items is that even when wet, they will retain at least some of their insulating power to keep you warm.



SAY: Goose down is composed of the fluffy plumage geese grow next to their skins. It has a very high ratio of insulating power per ounce, making it a favorite of cold weather campers, mountaineers, and many who live and work in chilly climates. Down provides loft and insulation in lightweight jackets, vests, and sleeping bags. Its major drawback is that if it becomes wet, its fluffy plumes clump together and become useless for trapping warmth. Many down jackets and some down sleeping bags have outer shells of treated nylon that shed water and that protect the down



from rain, sleet, and melting snow. Fill power is the numerical measurement of the loft of down. A higher number means greater loft and a warmer sleeping bag or jacket.

You can sometimes save money by shopping at used clothing stores and surplus outlets. Many outdoor stores have seasonal sales that are ideal for outdoor enthusiasts who want to stock up on clothing and camping gear at discount prices.

Note to instructor: Refer to Appendix P-2, Clothing Checklist. Review the checklist.

For Warm-Weather Camping	For Cold-Weather Camping
• T-shirt or short-sleeved shirt (lightweight) • Hiking shorts • Underwear • Socks • Long-sleeved shirt (lightweight) • Long pants (lightweight) • Sweater or warm jacket • Brimmed hat • Bandannas • Rain gear	• Long-sleeved shirt • Long pants (fleece or wool) • Sweater (fleece or wool) • Long underwear (polypropylene) • Socks (wool or synthetic blend) • Warm hooded parka or jacket • Stocking hat (fleece or wool) • Mittens or gloves (fleece or wool) with water-resistant shells • Wool scarf • Rain gear



ASK: Why is layering important?

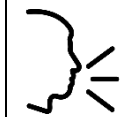
Allow for some responses.



SAY: For the most comfort in the outdoors with the least weight use the layering system. Choose layers of clothing that, when combined, will meet the most extreme weather you expect to encounter.

On a chilly autumn day, for example, you might set out from the trailhead wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. As you hike, the effort will cause your body to generate heat. Peel off the sweater and stuff it in your day pack.

	Still too warm? Loosen a few buttons on your shirt or slip off your mittens and hat. You also can use layering to keep cool in hot climates by stripping down to hiking shorts, a T-shirt, and a brimmed hat. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun. Versatility in your clothing choices is a key to staying comfortable and safe outdoors. Carrying a sweater, a jacket, and a warm shirt will allow you to adjust your clothing in more ways than if you have just a heavy coat. The kinds of layers matter, too: Wicking layers: Blends of synthetic fibers designed to draw moisture away from the skin are used to make T-shirts, long underwear, and inner socks. Warmth layers: Intermediate layers with effective insulating properties trap warmth that the body generates. Rely on shirts made of wool or synthetics and look for vests and jackets made of fleece or filled with synthetic insulation or goose down. Windproof layers: A parka, rain gear, or other outer layer prevents wind from blowing away heat trapped inside the warmth layers of your clothing. Many of our new Cub Scout campers may not have these items and we do not expect them to purchase these items to be able to be successful at camping. Care should be taken when scheduling outings to ensure the Scouts are prepared for the weather and they have the right clothing to be successful. SAY: Let's review Footwear for Camping. Almost any durable shoes will do for a front country camping trip. When your plans include walking to a backcountry campsite hiking boots can give your feet and ankles protection and support. Any shoes or boots you use for camping must fit well. Your heels should not slip much when you walk, and your toes should have a little wiggle room. Tie the laces properly to ensure a good fit on your foot.
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Clean your boots or shoes after every outing. Use a stiff brush to remove mud, or wash them off with water and mild soap, then allow footwear to dry at room temperature. (Placing shoes too close to a campfire can dry out leather and damage nylon.)

The manufacturers of leather boots might recommend treatment with a boot dressing or waterproofing agent; follow their instructions.

Be sure to break in new boots before using them in the field. Wear them several times, gradually extending the length of time you wear them, until they feel like a natural part of your feet.

Obtaining Equipment for Use

SAY: The goal of Cub Scout camping is to provide successful first-time camping experiences for the Scouts and their families. They should have an opportunity to develop their skills, and these adventures should help build their excitement about growing with Scouting

Not every Cub Scout or family will initially have all the necessary equipment. There are several options you can consider:

- Purchase equipment either new or through second-hand resources
- Borrow from other families in the pack
- Borrow from a Scouts BSA troop
- Rent equipment from outdoor retailers or outfitters

As Cub Scout leaders you need to research and be aware of all the options to share with the families and for their own equipment considerations. Every opportunity should be made to ensure that no family and their Cub Scout are excluded because they cannot afford to buy all the necessary equipment for an activity.

When planning outdoor activities, know your Scouts and their families and plan accordingly for the knowledge and resources of your pack.



Distribute your Local Handout - Provide information for stores and other locations where units may save money purchasing needed gear. Include thrift stores, sport resale and consignment stores, and Scout-friendly websites. Also provide contact info for stores of Scouts BSA units that may be willing to rent or borrow equipment.



Summary

SAY: A successful first-time camping trip requires proper preparation. This includes planning a great program, acquiring the necessary equipment, and making sure the participants will be comfortable. The Cub Scouting program often gives Scouts their first camping experience and opens the way to a lifetime of outdoor enjoyment.

Pack leaders should ensure that the Cub Scouts are appropriately equipped for the activity and the climate so that they can fully enjoy everything the outing has to offer.

Make sure you are clear on what the Cub Scout Six Essentials and the Scout Basic Essentials include and communicate that information to your Cub Scouts and their families.

Keep a list of the considerations on hand when selecting equipment for each outing so that everyone gets what they need. And present options to families when they begin securing their own equipment.

NATURE AND HIKING

Time: 25 min	NATURE AND HIKING
	Learning Objectives • Explain why nature hikes should be fun and enlightening, not a test of endurance. • Identify why safety is important when going on nature hikes. • Describe how a nature hike is a good opportunity to remind the Cub Scouts about the Cub Scout Six Essentials. • Demonstrate how to use the buddy system when going out on a hike. References • Appendix P-7, Themed Hike Ideas Materials Supplies needed if you will be taking a short, themed hike: Paint chip hike: Sample paint cards from hardware stores A-B-C hike: Paper with letters A through Z listed for each participant Babies hikes: None “No talking” hike: None Blind walk (controlled hike): Rope to string between trees to create a trail; stations set up with items for the hikers to feel and try to identify without being able to see them Five senses walk: Stations set up for each of the five senses Flashlight hike: None Four on a penny: Pennies Circle hike: None “Different in the dark” hike: None



Create or find an inspirational prayer or poem to share at the end of your themed hike.

Instructor Notes

- **Review Appendix P-7, Themed Hike Ideas. Select one of the ideas and prepare it accordingly.**
- **Prepare and practice the presentation in advance to help you stay within the time limits.**

SAY: Nature hikes are a great way to occupy your program time with fun, interesting, and imaginative opportunities. Creative ideas like those shown in Appendix P-7, Themed Hike Ideas are a wonderful way to use the imaginations of young Cub Scouts and still teach them about the outdoors.

It is important to convey that everyone can enjoy nature without having to remember the names of every plant and animal. It is also possible to go on nature hikes with the same group of people over and over and see or hear something new each time. The way to do this is with themed hikes that provide a group focus.



Refer to Appendix P-7, Themed Hike Ideas for options.

Do the selected themed hike with participants. As a quick reminder, the Cub Scout Six Essentials for hiking are a first-aid kit, a filled water bottle, a flashlight, trail food, sun protection, and a whistle.

Things to Remember

- Keep the hikes age-appropriate regarding the distance being traveled. Courses of varying lengths and degrees of difficulty should be laid out (e.g., a hike that stays very close to camp and covers very little ground for the younger Cub Scouts, and a more strenuous hike for older Cub Scouts and adults who would like a physical challenge).
- Check the trail to make sure it is clear of debris and easily passable by all hikers.
- Remind the Cub Scouts to bring the Cub Scout Six Essentials.
- Make sure all hikers are equipped with plenty of water for the hike.
- Remind them to bring sunscreen and/or insect repellent.
- Keep in mind that the purpose of a hike is to enjoy nature, not to complete a physical endurance test.

- Safety first! All hikers should be reminded to stay on marked trails and stay with the group. The buddy system must be used. Items such as poison oak, poison ivy, and stinging nettle should be located ahead of time so they can be identified and avoided.
- Note that Cub Scouts should be reminded to “take nothing but pictures; leave nothing but footprints; kill nothing but time.” The purpose of a hike is to observe, not to collect.

Once you have covered all the reminders, have participants go on the themed hike you prepared.

On your hike, model for the participants how to take the group hiking. Model a “buddy check” at some point during the hike as well as “water breaks” or “snack breaks” to remind participants to do the same when taking Cub Scouts hiking. Cub Scouts want to use their six essentials so ensure they have an opportunity to have a snack and drink water on the trail.

Ways to End a Hike

The end of a hike can be a unique time of sharing and reflection. It’s also a nice time for a closing chain. The Cub Scouts and adults can stand in a circle and join hands (if comfortable).

One person begins by sharing something that they saw for the first time on the hike and then signals the next person by squeezing their hand. This signal gives anyone who isn’t comfortable sharing the option of keeping things moving silently without having to respond.

An inspirational thought or poem is also a nice way to bring a hike to a close. When you share nature, you share God!

Bring your themed hike to an end either by having participants share something new they saw or learned, or sharing an inspirational prayer or poem you have prepared in advance.



SAY: In conclusion of our activity, hikes can be great activities for a pack overnighiter. They are a way to get the Cub Scouts moving and learning more about their surroundings.

A hike should not be a test of endurance but instead provide a fun way to enlighten Cub Scouts about the world around them.

It's important to start by reminding Scouts about hiking safety and reinforcing the Cub Scout Six Essentials. This is also the perfect activity to use to demonstrate how the buddy system works.

CAMPFIRE PLANNING

Time: 25 min	CAMPFIRE PLANNING
	Learning Objectives • Explain why a campfire is a great opportunity to create a memory in the life of a Cub Scout. • Describe how the Appendix P-9, Campfire Program Planner can keep the campfire on track and help ensure variety for the program. • Explain how previewing all material to be presented at the campfire can ensure the content is aligned with Scouting's Positive Values (see Appendix P-10). • Plan a campfire that includes the 4 S's: songs, stunts, stories, and showmanship. • Demonstrate how to "follow the flames" and get the most out of each campfire. • Explain why planning is essential for a successful campfire. References • Appendix P-8, Campfires • Appendix P-9, Campfire Program Planner • Appendix P-10, Positive Values • <i>Cub Scout Songbook</i> (available from Scout Shop) • https://www.scouting.org/health-and-safety/safety-moments/camp-fire-safety/ Materials • Appendix P-8, Campfires • Appendix P-9, Campfire Program Planner • Appendix P-10, Scouting's Positive Values • Appendix A-7, General Fire Safety Rules SAY: A campfire is often the highlight of any outdoor Scouting activity and a wonderful conclusion to a fun day. It wraps up the day with a feeling of fellowship and good Cub Scout fun and prepares Cub Scouts for a good night's rest.
	

Campfires can create magic in a Cub Scout's mind that will last long after any vivid memories of the day's events have faded. Careful planning will ensure a fun, exciting, and memorable experience for all. Ask any adult who was a Scout as a youth what they remember from those days, and they can probably relate a campfire story or two. Look for opportunities to hold a campfire on your Cub Scout outings.

Be flexible when planning a campfire. An actual fire is not essential to the event. In areas that experience extreme heat in the summer, it may be much more comfortable without an actual fire. The campfire may need to be held indoors or late in the afternoon. Campfires can even be done with artificial fire props if real fires are banned in your location for safety reasons. No matter the situation, the show can go on!

Briefly discuss General Fire Safety rules from Appendix A- 7. Remind them these were discussed earlier in the Health and Safety session.

General Campfire Safety Rules

1. Choose a Safe Location

- Use designated fire rings or pits if available.
- Keep fires at least 15 feet away from tents, trees, brush, and flammable materials.
- Avoid building fires under overhanging branches or near dry grass.

2. Prepare the Area

- Clear a 5–10-foot circle around the fire of leaves, pine needles, and other combustibles.
- Have a shovel, bucket of water, or fire extinguisher nearby before lighting the fire.

3. Keep the Fire Manageable

- Keep the fire small and controlled—no bigger than necessary for cooking or warmth.
- Never leave the fire unattended, even briefly.

4. Supervision is Essential

- A responsible adult or trained youth should always supervise the fire.
- No roughhousing, running, or horseplay around the fire.

5. Burn Only Safe Materials

- Use dry, seasoned wood. Do not burn plastics, cans, aerosol containers, treated wood, or trash.
- Avoid accelerants like lighter fluid or gasoline—use kindling and fire starters instead.

6. Respect Fire Etiquette

- No poking or throwing items into the fire unnecessarily.
- Don't burn food wrappers or leftovers.
- Maintain a calm, respectful environment, especially during a campfire program.

7. Extinguish the Fire Completely

- Douse the fire thoroughly with water—not just dirt.
- Stir the ashes and add more water until it's cool to the touch.
- Never leave until the fire is fully out and cold.

8. Follow Local Regulations

- Observe local fire bans or restrictions.
- Follow Scouting America's fire safety guidelines.

For more information refer to the safety moment for Campfire Safety at

<https://www.scouting.org/health-and-safety/safety-moments/camp-fire-safety/>

Successful Campfires

SAY: There are lots of reasons for campfires. A successful campfire usually has several of these elements: fun, entertainment, fellowship, action, adventure, training, and inspiration.

Successful campfires also include the four S's: songs, stunts, stories, and showmanship.



- Use songs that everyone either already knows or can easily learn so that everyone is included.
- Do stunts that are age-appropriate and safe.
- Tell stories that are age-appropriate and will engage the Scouts.
- Go big or go home! You are the master of ceremonies, and the excitement you bring to the campfire will be infectious.

Note to Instructor: refer to **Appendix P-8, Campfires for more information on the 4 - “S”**.

Follow the Flames



SAY: An important concept in campfire planning is to “follow the flames.” Early in the program, when the flames are high, the energy level should be high as well. This is the time to burn off any leftover energy from the day. Noisy action songs and activities fit well here. As the fire dies down, the songs and stories should get quieter, more reflective, and inspirational.

Make the point that there is no need for anyone to be constantly adding wood to the fire. The goal is to have low coals after an hour. Start fast, reach a peak, slow down, and give an inspiring close.

Using the Campfire Program Planner (Appendix P-9) will enable you to see that you have just the right amount of fun and excitement in the program. It will also help you “follow the flames” and make sure you have the activities in the right places.

Campfire Code of Conduct

In some campfire programs, Cub Scouts can get a little excited and become too rowdy. What is a good way to encourage good behavior at a campfire?

- Before the campfire, inform the Cub Scouts about what kind of behavior is expected and the consequences if there are problems.
- Walk the Cub Scouts into the campfire area quietly. Setting the tone as you enter helps Cub Scouts prepare for the campfire lighting ceremony.

- During the campfire program, the Cub Scouts may forget and get a little too noisy. Simply use the Cub Scout sign, and they will follow your lead.
- Have a well-planned, well-paced program. If the material is good, the Cub Scouts will be good.
- If a den presents a skit, song, or stunt in poor taste, have a sign ready so that you can walk into the middle of the group, declare “Time’s up!” and lead the group off the stage. Announce the next number immediately. If you keep control of the material in the campfire program, Cub Scouts will be better behaved in the audience.
- If some Cub Scouts are too rowdy and are not willing to cooperate, ask their leaders to accompany them back to their den areas. In extreme cases, you may have to close the campfire.

Campfire tip from a pro: Campfires happen in the evening and Cub Scouts are encouraged to bring their flashlight with them to the campfire. At times this becomes an opportunity for misbehavior. So, at the beginning of the campfire ask everyone to turn on their flashlight.

Have them point it to the ground, to the sky, to the left, to the right and all around them. Have them all end with pointing them at the Master of ceremonies who is leading the program.

Announce “now you have looked all around you to see what is there. You can turn off your flashlights and leave them off until the end of the campfire when you will need them again”. We have found this allows them to use their flashlights and sets the expectation that the next time they will use them is upon leaving the area.

Screening the Material

SAY: Everything that occurs at the campfire should be approved in advance. Do not allow jokes or stunts that are in poor taste. Do not make anyone the brunt of a joke, stunt, or skit.

There simply is too much good material available—keep the program on a higher plane. When in doubt, leave it out! Briefly review Appendix P-10, Scouting’s Positive Values.



Some basic no-no's in a campfire program include the following:

- No embarrassing an audience member or any leader (even if they are "in on it")
- No racial putdowns
- No cultural putdowns
- No racial or cultural stereotypes
- No portraying violent behavior
- No bathroom humor
- No skits where anyone gets wet
- No skits that waste food or water
- No sexual overtones
- No material that is not consistent with Scouting America standards

There are arguably gray areas, but the best advice is that these gray areas should be avoided. If everything was rated on a scale of 1 to 10, use the "8" material instead of the "2" material.

SCOUTING'S POSITIVE VALUES Encourage Cub Scouts and their leaders to "raise the bar" in choosing material they will present at a campfire and make sure it lives up to the Scout Oath and Law. There is a lot of great material out there. Let's use it and be proud of the finished product.



Refer to Appendix P-10, Scouting's Positive Values for more information. Discuss several key points from this appendix.

Note to instructor: Reference the positive values guidelines provided in Appendix P-10, Scouting's Positive Values.

Highlight ways that the guidelines relate to the Scout Oath and Scout Law.



Summary

SAY: It will be important for you to read and use the handouts when you start planning your own campfires.

There are hints for storytelling, song leading, and many good ideas you can include in your programs.

Remember, campfires create memories, and it's simple to have a successful one if you use the tools from this session.

Use the Appendix P-9, Campfire Program Planner and focus on the 4 S's and "following the flame."

OUTDOOR ETHICS

Time: 25 min	OUTDOOR ETHICS
	Learning Objectives • Identify the components of Scouting America’s outdoor ethics and explain how they are deeply woven into all aspects of Scouting. • Explain why the Outdoor Code is important in all that is done outdoors. • Discuss how Leave No Trace is not simply a program for camping but also a part of fundamental Scouting values. References • Appendix S-2, Outdoor Ethics for Cub Scouts • Appendix S-3, Camp Oh No! • Appendix S-4, Will You Make It? • Fieldbook (current edition), section 3, “Environmental Protection” • Scouts BSA Handbook (current edition), Chapter 7, Outdoor Ethics • Conservation Handbook (current edition) • Camping Merit Badge Book • Sustainability Merit Badge Book • Scouting America Outdoor Ethics: https://www.scouting.org/outdoor-programs/outdoor-ethics • Leave No Trace: https://lnt.org • Outdoor Code pocket certificate, No. 661813 – Scout Shop Materials • Materials for Camp Oh No! activity (Appendix S-3). To help participants readily identify common campsite impacts, such as improper food storage, litter, unattended campfires, loud music, water pollution, etc. You will need a tent, litter, food scraps, fake fire, rocks, ax, flowers, washing tub, dishes, fake soap, blue tarp or towel to represent water, Inspiration Point sign, method to play music for all to hear. (10-15 minutes) • {VIDEO} https://lnt.org/how-to-teach-leave-no-trace-camp-oh-no/



- Materials for the “Will You Make It?” activity (Appendix S-4). To introduce the Leave No Trace principle “Know Before You Go.” Event and solution cards (15 minutes)

SAY: Outdoor Ethics is an umbrella term that encompasses a set of moral principles and personal behaviors that guide our responsible use of our natural environment. Key components of outdoor ethics in the Cub Scouting program include the Outdoor Code, Leave No Trace, and conservation activities.



SAY: Outdoor activities play a vital role in the Scouting program. Today, our outdoor recreation spaces are seeing increasing use and impact. As Scouting America is one of the largest organized users of these outdoor resources, it is essential for us to learn and to practice outdoor ethics in order to protect our natural world for generations to come and to be considerate of other visitors.



Review the Outdoor Code. To supplement this presentation, distribute copies of Appendix S-2, Cub Scout Outdoor Ethics, which includes “Help Kids ‘Leave No Trace,’” an article written by blogger Jennifer Chambers as a well-principled application of the Leave No Trace Principles for Kids.



Outdoor Code

SAY: Scouting has a long, proud tradition of conservation service to the nation. The Outdoor Code, introduced in 1954 as part of a Nationwide Conservation Good Turn, has become even more relevant, as being “conservation-minded” becomes critical for our environment and the future of our planet.

The Outdoor Code is a guiding statement of principles:

As an American, I will do my best to –

- Be clean in my outdoor manners.

A Cub Scout takes care of the outdoors and keeps the outdoors clean. A Cub Scout knows that putting marks on buildings, trees, or natural objects causes permanent damage.



- Be careful with fire.

A Cub Scout may enjoy a campfire only with adult leaders.
A Cub Scout knows not to play with matches and lighters.

- Be considerate in the outdoors.

A Cub Scout shares our outdoor places and treats everything on the land and water with respect.

- Be conservation-minded.

A Cub Scout works to restore the health of the land so others may enjoy, live, and learn from it as a part of the Web of Life.

Leave No Trace

SAY: Leave No Trace is an outdoor ethics program utilizing a set of research-based principles to aid in making ethical choices in the outdoors. In the early 1910s, the U.S. Forest Service formalized its no-trace policy as the foundational principles of Leave No Trace. Today, Leave No Trace helps educate the public through outreach and conservation programs. Scouting has embraced the Leave No Trace program as our framework for understanding and taking action to minimize our impacts.

For Cub Scouts, these concepts should be incorporated into all outdoor activities such as camping, hiking, and fishing, but can also be applied to everyday life, such as leaving our meeting areas cleaner than they were before.

Cub Leaders should teach and model the Leave No Trace principles whenever they take their Cub Scouts into natural settings.

Leave No Trace Principles for Kids

1. Know Before You Go
2. Choose the Right Path
3. Trash Your Trash
4. Leave What You Find
5. Be Careful with Fire
6. Respect Wildlife
7. Be Kind to Other Visitors



© Leave No Trace: www.LNT.org



Ask: Have participants share what they think each principle means or includes.

Hand out Appendix S-2, Outdoor Ethics for Cub Scouts, which includes the Leave No Trace Principles for Kids.

Take 10 minutes for the “Camp Oh No!” activity (alternate: Discuss with participants areas where they have seen recreational impact on the environment.)

If time allows, do the “Will You Make It?” activity. (15 minutes)



Show participants a firsthand example of a high-impact campsite by leading them in the Camp Oh No! activity (Appendix S-3). In addition, illustrate the Leave No Trace principle “Know Before You Go” by having participants play the “Will You Make It?” game (Appendix S-4).

Conservation/Sustainability



SAY: Conservation has been an integral part of the Scouting program since the beginning. Often, before people can decide to protect our environment they must feel a personal connection to the land. A commitment to protecting the natural world begins to take shape as Scout leaders help each Cub Scout nurture this connection. The Cub Scout program incorporates conservation in various ways, emphasizing the importance of environmental stewardship, resource conservation, and community engagement.

Key aspects include:

1. Education: Cub Scouts are taught about the importance of nature and wildlife conservation.
2. Hands-On Activities: The program often includes outdoor activities such as nature hikes, camping and gardening. Scouts can directly observe and interact with nature, fostering a deeper appreciation and understanding of the environment.
3. Community Service Projects: Many Packs engage in community service related to conservation. This can involve tree planting, organizing clean-up days at local parks, or participating in recycling events.

Rank specific Adventures offer opportunities to cover conservation topics and participate in projects.

Note to Instructor:

Please refer to the current Cub Scout Advancement Program supporting documentation at <https://www.scouting.org/programs/cub-scouts/adventures/> for specific leader needs related to this topic.

Summary



SAY: Scouting has a rich history of leadership in conservation and environmental protection. Outdoor ethics is how we incorporate Scouting's emphasis on ethical behavior and decision-making into outdoor settings.

As users of our natural resources, it is essential for Cub Scouts and their adult leaders to view outdoor ethics not merely as a separate skill to acquire or picking up litter and putting out campfires, but as a fundamental principle that is integrated into every facet of Scouting. Understanding how practicing outdoor ethics can have a positive effect on our planet is a big factor in doing our part to minimize our impact.

YOU are key to making this happen!

	Next Steps: Scouting America Leave No Trace Resources and Additional Training Leave No Trace – https://www.scouting.org/outdoor-programs/leave-no-trace/ Outdoor Ethics Training in Scouting America - https://www.scouting.org/outdoor-programs/outdoor-ethics/training/ At the end of the course, the presenter should present each attendee who participated in a meaningful way with the Outdoor Code pocket certificate.
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COOKING AND SANITATION

Time: 25 min	COOKING AND SANITATION
	Learning Objectives • Explain why you don't need to be a gourmet chef to have fun with outdoor cooking. • Describe how to make Cub Scout-level outdoor cooking easy. • Identify several types of outdoor cooking. • Demonstrate sanitary outdoor cooking practices and explain why they are important. References • <i>Fieldbook</i> (current addition) • Cooking Merit Badge Book • Camping Merit Badge Book • Appendix S-5, Cleaning Up After Meals • Appendix S-6, Foil Cooking • Solar Cooking Kit at www.scoutshop.org Materials • A prepared and lit cooking fire to cook foil dinners • Ingredients for foil dinners: hamburger, onions, potatoes, cabbage, carrots, salt, pepper, garlic salt • Heavy-duty aluminum foil • Napkins • Plastic forks • Provide permanent markers for participants to write their names on the foil packets. This will make it easier for each person to find their dinner. SAY: This session introduces cooking principles that can be used at home and outdoors. Participants will learn about food safety, nutritional guidelines, meal planning, cleaning dishes, and methods of food preparation.

Feeding a hungry den or pack requires some basic cooking skills and a lot of planning. Cooking takes practice, and patience too, but you will feel appreciated when thankful Cub Scouts smell the food or open their foil meals. They'll be able to dig into a bowl of piping hot stew on a cool fall evening or fresh pan-fried trout on a crisp spring day. They'll see how simple ingredients can make an awesome meal! But don't forget: Proper sanitary practices are essential to the success of any activity, especially those involving the outdoors.

Planning Your Meals

Careful planning helps prevent you from taking too much—or too little—to camp. Scouts require balanced meals that will give them the energy they need for physical activities outdoors.

During planning, find out:

- How many Scouts are going and how long you will be away from home
- What you will be doing
- How you will reach camp
- What kind of weather can be expected

Planning will help determine what form of camping food you need to take: fresh, nonperishable, dried/dehydrated, canned, retort pouches, or a combination.

Cooking Begins with Clean Water

When in the outdoors, make sure you have access to safe water, whether you bring your own or use some from another source. Water from faucets or drinking fountains in campgrounds has usually been tested by public health officials and is almost always safe to use.

However, open water from streams, lakes, and springs must be properly disinfected before consumption. Cub Scout approved campsites must have clean, potable water available. (May be brought in.)



Sanitation

Refer to the Appendix S-5, Cleaning Up After Meals. Explain the proper way to clean dishes, pots, pans, and utensils.

SAY: Proper cleaning of eating and cooking utensils can make or break a pack overnighter. It is important for Cub Scouts to learn the proper way to clean up and to practice what they've learned. Proper cleanup will minimize physical illness as well as unwanted visits from forest animals.

Stress the importance of:

- Liberally applying liquid dish soap on the outside of pots that are to be used over an open fire. It prevents the pots from getting permanently fire-stained and makes cleanup simple. The black will wipe right off.
- Wiping all utensils to remove food before putting them in the wash water. Make sure all utensils are free of as much food material as possible before putting them in the wash pot.
- Everyone being responsible for their own personal utensils.
- Using the mesh bag for drying to help Cub Scouts keep their gear organized and in one spot.
- Properly disposing of wash water—an important part of campsite hygiene.
- Leaving your fireplace clean. Don't leave any unburned material in the coals unattended.

Get the wash water going early. You may want to start it before you cook your meal, then move it away while you cook. As soon as the fire or stove is cleared of cook pots, put on a pot of water to heat for washing. After the meal, the cleanup crew goes to work. Pour half the hot water into a second pot; use one pot for washing, the other for rinsing.

While hot water is ecologically sound and effective for most dishwashing tasks, a little biodegradable soap in the first pot will help cut grease. In the second pot, a few drops of a rinse agent such as liquid bleach will kill any germs the heat doesn't destroy. Sand makes a great scouring medium if you forget scrubbing pads.



Each Cub Scout should wipe their cup, bowl, or plate clean first, then wash them in the wash pot, rinse them in the rinse pot, and leave them to air dry on a clean cloth or by hanging in the air in a mesh bag. Drying with a cloth adds to your supply list and may contaminate the utensils.

Dispose of dishwater in an authorized spot, or by sprinkling it over a wide area far from camp (200 ft.) and any sources of water. Do not leave any food scraps from the dishwater lying around. Police the cooking area to make sure there are no food scraps around and be sure to put away all food according to any local requirements (bear bag, cooler, car trunk, etc.).

Cooking

Note to instructor: Reference the Meal Planning session, either before or after this session, for help in menu planning and nutrition. Remind the participants that menu planning must include allergy research. Cooking and eating as a group means every Cub Scout should be included, if possible. It isn't hard to find ways around different allergies to ensure that all Cub Scouts and their families have this opportunity.

SAY: There is no difference between cooking at home and outdoors, except for the convenience. Cooking—including baking, grilling, frying, steaming, smoking, and sautéing—can all be done at the campsite. Understanding the basic principles of cooking will allow for outdoor preparation of most recipes from any cookbook. From building a box oven or using a Dutch oven to make bread and pizza, fixing a meal can really make the Cub Scouts feel at home when out camping.

Explain that outdoor cooking for Scouts BSA can become very elaborate; expert outdoor cooks can make everything from steaks to cakes.

Cub Scouts, however, will stick to more basic menus. Cub Scout outdoor meals should be simple, especially on the first few campouts. Consider cooking hamburgers, hot dogs, bacon and eggs, or canned foods like spaghetti, beans, and vegetables.

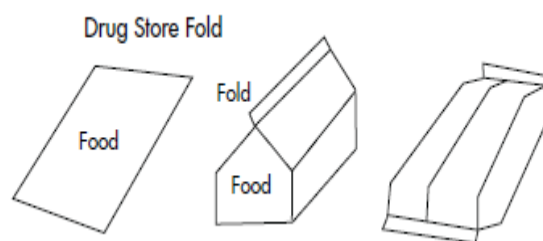


Review cooking at each program level and provide ideas for the Cub Scouts to cook.

Foil Cooking

SAY: Foil cooking is a great way to introduce novices to the world of outdoor cooking. The meals are easy to prepare, great to eat, and simple to clean up after. Foil meals can be prepared in advance (e.g., at a den meeting), frozen, and then placed right on the campfire.

There are hundreds of great recipes around, but they all use the same basic concept. The foil pack needs to be sealed tightly using a “drugstore” fold to hold in the moisture, then turned several times during cooking. The actual recipe can be just about whatever a Cub Scout wants it to be.



Note to instructor: Follow the instructions under “What to Cook” to demonstrate how the participants will make their foil dinners.



What to Cook

SAY: Keep meals simple on your first few campouts. Consider cooking hamburgers, hot dogs, bacon and eggs, or canned food like spaghetti, beans, and vegetables. You might prepare a supper dish in aluminum foil at home before you go to camp. Cook what kids eat!

Remind participants that to protect against food poisoning, they must wash their hands before handling food. Wash all vegetables and fruits. Make sure that food packets stay cool in the cooler and that food is thoroughly cooked before it is eaten.

Demonstrate the process using the following recipe.



Here's a basic recipe:

Use an 18-by-24-inch sheet of heavy-duty aluminum foil, or two sheets of regular foil. A square sheet the width of the roll will work just fine, shiny side up. Some Scouts smear a layer of butter or margarine on the foil to start.

Use a piece of meat about the size of your hand. It could be ground beef, steak, chicken, or fish. If you use a hamburger patty, flatten the ground beef. Add peas, beans, thinly sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them cook evenly. Starting with a cabbage leaf and then adding the meat will keep the meat from burning. If the Scouts are building their own meals, encourage them to add a little onion because it helps the flavor. A twist might be to add a handful of rice and just a few ice cubes. This will make a great addition!

Season with salt, pepper, garlic salt, and other spices as desired. Now fold the foil into a package. Fold the edges down once, crease gently, then fold them down again and crease. Join the edges and fold them over tightly so steam can't escape. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil.

If you are bringing the meals from home, take the foil dinners to camp in a cooler so the food won't spoil. About a half hour before supper, lay the packages directly on the coals of the fire. Turn them over after 15 minutes and cook them another 10 minutes. Dinner should then be ready. Eat it from the foil.

After demonstrating the process, walk the participants through preparing their own foil meals. You will want to do this at the start of the session so that they can begin cooking. Have the participants make their dinners, then store them for cooking to coincide with lunch on the schedule.

Explain that the camp staff will cook the meals. Arrange to have someone turn the meals after about 10 minutes and alert the instructor when the meals are done 10 minutes later.



SAY: If Cub Scouts are building their own meals, their names or initials should be written on each one to identify them later. If no marker is available, you can use yellow mustard as it will blacken during the cooking, but the name will still be visible. Cook the pack for 20–30 minutes.

When you are ready to cook the packs, spread the white-hot coals of the campfire shallowly and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, remove the pack from the campfire and seal the pack by folding the edge over, or wrapping in another piece of foil, then placing the pack back in the campfire. Turn the packs twice during the recommended cooking time.

When it is close to mealtime, open a corner of a pack and check to see that the meat is done.

Foil Cooking Times

Hamburger: 15–20 minutes

Chicken pieces: 20–30 minutes

Hot dogs: 5–10 minutes

Pork chops: 30–40 minutes

Carrots: 15–20 minutes

Ears of corn: 6–10 minutes

Whole potatoes: 45–60 minutes

Potato slices: 10–15 minutes

Whole apples: 20–30 minutes

Cooking times are approximate, and will be affected by the depth of the charcoal bed, altitude, temperature of food, etc. Frozen packs may be put directly on the fire, but they will take longer to cook. The recipes below may need to be adjusted depending on ingredients, etc. It is best to try them in advance to verify the ingredients and cooking time in a local outdoor setting.

Once the lunch meals are ready to go, you may want to demonstrate another method of cooking as listed below. These meals should be prepared in advance, as you will not have time to prep, cook, and serve in the time allotted.



Dutch Oven Cooking

Dutch ovens are irreplaceable when it comes to cooking outdoors. A camping, cowboy, or chuck-wagon Dutch oven has three legs, a wire bail handle, and a slightly concave, rimmed lid so that coals from the cooking fire can be placed on top as well as below. This provides more uniform internal heat and lets the inside act as an oven. These ovens are typically made of bare cast iron, although some are aluminum.

A Dutch oven is basically a cooking container meant especially for quick and delicious cooking. Dutch ovens come in various forms and sizes. They can even be used for indoor cooking. However, for outdoor cooking the camp oven variety, with legs and a rimmed lid, is used.

Dutch ovens provide a healthy and wholesome way to carry on traditional cooking. Scouts of any age can make a delicious meal with the help of a Dutch oven rather than be forced to turn to canned and processed food.

Summary

SAY: Outdoor cooking is an important part of the Cub Scouting program. There are many creative options for foil dinners. You don't have to be a gourmet cook. Think outside of the box and come up with some new ideas of your own. Keep Cub Scout cooking easy and leave the advanced cooking techniques for Scouts BSA. The youth will have plenty of opportunities for this at the troop level. And remember, clean water and proper sanitary practices are essential, especially in the outdoors.

FIRST AID

Time: 25 min	FIRST AID
	Learning Objectives • Explain why the Annual Health & Medical Record (AHMR) is the Scouting form we use. • Explain why a first-aid kit is important to have during any Cub Scout activity, and why everyone should know where the kit is kept. • Describe how making your own first-aid kit could be a good den or pack activity. • Explain the use and storage of your pack first-aid kit. • Explain how to store, secure, and use the AHMR in a camp setting. References • Appendix A-11, First-Aid Kits Contents • Appendix A-12, Annual Health and Medical Record FAQs • Appendix A-10, Medication Use in Scouting • <i>Fieldbook</i> (current edition) • <i>Scouts BSA Handbook</i> (current edition) • <i>Guide to Safe Scouting</i>, www.scouting.org/health-and-safety/gss/ • First Aid Merit Badge Book • Camping Merit Badge Book Materials • Gather several different types of commercially produced and homemade first-aid kits. • Show personal first-aid kits and the larger versions for group activities. • Have latex-free gloves and mouth barrier devices on hand for display and demonstration. • Local Handouts - List of places leaders can take first-aid classes (Include contact information and websites if available. The American Red Cross and your local YMCA are good places to start.)

Lesson Preparation

- Review Appendixes in the References
- Inventory first-aid items annually to make sure they are still sterile, useable, and appropriate in all kits.
- Prepare and practice the presentation in advance to help you stay within the time limits.



SAY: First-aid kits and medical forms must be a part of every Cub Scout outdoor experience. This session provides information on what should go into the kits and how they can be used in an emergency. Also, the importance of keeping medical forms secure and available to first responders will be discussed.

The only way Cub Scouts and leaders can properly address emergencies is to be prepared for most situations that may arise. A well-stocked first-aid kit, trained adults in charge, and everyone being informed of the process for getting help will keep any outing safe and fun for all.



First-Aid Kits

SAY: At all Cub Scout activities, everyone should know where the first-aid kit is located, and it should always be accessible to everyone. The kit isn't useful if no one can find it. Make sure the Cub Scouts know the location of the kit and that only adults are to use it. An adult should be designated to maintain the kit. It's also a good idea to get CPR and first-aid training if possible.



Note to instructor: Hand out the list of places leaders can take first-aid classes locally.



SAY: A binder containing all Annual Health and Medical Record forms (AHMR) should be kept in a secure location, available to first responders as needed. These forms list details that will be vital in an emergency such as allergies and guardian contact information.

Leaders must keep the binder with them at all events, activities, and outings with the appropriate forms for those in attendance. There must be a current AHMR for every participant - all adults and youth in attendance at the event in the binder.

Refer to Appendix A-12, Annual Health and Medical Record Information FAQs.

When going on a campout, one adult should be designated as the first-aid person. A handy way to locate this person will be to place reflecting driveway stakes—they come in red and blue—outside the tent or building where they are staying overnight. A quick sweep of a flashlight will direct you to the reflectors.

For everyone’s protection, latex-free gloves and mouth barrier devices should be used when responding to an emergency or incident. This is a standard practice in all medical situations. Make sure before the campout that you’re aware of any local concerns like Lyme disease, Zika virus, ticks that might carry Rocky Mountain spotted fever, poison oak, poison ivy, poison sumac, or stinging nettles. Know what symptoms to look for and the proper treatment and carry the necessary provisions in the first-aid kit.

Refer to Appendix A-10, Medication Use in Scouting.

Parents should be the only ones providing any type of medication to their Cub Scout. This includes cough medicine, anti-diarrheal remedies, or even over-the-counter pain-relievers. If any first aid treatment is administered, all actions need to be documented in a medical log.

The first-aid plan for any Cub Scout outdoor activity must include knowledge of how to activate the first responder system from your location. Pack leaders should know how to activate 911 from their location.

If there is a serious injury or fatality, attend to the injured first and prevent further harm. Call 911 for help and begin providing first aid. If the accident occurs at camp, immediately notify the camp director or camp ranger. If the accident occurs anywhere other than a council camp, notify the unit leader or other adult leadership. Your council should fill out an Incident Report - contact the council for information and process.

Commercially available first-aid kits are usually sufficient but building your own with adhesive bandages and proven remedies may make the kit more useful. Ready-made kits often carry materials of a more generic nature and with a bit of planning you can develop a kit that would meet the specific need of the outing. Within your den, having Cub Scouts build their own kits is a great way to emphasize the importance being prepared. Customizing your own first-aid kit will make it more useful to unit needs and situations.



Note to instructor: Display a prepared first-aid kit. Ask participants to guess the items that are in the kit. Once they have made their guesses, take one item out at a time and ask participants why that item might be needed on a hike or other activity. Refer to First-Aid Kit Contents (Appendix A-11), and point out that not all kits contain everything listed there. It is always a good idea to know how to use all the items in a first-aid kit!



The Three C's

SAY: When dealing with hurry cases, remember the three C's.

- **Check:** Make sure the area is safe for you. Then check the victim to identify the problem. Is the victim breathing or moving? Tap the victim's shoulder and ask, "Are you OK?" Does the victim respond?
- **Call:** Call 911. Call out for help or send someone for help.
- **Care:** Care for the victim to the best of your ability while you wait for help to arrive. Some of the steps in treating hurry cases require special training to perform, but it's important to know what they are.

The Five Hurry Cases

A sprained ankle needs first aid, but it's not a life-threatening injury. Other medical problems—called “hurry cases”—require immediate help. Unless someone acts fast, gets help, and gives the right first aid, the victim can die within a few minutes.



The five hurry cases are:

- Serious bleeding. When blood is spurting from a wound, it must be stopped quickly.
- Heart attack or sudden cardiac arrest. If someone's heart has stopped, it must be restarted quickly.
- Stopped breathing. If breathing has stopped, it must be restarted quickly.
- Stroke. If someone has a stroke (a blockage of blood flow to the brain), they must get medical attention quickly.
- Poisoning. If someone has swallowed poison, it must be made harmless quickly.

Protective Measures to Take When Giving First Aid

Treat all blood as if it contains germs that can make you sick. Do not use bare hands to stop bleeding; always use a protective barrier, like disposal medical gloves. If you have any cuts or scrapes, cover them with a bandage. Always wash your hands and other exposed skin with hot water and soap immediately after treating the victim. When possible, use a sink away from the food preparation area.

The following equipment should be included in all first-aid kits and used when giving first aid to someone in need:

- Disposable, latex-free gloves—to be used when stopping bleeding, dressing wounds, performing CPR, or treating a victim who is choking
- Plastic goggles or other eye protection—to prevent a victim's blood from getting into the rescuer's eyes in the event of serious bleeding
- Antiseptic—for use in cleaning exposed skin areas, particularly if soap and water are not available





Hurry Cases

Discuss the hurry cases of first aid. Emphasize that this is not meant to be full first aid training (and point out where participants may get additional training) but that we want the participants to understand the first aid for these cases should they arise while on an outing.

Any of these incidents would require an incident report to be submitted through the Scouting America reporting system "Riskconnect". Follow the steps on the incident reporting website - <https://www.scouting.org/health-and-safety/incident-report/navigating-incidents-guide-for-units/>

Serious Bleeding.

In a bad accident, you might see blood spurting out of a wound. It doesn't ooze or flow slowly; it gushes out like a fountain. It must be stopped immediately.

Activate the three C's:

Put on disposable, latex-free gloves and eye protection (not just eyeglasses), then grab the wound with your gloved hand. Press hard. With your free hand, grab your neckerchief, handkerchief, or another cloth. Fold it into a pad and press it on the wound. If you can, wrap the wound with gauze to hold the pad in place. If not, keep applying pressure with your hand. Don't remove the pad if it gets soaked with blood. Instead, put another pad and bandage over the first.

If the wound is on the arm or leg, raise that limb above the level of the victim's heart. That can help slow the bleeding. (Don't do this if there are other injuries such as a broken bone.)



Heart attack and sudden cardiac arrest.

Heart attack is the No. 1 cause of death in the United States. Most heart attacks happen to adults, but sometimes even young people can experience them. The most common symptom of a heart attack is pain in the center of the chest, but people can have other symptoms as well, including

- Pain that radiates to the arms, back, neck, or jaw
- Sweating when the room is not hot
- Feeling like throwing up
- Feeling weak
- Sudden, sharp chest pain outside the breastbone
- Dizziness or lightheadedness



Activate the three C's:

If you think a person is having a heart attack, call for medical help at once. If the person becomes unresponsive, begin chest compressions immediately, as described below.

Another very serious heart problem is sudden cardiac arrest, which occurs when the heart stops pumping.

In seconds, the victim will become unresponsive and will stop breathing or will gasp for breath. If you suspect sudden cardiac arrest, call for medical help, begin chest compressions, and locate an automated external defibrillator (AED) if available.

Cardiopulmonary resuscitation (CPR) is a way to keep the heart beating until medical help arrives. It requires instruction from a certified teacher. Community Response CPR Training should be encouraged for all leaders and parents.

The following information is taught in a certified CPR course. This information is meant to share the steps and not to certify participants in CPR.

The steps of CPR for adults include a cycle of 30 chest compressions followed by two rescue breaths.

1. Place the heels of your hands on the center of the victim's chest, one on top of the other. Lace your fingers together.
2. Position yourself over the victim with your shoulders over your hands and your arms straight.
3. Give 30 compressions. Push hard and fast. Let the chest rise completely before pushing down again.
4. Perform two rescue breaths as described under Rescue Breathing below.
5. Continue the cycle until one of the following happens:
 - a. The victim shows signs of life (breathing).
 - b. A trained adult or medical help arrives to take over.
 - c. You are too exhausted to continue.
 - d. An AED is ready to use.
 - e. The scene becomes unsafe.

Find out if there is an **automated external defibrillator (AED)** near the victim. If there is, you can help by retrieving it and turning it on. An AED is a special device that can shock the heart into beating normally again. AEDs are found in schools, shopping malls, airports, houses of worship, and other places where people gather. You must complete training to use an AED; this training is usually part of CPR training.



Hands only CPR. If you are not trained in CPR, the best path when someone needs CPR is to begin chest compressions (without the rescue breathing). This is called Hands only CPR and will keep blood flowing through the victim until help can arrive.

Stopped breathing. In drowning cases, electric shock, and some other accidents, the victim's breathing may stop. It must be started again quickly, or the person's heart will stop beating, and the person will die. You can help with these problems by providing care until professional medical help arrives.

Activate the three C's. Here are the steps you can take:

Airway

With the victim lying on their back, open the airway by pressing down on the forehead and lifting up on the chin. This will keep the tongue from blocking the flow of air. Don't do this if you suspect a neck injury.

If the victim starts to vomit, roll them onto the side away from you so the vomit doesn't get inhaled into the lungs. Be sure to roll the body as a unit—not just the upper body. You'll need help to do this.

Rescue Breathing

When the victim's airway is open, check for breathing. Place your cheek 1 to 2 inches above the victim's mouth. Look, listen, and feel for movement and breathing. If the person is breathing, you will feel and hear the airflow on your cheek and see and feel the chest rising and falling. If there are no signals that a person is breathing, give two rescue breaths using the rescue breathing procedure:

1. Place a CPR breathing barrier over the victim's mouth to protect both of you from any diseases that could be spread.
2. While continuing to tilt the head, pinch the victim's nostrils, seal your mouth over their mouth, and blow into it to fill the lungs. The breath should last about one second. Watch to see if the person's chest rises. Remove your mouth and then give another rescue breath.
3. For an adult: If the victim does not start breathing again after two rescue breaths, the heart may stop beating too. Immediately begin CPR. (Ask other den leaders about procedures for children.)



Stroke. Stroke occurs when the blood supply is cut off to part of the brain. Brain damage and death can result if the victim doesn't get medical help. A stroke can cause:

- Numbness or weakness in the face, arm, or leg—especially on one side
- Trouble walking, speaking, understanding, or seeing
- Dizziness
- Headache

Activate the three C's. A good way to remember the signs of stroke is with the acronym FAST:

- **Face drooping:** Does one side of the person's face droop? Is the person's smile uneven?
- **Arm weakness:** Is one arm weak or numb?
- **Speech difficulty:** Is the person's speech slurred? Does the person have a hard time speaking or repeating a simple sentence?
- **Time to call for help:** If you see these signs, call 911 immediately.

Poisoning. Activate the three C's. Poisoning can be caused by many things, including:

- Eating certain wild mushrooms or berries
- Swallowing household cleaning supplies, weed killers, insect poisons, or even things like nail polish remover
- Taking too much medicine
- Breathing in toxic fumes

If someone has swallowed or breathed in poison, call 911 or 800-222-1222 (the National Poison Help Line) immediately. Tell the operator what the poison is, if you know it, and follow the directions. Save the poison container so professionals can identify the poison.

If a person has breathed in smoke, gas, or other fumes, try to move them to fresh air. Be careful that you don't become a victim yourself, however. Make sure the area is safe first.

It's important always to keep all household cleaners, medicines, weed killers, and insect poisons out of the reach of small children. Locked cabinets are best because children are curious and quickly learn to climb.



Note to instructor: Demonstrate first aid for the five hurry cases covered here: serious bleeding, heart attack or sudden cardiac arrest, stopped breathing, stroke, and poisoning. Have the participants repeat what you have shown them if time allows.



Summary

SAY: The only way to properly address emergencies is to be prepared for them when they arise. Accidents happen, so be ready. A well-stocked first-aid kit, trained adults in charge, and everyone being informed of the process for getting help will make emergency responses successful.



Take just a few minutes to talk about some common outdoor injuries and how to give basic first aid. These are things you might see on a Cub Scout hike or campout and knowing how to handle them calmly and confidently can make a big difference.

1. Blisters

Blisters often happen when someone's shoes don't fit quite right, or they've been walking for a while without proper socks.

What to do:

- If the blister is small and not painful, leave it alone. Cover it with a bandage or moleskin to prevent rubbing.
- If it's large or painful, clean the area, then you can use a sterilized needle to gently drain it—but don't remove the skin. Cover it with a clean bandage and keep it dry.
- Teach Scouts to speak up early. Hot spots can be treated before they become full blisters.

2. Sprained Ankle

Ankle sprains happen from twisting or rolling the ankle - easy to do on uneven trails.

What to do: Remember R.I.C.E.

- Rest: Stop activity. Don't keep walking on it.
- Ice: Apply ice or a cold pack (or a wet cloth) for 15–20 minutes every hour to reduce swelling.
- Compression: Use an elastic bandage to wrap the ankle—not too tight.
- Elevate: Raise the ankle above heart level if possible.

If the Scout can't put weight on it or it's very swollen, they might need to be seen by a doctor.

3. Sunburn

Even on a cloudy day, Scouts can get sunburned.

What to do:

- Get out of the sun immediately.
- Apply a cool, damp cloth to the area.
- Use aloe vera or a moisturizing lotion to soothe the skin.
- Keep the Scout hydrated.
- Avoid popping any blisters that form.

Best prevention: Teach Scouts to reapply sunscreen every 2 hours and wear hats or long sleeves when appropriate.

4. Dehydration

This can sneak up fast—especially when Cub Scouts are playing hard.

Signs to watch for:

- Dry mouth
- Headache
- Dizziness or fatigue
- Dark yellow urine or not needing to pee

What to do:

- Have them stop and rest in the shade.
- Give small, frequent sips of water—don't chug it all at once.
- Avoid sugary or caffeinated drinks.

Encourage Scouts to drink before they feel thirsty. A good rule: If their pee is light yellow, they're doing great.

5. Heat-Related Illness (Heat Exhaustion & Heat Stroke)

This is serious. It starts with heat exhaustion, which can progress to heat stroke if untreated.

Heat Exhaustion signs:

- Heavy sweating
- Nausea or dizziness
- Cool, clammy skin
- Weakness or muscle cramps

What to do:

- Move to a cooler area.
- Loosen clothing, fan them, and apply cool cloths.
- Give them sips of water.
- Monitor closely—they should improve within 30 minutes.

Heat Stroke signs (more dangerous):

- Hot, dry skin
- Confusion or unconsciousness
- Very high body temperature

What to do:

- This is a medical emergency—call 911.
- Move them to shade.
- Cool them down immediately—with cold packs, water, or wet clothing.
- Do not give anything to drink if they are unconscious or confused.

Wrap-up

SAY: First aid doesn't have to be complicated. With a little knowledge and a calm approach, you can keep your Scouts safe and teach them how to care for one another. And remember—when in doubt, ask for help or seek medical attention.



KNIFE SAFETY FOR CUB SCOUTS

Time: 25 min	KNIFE SAFETY FOR CUB SCOUTS
 	Learning Objectives • Explain why the rules of knife safety must always be enforced. • Identify why a knife is a tool and should be treated as such. • Explain what happens if the knife safety rules are not followed. • Describe how the knife safety adventures must be earned at each rank (Bear and above) as a complete unit to recertify use a pocketknife. References • https://www.scouting.org/cub-scout-adventures/whittling/ • Cub Scout Knife safety video - https://vimeo.com/948326811 Materials • Samples of the three different types of pocketknives: jackknife, penknife, and multipurpose knife • One of these types for each participant to use in practicing • Sharpening stones and oil for each participant SAY: Knife safety is an important skill that Cub Scouts will learn in the Bear, Webelos, and Arrow of Light ranks. This session introduces the Cub Scouting program's knife safety rules and reinforces why the safety rules must always be followed. Knife safety training is now part of elective adventures for Bear, Webelos, and AOL ranks. These adventures emphasize annual knife safety instruction and practical demonstrations. Scouts must still learn and understand knife safety rules and demonstrate the knife safety circle. If you only take one thing away from this training, it should be that knife safety is important, and the rules must always be followed!



Knife Safety guidelines and procedures.

ASK: Participants if there are things they should keep in mind when working with Cub Scouts and pocketknives.



SAY: The rules of knife safety include:

- A knife is a tool, not a toy.
- Know how to sharpen a knife. A sharp knife is safer than a dull knife because it is less likely to slip and cut you.
- Keep the blade clean and dry.
- Never carry an open pocketknife.
- When you are not using your knife, close it using the palm of your hand and put it away.
- When you are using the cutting blade, do not try to make big shavings or chips. Cut slowly and steadily.
- Make a safety circle. Before you pick up your knife to use it, stretch your arm out and turn in a circle. If you cannot touch anyone or anything else, it is safe to use your knife.
- While using your knife, be sure to watch in case someone walks toward you and gets too close. If that happens, put your knife away until it is safe to continue.



Explain the Knife Safety Rules for Cub Scouts

SAY: Everyone should know the Cub Scout knife safety rules which are:

- **Stop** - make sure no one else is within arm's reach
- **Away** - always cut away from your finger or other body parts
- **Sharp** - a sharp, clean knife is a safe knife
- **Store** - knives closed, in a sheath or knife block

Kinds of Pocketknives



SAY: Pocketknives come in all shapes and sizes. Some can be used for many different tasks. Others are designed for special purposes like fishing. Three common designs used in Scouting are the jackknife, the penknife, and the multipurpose knife. Let's look at each type.



Note to instructor: Have samples of each type available for participants to look at and use. Describe each of the knives as you show them to the participants.

Jackknife

A jackknife is a good tool for campers and fishermen. It is hinged at only one end and may have one or two blades. Sometimes one blade has a very sharp point, while another blade has a more rounded point. Some jackknives (and other knives) have locking blades. That means you must push a release before you can close the blade. Locking blades prevent you from accidentally closing the blade on your fingers.



Penknife

A penknife is small and lightweight, so it is easy to carry in your pocket. It is hinged at both ends and usually has one or two blades at each end. Penknives were originally designed to cut or sharpen quills used for writing. Thomas Jefferson wrote the Declaration of Independence with a quill pen.





Multipurpose Knife

Multipurpose knives can be used to do many things. In addition to one or two blades, a multipurpose knife might include a can opener, scissors, leather punch, tweezers, and screwdrivers. These knives can be fun to have, but all those extra pieces can get in your way when you are just trying to carve or cut some string. Also, the more tools your knife includes, the heavier it will be. Select a multipurpose knife that has only the tools you really need.

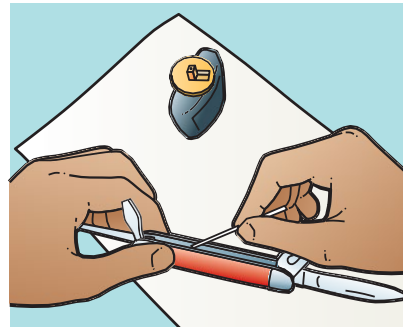


Caring for a Pocketknife

SAY: Most pocketknives today are made of metal that won't rust. However, dust and lint can collect inside the knife, and normal use will dull the cutting blades.

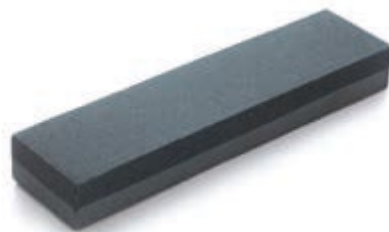
Cleaning

Multipurpose knives can be used to do many things. In addition to one or two blades, a multipurpose knife might include a can opener, scissors, leather punch, tweezers, and screwdrivers. These knives can be fun to have, but all those extra pieces can get in your way when you are just trying to carve or cut some string. Also, the more tools your knife includes, the heavier it will be. Select a multipurpose knife that has only the tools you really need.



Sharpening.

Sharpen your knife with a whetstone. Some experts put water on the stone while they are sharpening. Some use light mineral oil, and others want the stone to be dry. The choice depends upon the kind of stone and the traditions of the sharpener.

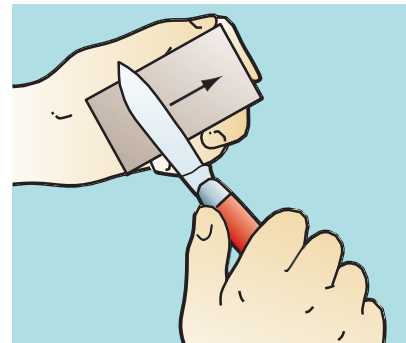




If you sharpen the blade at a lower angle, say 20 degrees, the blade will be sharper but less durable. Higher angles, say 30 degrees, make for edges that are very durable but relatively dull.

Note to instructor: Demonstrate proper sharpening technique. Allow participants to practice with knives and sharpening stones.

1. Hold the knife blade against the stone at an angle of about 25 degrees. That is, place the back of the blade so that it is tilted off the stone between one-fourth and one-third of the way to vertical. Be sure your fingers are below the surface of the stone.
2. Push the blade along the stone as though you were slicing a layer off the top of the stone or move the blade against the stone in a circular motion. Try to keep the blade at a consistent angle.
3. Sharpen the other side of the blade in the same manner.



Check sharpness by wiping the knife with a clean cloth and examining the edge of the blade in the sun or under a bright light. A dull cutting edge reflects light and looks shiny. A sharp edge is so thin that it has no shine at all.

Knives and Cub Scouts



Note to instructor: Discuss ways to help teach knife safety and knife use to Cub Scouts, including the two suggestions listed below:

- Carving the first project using soft laundry soap bars or other soft material to decrease the amount of pressure needed to affect the work piece



SAY: Bear Scouts, Webelos, and Arrow of Light Scouts may earn the privilege of carrying a pocketknife to Cub Scout functions.

- A Cub Scout must earn the appropriate knife safety adventure to carry a pocketknife. Even if the adventure was earned the year before, a Webelos or Arrow of Light Scout must earn the adventure in that year to be able to carry a knife.
- If the Cub Scout does not follow the rules as taught the leader should remind them of the appropriate rule and use appropriate discipline. This could be a simple reminder of the rules for knife safety or removal from that activity for some time. Once an adventure is earned it cannot be revoked. A leader may ask the Scout to sit out of a particular activity or longer based on the infraction, but they do not “lose their adventure loop” or have their knife privilege revoked in any way.

Note to instructor: Review the current Adventure requirements for Cub Scouts regarding knife safety at <https://www.scouting.org/programs/cub-scouts/adventures/>.

Summary



SAY: Remember that a pocketknife is a tool. Our goal in Cub Scouting is to teach safety in using a knife. Like everything else we do in Scouting, we start with teaching Cub Scouts how to treat pocketknives with respect and follow up with how to use them properly.

Safety first.

Safety always!

CAMPSITE SELECTION

Time: 30 min	CAMPSITE SELECTION
	Learning Objectives • Explain why the local council must approve camping sites used by Cub Scouts. • Describe how using the Pack Overnight Campout Site Approval form (Appendix A-1) will help in selecting council approved campsites. • Describe the local process to add sites to the approved list. • List the essential considerations when selecting a campsite: location, site and shape, protection, ground cover, drainage, and beauty. References • <i>Fieldbook</i> (Current Edition) • Camping Merit Badge Book • Appendix S-7, Campsite Considerations • Appendix A-1, Pack Overnight Campout Site Approval Form Materials • List of campsites approved by the local council (local council to provide) • Handout with local procedure to add sites to approved list SAY: This session will provide helpful hints to consider when selecting a site to set up camp for an overnight outing. Choices may be limited since Cub Scout camping will be taking place at council-approved sites like council camps, local parks, or campgrounds. But no matter where you go to camp, there are some things the pack leaders need to take into consideration before selecting that perfect site. Finding a suitable campsite is important to the success of an overnight outing. The Pack Overnight Campout Site Appraisal Form (Appendix A-1) spells out clearly the camp standards and facility specifications.
	



Make the point that this form is used to evaluate the site - the answers to not need to be all "yes" to qualify!

Distribute your Local Approved Sites list and discuss the local procedure to add sites to that approved list. Point out any desirable locations based on your experiences with these sites.



Appendix S-7, Campsite Considerations

SAY: There are several considerations to keep in mind when laying out your campsite for a pack event.

Location. A campsite facing the south or southeast will get more sunlight and generally will be drier than one on the north side of a hill or in the shade of mountains or cliffs. Cold, damp air tends to settle, causing the bottoms of valleys to be cooler and wetter than locations a little higher. On the other hand, hilltops and sharp ridges can be very windy, and should be avoided in lightning-prone areas.

Size and shape. A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it.

Protection. Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees?

Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

Insects and animals. All insects and animals have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite.

Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you if you leave them alone but give them plenty of room. The same goes for most animals.

Ground cover. Any vegetation covering a campsite will receive a lot of wear and tear. Tents will smother it, sleepers will pack it down, and walkers will bruise it with the soles of their shoes. Some ground cover is tough enough to absorb the abuse, but much of it is not. Whenever you can, make your camp on naturally bare earth, gravelly soil, sand, or on ground covered with pine needles or leaves.

Drainage. While you will want a campsite that is relatively flat, it should slope enough to allow rainwater to run off. However, you don't want to be in the path of natural drainage. Check uphill from where you're planning to set up your tent to make sure water won't run through your site. Never camp in a streambed! Also, you want to avoid depressions in the ground, as even shallow ones can collect water in a storm.

Privacy. One of the pleasures of camping is being away from crowds and the fast pace of city life. Select campsites away from the sight and sound of trails and other campsites. That way you'll have your own privacy while you respect the privacy—and the right to peace and quiet—of other campers.

Beauty. The beauty of a campsite often is what first attracts visitors to it. Being able to look out from a tent and see towering mountains, glistening lakes, or miles of canyon land or rolling prairie is part of what camping is all about. Find a campsite that gives you spectacular scenery but use it only if it is appropriate for every other reason, too. Remember to always leave your campsite better than you found it.

Tread Lightly! You can do a lot to protect the wilderness. Try to leave no trace of your visit. Leave no marks along the trail, keep your campsite clean and tidy, and leave it cleaner than you found it. You will preserve a true wilderness character for you and others to enjoy in the future. Be gentle on Mother Nature. Don't harm plants or animals, including insects. Take nothing but pictures; leave nothing but footprints; and kill nothing but time. This philosophy is as appropriate in a county park as it is anywhere else.



Managing Your Campsite

SAY: Once you arrive at a site, the first order of business is to figure out the best way to settle in while causing little impact on the land.

- Set up a dining fly first. That will provide shelter for food and you in case of rain and will give a sense of where you will center most of your camp activities.
- Pitch your tents. Use established tent sites whenever possible. In bear country, tents should be 200 feet or more from the cooking area and from areas where food will be stored.
- A Cub Scout overnighter should always involve campsite toilets, port-a-potties, or other fixed facilities. Human waste should always be dealt with properly.

Summary

SAY: There are so many things that come together to help to make a pack campout a memorable event for Cub Scouts. This includes selecting a campsite that provides a comfortable location for gathering to eat and enjoy a campfire. Make sure that the pack reviews Campsite Considerations (Appendix S-7) before selecting a site.

LARGE-GROUP GAMES

Time: 30 min	LARGE-GROUP GAMES
	Learning Objectives • Define the concept of large-group games and how to lead them. • Explain how large-group games are a great way to bring people together for fun and fellowship. References • Appendix P-11, Large-Group Games • Cub Scout Fun and Games Website https://www.scouting.org/programs/cub-scouts/leader-resources/fun-and-games/ Materials Select one or two of the following games to play if time permits. Have all the necessary supplies on hand. See Appendix P-11, Large-Group Games, for more details. • Barnyard Bedlam. Bags for captains; several pounds of peanuts in shells that can be laid out in piles for the players to find. (NOTE: if members have peanut allergies use other objects). • Blob. None. • Spies. Several 8½×11 sections of cardboard hung about one yard above the ground: markers for players to write their names on the cardboard pieces. • Streets and Alleys. None. • Steal the Bacon. An object like a ball, a 2-liter soda bottle, or even a sack of clothing. • Camp Baseball. A foxtail. SAY: This session is intended to provide ideas for games to be played in a large group setting, such as pack outings and overnights. Large-group games are a great way to occupy your program time with fun, interesting, and imaginative opportunities. Games provide an





opportunity for all participants in a pack camp setting to “unwind” with some fun and fellowship.

Cub Scouts and adults should play these games together so that everyone is involved. It’s important to choose games everyone can play and teams that are equally balanced so that no one team has a distinct advantage over another.

If the game play becomes too competitive, consider switching to a new game. Remember, the emphasis of this activity is on fun, so minimize the importance of the score and concentrate on enjoying the game.

Game Playing Hints

SAY: Let’s review some great points to remember when playing games.

- **Stop playing while it’s still fun.** This may sound strange, but if you can avoid running a game into the ground, people will want to play it again and you will have the advantage that they already know how to play.
- **Resist the temptation to display your knowledge of the game.** Games are more fun and interesting for the participants when they have the joy of working out the strategy themselves.
- **Keep the rules to a minimum at least at the start.** It’s tough to remember a lot of rules when you’re learning a new game, especially for Cub Scouts and small children. Get the game started and then add more rules if necessary. You can control the game better this way as well.
- **Don’t set a time limit or final score.** You may want to quit a game early if it’s not working. By leaving the ending point open, you can play the game if it’s fun and then move on to something else.

Preselect a game to play from Appendix P-11, Large-Group Games. Demonstrate the use of the hints you just covered.



Summary

SAY: It's important to be flexible with program activities such as games. Large-group games can be a great activity for a pack overnighter, but the possibility exists that you may have to change your plans midstream. Pay close attention to what is happening and take your lead from the Cub Scouts.

The goal is not to teach them a game or how to be competitive. The goal should always be to bring the group together for fun and fellowship.

As the leader, being prepared to play multiple games is important should one or two of them not work out.

MEAL PLANNING

Time: 20 min	MEAL PLANNING
	Learning Objectives • Identify how meal planning can prevent having too much or not enough food. • Describe how nutritious and well-balanced meals provide energy on outings. • Demonstrate how correctly packing the food can make campouts easier and more organized. References • Appendix A-2, Campsite Safety Checklist • Appendix S-10, Managing Food Allergies • Sections of the <i>Scouts BSA Handbook</i> (current edition) that relate to meal planning: ○ Healthful Eating and Nutrition ○ Food for a Hike ○ Safe Drinking Water ○ Planning Camp Meals ○ Food for Outdoors ○ Menus ○ Meals ○ Making Camp Meals Special • Review the USDA MyPlate (2010–present) at www.myplate.gov • Cooking Merit Badge Book Materials • Sample menus and shopping lists you have used before • Cost per person breakdown: a sample formula for calculating each Cub Scout’s share by totaling the costs and then dividing the sum by the number of people that are participating.



SAY: Cub Scouts and adults should always eat well-balanced, nutritional meals that provide the energy needed to enjoy their activities. This session focuses on the planning needed to ensure the meals arranged for camping events will meet those needs.

Careful planning of your camping meals will ensure Cub Scouts and adults eat nutritional foods that provide the energy needed to enjoy all camping activities.



Meal Planning

SAY: Meal Planning

It's a good idea to plan meals that require minimal cooking and preparation. The campout will not be a gourmet adventure: picnic dinner from home for dinner on the first day, pancake breakfast the next morning, sandwiches for lunch, spaghetti or another simple meal for dinner, and a cold breakfast the next morning will accomplish the goals of this program.

Do not forget to include cracker barrels or healthy snacks as part of your meal plan. Experienced camp cooks may want to have an activity station included in the pack program. This fun activity can involve Cub Scouts in the selection and preparation of their snacks.

Careful planning helps prevent you from taking too much—or too little—to camp. Cub Scouts require balanced meals that will give them the energy they need for physical activities in the outdoors. Before planning the actual meals, consider the following questions:

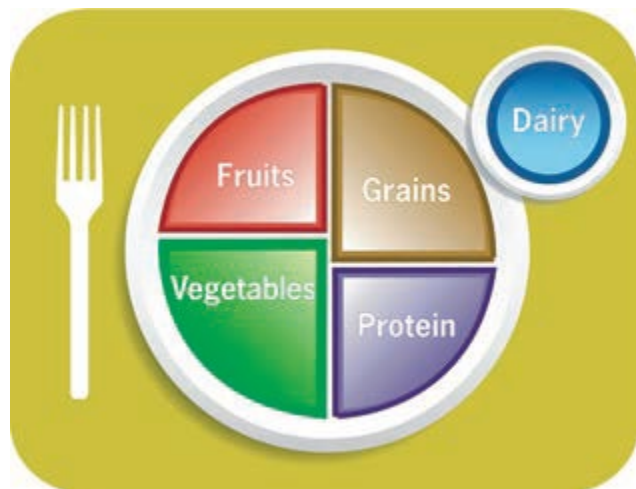
- How many Cub Scouts and adults are going, and how long will the campout be?
- What will everyone be doing?
- How will you be traveling to the camp?
- What access will you have to a potable water source?
- What kind of weather can be expected?
- What allergies/sensitivities do we have to deal with? Any handling precautions? (see Appendix S-10, Managing Food Allergies)

Answering these questions will help determine what kinds of food you need: fresh, nonperishable, dried/dehydrated, canned, retort pouches, or a combination.

The Importance of Good Nutrition

The food you eat should:

- Build up your body and keep it in good repair
- Provide the vitamins, minerals, fiber, and bulk that your body must have to stay healthy
- Serve as a source of energy for everything you do



Menus

SAY: Menus make proper planning possible. Using www.myplate.gov as a resource helps keep the camp diet balanced, too. Once you know how many meals you need, write down what the Cub Scouts, with some guidance, want to prepare and eat for each meal. See the *Scouts BSA Handbook* for ideas or ask others for favorite family recipes. As your group is planning the menu, keep in mind any medical dietary restrictions that your group may have. If you are not familiar with a particular restriction or are not comfortable accommodating it in your menu, a parent can be asked to help plan or provide meals for their child. One solution is to provide a copy of your menu to the family, so they put together meals that match yours to the best of their ability.

Shopping list. List every ingredient for each dish. Don't forget staples (sugar, flour, cooking oil), condiments (honey or sugar, butter or margarine, ketchup), and herbs and spices (salt, pepper, oregano, chili powder, garlic flakes).



Cost per person. Before buying, determine the cost per person. At the grocery store, write down the price and quantity of every ingredient needed. Calculate each Cub Scout's share by totaling the costs and then dividing the sum by the number of Scouts who will participate.

Size of servings. The *Scouts BSA Handbook* has a handy guide for single serving sizes (with big appetites in mind).

Share samples of shopping lists and menus you have used in the past.

Provide the price and quantity of all the ingredients needed for the campout and the number of people attending. Then have the participants calculate each Cub Scout's or family's share.

SAY:

Repackaging Food

Lighten your load and save space by repackaging. Take only what you will need and use resealable plastic bags for ease. Properly label and organize each bag according to meal. Do not forget the recipes!

Personal Eating Kit

Every Cub Scout needs a personal eating kit when camping. Take an unbreakable plate and sturdy drinking cup. (In winter, use an insulated plastic mug to keep drinks and soup warm.) Keep your knife, fork, and spoon together by drilling a hole in the handle of each one. Run a string through and then tie them together. A mesh bag with the Scout's name on it will work well. These practices make cleanup easier, too!

Summary

Planning your camping meals ensures the Cub Scouts and adults are eating nutritional meals that will provide the energy needed to enjoy all camping activities. Organizing meals in advance helps you make sure you have exactly what you need—no more, no less.

A well-planned program will result in the Cub Scouts and parents having an enjoyable overnight experience. They will want to do it again and again. That is the goal of this program.

DUTY TO GOD

Time: 25 min	DUTY TO GOD
	Learning Objectives • Describe how outings provide many opportunities for each Cub Scout to show their duty to God • Explain the Scouting America Statement of Religious Principle • Demonstrate how “A Scout is Reverent” applies across all faith traditions. References • Declaration of Religious Principle: Charter and Bylaws of the BSA, article IX, section 1: https://filestore.scouting.org/filestore/about/Charter_Bylaws_4.8.2025.pdf • Appendix P-12, Sample Inter-Religious Service • Appendix P-13, Sample Prayers and Inspirational Songs – Appendix P-13 Materials • Duty to God religious emblems brochure, No. 512-879 (copy for each participant) https://filestore.scouting.org/filestore/pdf/512-879_WB.pdf • Appendix P-12, Sample Inter-religious Worship Service • Appendix P-13, Sample Prayers, and Inspirational Songs  SAY: This session introduces adult leaders to ways they can help Cub Scouts show their duty to God in an outdoor setting. There are many ways that Cub Scouts and their adult leaders can be reverent and show their duty to God during a campout in the outdoors. These include a moment of silence, watching a sunset, saying prayers at meals, participating in an inter-religious service, and reciting the Scout Oath and Scout Law together. The oath and law reflect our promise to fulfill our duty to God.



Hang your posters of the Scout Oath and Scout Law where all can see or have someone hold them up while everyone stands and says the 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.

Then have everyone recite the Scout Law: A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.



SAY: The Scout Law says that a “Scout is Reverent.” At a campout in the outdoors, there are many ways that we can both be reverent and show our duty to God.

Explain Scouting’s Declaration of Religious principle.

The Scouting America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God and, therefore, recognizes the religious element in the training of the member, but it is nonsectarian in its attitude toward that religious training. Its policy is that the home and organization or group with which the member is connected shall give definite attention to religious life. Only persons willing to subscribe to these precepts from the Declaration of Religious Principle and the Bylaws of the BSA shall be entitled to register.



Review briefly the religious emblems program which is available to all members of Scouting America, adults and youth.



ASK: Participants to come up with ways that one could learn about duty to God during a Cub Scout campout. Ideas could include

- A moment of silence thinking about God or nature
- Prayers before meals
- A thought for the day or inspirational minutes as part of ceremonies and campfires
- Inter-religious Worship service
- Watching the sunset from a hilltop
- Talking about the religious awards program
- Carry out an act of kindness



Inspirational Thoughts and Prayers

SAY: Prayers at mealtimes and words of inspiration at the end of a campfire should be inter-religious in context. People of all faiths should be comfortable with what is said. Remember that Scouting encourages Scouts to worship in their own manner. We should be respectful of the religious practices and beliefs of others, as these freedoms belong to all of us. Provide opportunities for the Cub Scouts to assist with prayers and inspirational thoughts. Have the youth sign up for times that they will be willing to lead a prayer or share an inspirational thought.

The sample prayers, and inspirational songs included in Appendix P-13, Sample Prayers and Inspirational Songs can be used on a campout. These prayers represent a diverse range of faiths. Cub Scouts and leaders should always have the opportunity to pray in the manner that they have been taught. Consider asking volunteers to help provide a prayer or an inspirational thought.



Share Appendix P-13, Sample Prayers and Inspirational Songs.

Volunteer Chaplain



SAY: A volunteer chaplain can be a great asset during a campout in planning and helping with the following:

- Leadership with grace at a meal, prayers, and inspirational songs or thoughts.
- Leadership with interfaith services.

A Unit Chaplain would be especially important in faith-based chartered organizations. A volunteer chaplain can ensure that the Cub Scouts have opportunities to be reverent, help with an inter-religious worship service, or show their duty to God during a camping event.

Inter-religious Worship Service

It is always nice to have an inter-religious worship service if your campout is being held on a day that the Cub Scouts usually attend worship. Remember that it should be a service that is objective, tolerant, and understanding. Remind the participants that duty to God may be practiced as “respect for other people and their beliefs.”

  	Refer to Appindix P-12, Sample Inter-Religious Worship Service for guidance. Attendance for this event should be encouraged but is not mandatory. Share Appendix P-12, Sample Inter-Religious Service. ASK: Discuss with participants how this could tie in to Cub Scouts doing their duty to God. Summary SAY: There are many opportunities during campouts or Cub Scout activities that include mealtime grace, inspirational thoughts, and discussing what it means to be reverent. These opportunities strengthen a Cub Scout’s awareness and obligation to God, as well as helping to develop a personal understanding of being reverent.
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OUTDOOR CEREMONIES

Time: 20 min	OUTDOOR CEREMONIES
	Learning Objectives • Explain why you must consider the setting when planning an outdoor ceremony. • Describe how outdoor ceremonies provide many opportunities for Cub Scouts to participate and identify how leaders can ensure all the youth are involved. • Demonstrate how ceremonies can provide a specific point in time for an event to open and close. • Explain why planning is essential in making outdoor ceremonies fun, unique, and memorable. • Discuss how advancement ceremonies not only provide recognition but can also show den spirit. References • Appendix P-12, Sample Inter-Religious Service • Appendix P-13, Sample Prayers and Inspirational Songs • Appendix P-17 Outdoor Flag Ceremonies • Appendix P- 14, Sample Pack Camping Agendas • Appendix P-15, The 12 Elements of the Cub Scout Outdoor Program • Appendix P-16, Age-Appropriate Guidelines Materials Select several ceremonies, provide props and walk participants through the following types of ceremonies: • Opening • Flags (for both stationary and handheld flagpoles) • Advancement • Closing



SAY: This session is intended to help leaders elevate any outdoor activity by adding outdoor ceremonies. When dens and packs meet outdoors, ceremonies are appropriate—and important! Using ceremonies stimulates and encourages increased participation in any event. Outdoor pack activities can start with an opening ceremony and end with a closing ceremony or closing campfire. Although the word “ceremony” is used, these need not be elaborate but are meant to invoke a sense of wonder and excitement for the Scouts.

Ceremonies play an important part in our lives. We have ceremonies to celebrate birthdays, holidays, graduations, weddings, religious events, and many other special occasions. Ceremonies are also an important part of Cub Scouting.

Remember that outdoor activities run like a thread throughout Scouting. When dens and packs are outdoors, ceremonies are appropriate—and important! Outdoor pack activities can start with an opening ceremony and end with a closing ceremony or closing campfire.

Ceremonies add an “exclamation point” to any event, elevating an outdoor activity from fun to fantastic. They can be designed to recognize the efforts of a few or many people. They can highlight accomplishments, or they can say “thank you” in memorable ways.



Program Planning and Ceremonies

SAY: Appendix P-15, The 12 Elements of the Cub Scout Outdoor Program is a great guide to use when planning a pack campout. There is no way to have all 12 elements in a single outing, but it’s always a good idea to include several of them—especially some kind of ceremony.



Refer to Appendix P15, The 12 Elements of the Cub Scout Outdoor Program. Review all 12 elements and answer any questions that might come up.



SAY: Once you have your campout planned, it’s important that you review the Pack Camping Agenda and identify all the outdoor ceremonies and activities that will be held during the outing.



Refer to Appendix P-14, Sample Pack Camping Agendas. Have participants identify the opportunities for ceremonies already built into the agenda and suggest others they could add.

SAY: The term “ceremony” covers a wide range of activities. There are openings, closings, advancements, campfires, flags, and flag retirements. The primary function of a ceremony is to present, in a concrete form, the abstract sense of idealism. A ceremony reaches the individual through the senses of hearing and sight.

Through their appeal to the emotions, ceremonies stimulate the ideals of patriotism, moral determination, and spiritual aspiration. They are a signal to the audience that something significant is happening, and they direct the audience to focus. Ceremonies at outdoor events create pure magic!

When designing a ceremony, think in terms of layers.

First, consider the setting. Highlight the venue you are using for the event. Pick an appropriate spot for focusing on the task at hand.

Answer the following questions:

- Is there enough room for everyone?
- Can the entire audience see and hear?
- Will the chosen setting convey the mood appropriate for the ceremony being delivered?
- If it is a flag ceremony, are the flags positioned so the audience can see them easily?
- Is the audience arranged to provide a clear path to the staging area?

Once the setting has been decided, determine what the audience should see. If it is an awards ceremony, is there a display? Next, consider what you want the audience to hear. Most ceremonies include speaking parts. If Cub Scouts are expected to speak, is a microphone available? Can the audience hear them clearly? Consider adding soft music in the background to help in setting the appropriate tone. The music should be loud enough to enhance the mood, yet soft enough so as not to overpower the speakers.

Once the visual and auditory senses have been addressed, consider how the audience will participate. For flag ceremonies, Cub Scouts of each age should be able to assist in the presentation of colors.

For Lions and Tigers, make sure the parents, guardians, and other caring adults understand their role as assistants to ensure success. Have commands written on cue cards. For flag retirements, even the youngest Cub Scouts can carry flags to the fire ring and provide a final salute.

Consider the following ideas for making ceremonies participatory:

- Have Cub Scouts share something they did to complete an adventure, or something they learned during the event. Ensure that you know what each youth is going to say and help them keep their comments appropriate.
- Have Cub Scouts recite the Scout Oath, Law, Motto, or the Outdoor Code—depending on which one was referenced during the recent completion of an adventure. Provide assistance, if needed, prior to the presentation.
- Present a verbal challenge to the Cub Scouts based on what they have accomplished. For example, a Cubmaster might ask the Cub Scouts to affirm each line of the Outdoor Code by asking, “Do you pledge to be clean in your outdoor manners?” or “Do you pledge to be careful with fire?”
- Create an archway of neckerchiefs held up to walk under as the award is accepted by having some adults or parents of other dens make the arch. (No need for elaborate props here)

Planning for Ceremonies

SAY: As with every other aspect of a successful outdoor event, ceremonies must be planned. While experienced leaders may not feel the need for a word-by-word script, a written script or outline is handy for conveying to all participants the general purpose and tone of the ceremony. It’s especially useful when someone must fill in at the last minute!

Here is a checklist for ceremonies:



- Make sure all props are assembled and delivered to the location, all Scouts and leaders know when they are to participate and how they will be called to the stage.
- If sound is planned and requires power, make sure the venue provides for this option.
- If possible, practice so that everyone understands their role and part they will play. This shows the Scouts the importance of the ceremony.
- For advancement, communicate all details of location, time, and purpose to all interested parties and generate the required advancement reports so that the intended awards can be purchased and prepared for presentation.

Remember that Cub Scouting is FUN, Simple, and Easy so keep it simple and have fun in your ceremony. If everything does not go perfectly that is OK - remember we are there to showcase our Cub Scouts and have a good time.

Examples

Opening

- Create a specific entrance and have a password for the adventure to begin.
- Create an event yell based on the theme of the outing.
- Incorporate any unique camp features such as a bridge to cross over or a gate to pass through.

Flags

- Plan for the presentation of flags and invocation, the raising of the flag in the morning, and the lowering of the flag in the evening.

Advancement

- Have the advancing den welcome the incoming rank Cub Scouts with the Cub Scout handshake or presentation of a token that represents the outing.

Closing

- Retire flags and offer a benediction.
- Present Cub Scouts with a card with campfire ashes taped to it. Have them pledge to take the spirit of Scouting with them. Close with singing "I've Got That Cub Scout Spirit."
- Present each Cub Scout with a geode and direct them to always look inside to find the amazing stuff hiding inside each of us.
- Recognize the volunteer staff with a token signed by the Cub Scouts (e.g., an apron adorned with Cub Scout signatures for the camp cook, or an event T-shirt signed by everyone for the program director).



Have participants walk through the ceremonies you planned. Rotate participants through different roles.

Summary



SAY: Ceremonies should be a regular part of den and pack meetings and outings. Ceremonies define the beginning and the end of activities, and they provide a format for presenting awards and building den spirit. Using ceremonies stimulates and encourages increased participation in pack events.

When planning your camping programs, include outdoor ceremonies as a part of that process. Think of ceremonies in terms of layers that appeal to all the senses. Make sure you have everyone participate. Consider where you will be and when you will be there and then picturing the result—making sure it involves fun, unique, and memorable moments. Plan the entire event and practice. The more attention to detail, the greater the impact and the smoother the implementation.

Ceremonies provide the crowning touch to a well-planned and executed outing. Make it worth the effort.

STOVES, LANTERNS AND FIRE SAFETY

Time: 25 min	STOVES, LANTERNS AND FIRE SAFETY
 	Learning Objectives • Demonstrate the appropriate use of stoves and lanterns. • Explain why the proper care and use of this equipment is important on any outing. • Discuss why safety is paramount around cooking fires or camp stoves. References • Appendix A-7, General Fire Safety Rules • Appendix S-8, Open Fires Versus Cooking Stoves • <i>Fieldbook</i> (current edition) • <i>Scouts BSA Handbook</i> (current edition) Materials • Assorted styles of cooking stoves and lanterns used for pack camping to display • Several stoves and lanterns for participants to use as they practice • Several gas lantern mantles, with their packaging instructions, for participants to practice tying. SAY: It is important that all participants of a pack camping activity understand and abide by the safety rules, as well as understand how to properly use these tools. In any activity, the first step to proficiency is learning to properly use your gear and equipment. Camping is no different. Campout know-how requires attention to safety, environmental ethics, and other elements of responsibility. The <i>Scouts BSA Handbook</i> provides greater detail about all aspects of fire site preparation and building. It is important that all participants of a pack camping activity understand and abide by the safety rules.

Scouting America Policy on Chemical Fuels

Scouting America's policy on chemical fuels is designed to help leaders and members safely store, handle, and use chemical fuels and equipment. Safety and environmental awareness concerns have persuaded many campers to move away from traditional outdoor campfires in favor of chemical-fueled equipment for cooking, heating, and lighting. Be aware that chemical fuels and equipment create very different hazards than traditional wood, charcoal, and other solid fuels; this policy defines how to address those hazards.

The Scouting America camping policy clearly states that only adults should handle fuel. Before any chemical fuels or chemical-fueled equipment are used, an adult knowledgeable about the fuels and equipment, including regulatory requirements, should resolve any hazards not specifically addressed within this policy.

In Cub Scouting these tools should only be handled by adults.

Be aware that many councils and campgrounds do not authorize the use of liquid fuel at all. In such cases, campers should use only a gas such as propane as a fuel source and abide by any local restrictions if they are more stringent than the guidelines of Scouting America.

Lanterns



SAY: Camping lanterns provide bright, portable, warm illumination for your camping areas. They are a great alternative to flashlights when 360 degrees of light is needed. They can also be used for signaling, as torches, or as general light sources outdoors. There are a variety of lanterns available for use ranging from classic coal oil lanterns to solar and modern electric LED lanterns. Whatever type of lantern you use, it's important to make sure you maintain and use it correctly.

It's a good idea that everyone who will be handling fueled lanterns goes through a hands-on stove, lantern, and fuel safety session at least once a year. There should always be a designated adult leader who will monitor youth whenever they are handling or using lanterns—but Cub Scouts should never handle fuel.

Scouting America has published safety moments of Fire Safety with Backpacking Stoves and the use of propane stoves. Visit the Safety moments page - <https://www.scouting.org/health-and-safety/safety-moments/> to access these and other safety moments.

Maintenance

Clean and test all stoves, lanterns, and fuel containers at least once a year. Repair or replace any that are not working properly. Double-check them before each outing.

Storage

Check all stored fuel: Old fuel can become unstable and may pose a threat of explosions! If you are not sure, dispose of the fuel properly and replace it.

Transportation

Always transport fuel in an approved metal container. When carrying fuel in packs, keep it separated from food. Liquid fuels are poison and will make you sick, or worse, if they contaminate your food.

Gas Mantles

A gas mantle is a device for generating bright white light when heated by a flame. They are called mantles because of the way they hang above the flame. They are used in portable camping lanterns, pressure lanterns, and some oil lamps.

Refer to mantle package inserts for instructions on how to tie or clip the mantle to the lantern. Demonstrate the proper method of tying on a mantle. Some newer mantles come in a clip-on style.

Demonstrate the proper technique of preparing a mantle for use. Have participants try their hand at tying or clipping a mantle.

Demonstrate the procedure to safely fuel, refuel, and light the lanterns you have on display. Point out any maintenance tricks as you go through the demonstration. Cover safe storage, cleaning, and transportation of the lanterns after a campout is over. Give the participants an opportunity to repeat your procedure. It's important



to let participants all have a turn at working with the stoves, with guidance.

Share with participants that when lanterns and cook stoves have cooled down after use, it's always a good idea to refuel them whether they are empty or not. If you wait until the fuel runs out, you may have to stop cooking or sit in the dark until the equipment cools so you can refuel it.



Camp Stoves

SAY: Many Cub Scout packs use lightweight camp stoves on their camping trips, to model low-impact camping and show an awareness of Leave No Trace principles.

Camp stoves make cooking fast and easy, and there are many types to choose from. Remember to follow the manufacturer's instructions carefully and exactly.



Demonstrate the procedure to safely fuel, refuel, light, and operate the stoves you have on display. Point out any maintenance tricks as you go through the demonstration. Cover safe storage, cleaning, and transportation of the stoves after the campout is over. Have participants repeat your procedure until they are comfortable.

Camp Stove Versus Campfire



SAY: So, you may wonder, why buy a camp stove when you can make campfires for free? Many campers, especially new ones, believe that building a campfire is necessary to enjoy their outdoors experience. Some even believe that campfire cooking is the best way to go. But are they right?

Adult leaders should learn when it's more appropriate to use a lightweight stove than it is to build a cooking fire. Adults should also understand any local laws that would determine when stoves may be necessary (e.g., When a fire ban is in place in the local area).

Refer to Appendix S-8, Open Fires vs. Cooking Stoves. Cover the advantages and disadvantages of using a camp stove.



ASK: Allow participants to see if they can see any other advantages. For example, it can be very difficult to find firewood in an established campground. And the ease of setup and shutdown makes the camp stove very attractive when considering options.



Charcoal

SAY: Charcoal grilling is lots of fun. Even just watching food cook and listening to the sounds of sizzling steaks or hot crackling coals warms you up! And the whole camp gets filled with that unmistakable aroma of grilling food. Remember that, when cooking with charcoal, you will need to allow time to light the charcoal as well as time for the grates to heat up before you put the food on to cook.

Grilling with charcoal can also be dangerous if not done properly. Charcoal fires generally burn hotter than wood or gas, and it's harder to control heat on a charcoal grill. Using a charcoal chimney, which will light a load of charcoal quickly with a single sheet of paper, is a great way to get the charcoal started. As a reminder, the use of liquid fuels for starting charcoal is prohibited.

Remind them that when cooking on charcoal it's important to wait until the coals are burning and the flames are reduced.



Discuss the use of charcoal as a fuel for outdoor cooking. Discuss the lead-time needed to obtain useful coals and safe lighting methods.

Safety



SAY: Campfire magic! You've experienced it. You chose the songs, practiced skits, and organized everything into a program. Then people came together, and you began. Everything went without a hitch. Participants sang songs enthusiastically and laughed uproariously (or groaned painfully) at skits. Then the tone and pace of the program slowed to the calming closing thought. As the dying campfire embers crumbled into ashes, Scouts reluctantly drifted off to bed with their new memories. You stood before the glowing embers, soaking in their fading warmth and knowing that everything was just right. You've been touched by campfire magic.



Campfires like this are special, but you may think they are rare. They need not be! With careful thought and preparation, the campfire described above can become the rule rather than the exception. There are some safety rules to keep in mind.

Discuss fire safety as a group. Include these points:

- Whenever there is flame or heat involved, there must be a readily available method of extinguishing the fire. You can use a fire extinguisher or place coffee cans or buckets of water and sand to use as fire extinguishers. Shovels and rakes should always be part of the gear present when an open fire is used.
- Under no circumstances should any heat source or flame be brought inside a tent or any other enclosed area at any time. This includes lanterns.
- Manufacturer's directions included with the equipment should be read and understood by all who will operate it. If you are unsure how to properly operate a piece of equipment, ask someone who knows how to use it to teach you before trying it out.
- Build fires several yards from tents.
- Be sure the fire is downwind from tents.
- Keep cooking fires small enough to do the job.
- Clear an area 10 feet in diameter of all burnable material, or as required by local law.
- Always extinguish fires and other flame sources before you go to sleep. Put them cold out with water. Cold out is defined as "if your campfire is too hot to touch, it's too hot to leave"
- Never leave a fire unattended.
- Emphasize that Scouting America prohibits the use of liquid fuel for starting any type of fire. Solid-type starters are easier to store and carry and are much safer.
- Never refuel a hot stove or lantern.
- Store all fuel containers in a single designated place a safe distance from any sources of heat or flames.
- Fuel storage areas and refueling sites should be downhill from any sources of heat or flames. Fuel fumes are heavier than air and will flow downhill like water!



- Never operate a stove or lantern in an enclosed space—fumes from burning fuel are poison!
- Any stove, lantern, or other fueled device must never be modified and only used under the manufacturer's instructions and specifications!

How to Build a Campfire

Introduction & Safety First

SAY: Campfires are a big part of the Cub Scout experience—from s'mores to stories. But a good fire starts with safety and knowing the right way to build it.

Cover the following key points:

- Always follow *The Guide to Safe Scouting* rules
- Fire must be in a designated fire ring or raised fire platform
- Keep water and a shovel nearby
- Never leave a fire unattended

Types of Firewood

Use a visual aid or hold up examples if possible.

SAY: A great fire needs the right fuel. We use three types of wood:

1. Tinder – catches fire easily.
 - Examples: dry grass, wood shavings, dryer lint, pine needles.
2. Kindling – small sticks the size of pencils.
 - About ¼" to 1" thick twigs.
3. Fuelwood – larger logs to keep the fire burning.
 - Wrist-thick or bigger. Dry, seasoned wood works best.

Tip: "Gather three times more than you think you need!"

Different fires serve different purposes. A teepee fire is great for fast warmth, a log cabin is stable for cooking, and a lean-to helps in tricky conditions.





Demonstrate 3 Fire Lays

Show each fire lay using sticks or a model.

Teepee	Structure: Tinder in center, kindling leaned around it like a cone. Good for: Quick start, hot flames. How to light: Light tinder at bottom center.
Log Cabin	Structure: Build a square with fuel logs like Lincoln Logs. Place kindling/tinder in the center. Good for: Long-lasting, stable cooking fire. How to light: Light tinder in the middle; logs catch as it grows.
Lean-To	Structure: Lay a large stick on the ground, lean kindling over it like a tent. Good for: Windy conditions or damp tinder. How to light: Light tinder under the lean-to.



Wrap Up & Key Reminder

ASK: “Which type do you think your Cub Scouts would enjoy building?”

Remember, fire-building is a skill. Let your Scouts help gather wood and assist safely. And always finish with a cold-out fire—drown, stir, and feel with the back of your hand.



Summary

SAY: It is very important that the information and training presented in this session, and the associated handouts, are shared with all participants of a pack camping activity. Safety is paramount around cooking and lighting equipment and campfires, and everyone is responsible for the safety of the Scouts.

Any safety instructions established by equipment manufacturers must be reviewed and always followed. Remember that camp stoves come with their own set of guidelines, and because all equipment is slightly different, you should closely follow the stove safety rules listed in the *Scouts BSA Handbook*.

BASIC KNOTS FOR CUB SCOUTS

Time: 25 min

BASIC KNOTS FOR CUB SCOUTS



Learning Objectives

- Understand the purpose of and tie the following knots:
 - Overhand knot
 - Square knot
 - Taut-line hitch
 - Bowline knot
 - Improved Clinch knot
 - Palomar knot
- Understand the basic care of a rope by whipping and fusing the ends of different types of rope.

References

- EDGE method of instruction
- Appendix S-9, Cub Scouts Knot Tying Games

Materials

- 6 feet of rope for each participant for tying knots
- Electrical tape
- 1-foot length of ¼-inch diameter natural rope—with ends that have started unraveling—that each participant can use for whipping
- Two 2-foot lengths of strong cord, floss, or thick thread for whipping rope ends
- 1-foot length of ¼-inch diameter plastic or nylon rope—with ends that have started unraveling—that each participant can use for fusing
- Lighter for fusing nylon rope ends
- Supplies for the selected Knot Game from Appendix S-9, Cub Scout Knot Tying Games
- A ring or eyebolt (to represent a fishing hook) for the fishing knots.



SAY: This session is intended to teach the basic knots all Cub Scouts will need to know from Wolf through Arrow of Light.

Knot tying is a universal Scouting skill with numerous applications from overhand and square knots used in bandages and slings in First Aid; and the Bowline used in boating, canoeing, and lifesaving. In addition, we want to help teach some basic fishing knots to get your Cub Scouts another activity to do on the pack outing.

Acquainting Cub Scouts to knots helps them to develop the hand eye coordination and the concepts of integrating knots in their activities to better prepare them for Scouts BSA.

The objective of this section is to introduce the Cub Scout Knots to the adult Cub leaders so they can with confidence present them to their Cub Units.

This session will cover the following knots:

- Overhand knot
- Square knot
- Taut-line hitch
- Bowline knot
- Basic fishing knots (improved clinch and Palomar)

Additionally (if time allows),

- Whip and fuse the ends of different kinds of rope

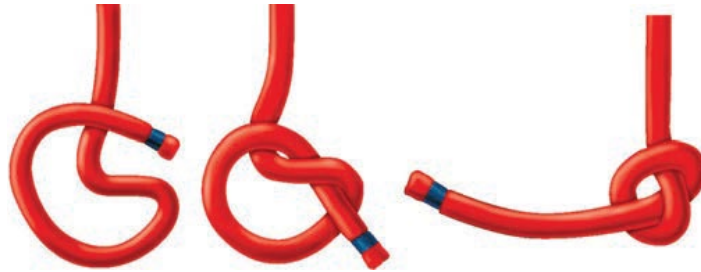
Instructor Note: Introduce each knot. Demonstrate the knot as many times as needed and allow the participants to tie it several times with help as needed. They should be able to tie each knot a few times by themselves before you move on to the next knot. You will want to have several assistants to help participants.

Overhand Knot



SAY: An overhand knot is simple. You can use it to keep a rope from going through a pulley, a hole, or to make a rope easier to grip. An overhand knot is also the first step for some other knots. You will need a single strand of rope to practice this knot.

1. First make a loop in the end of the rope.
2. Next, tuck the end of the rope through the loop.
3. Pull the end of the rope to tighten the knot.



Demonstrate and have the participants tie the knot.

Square Knot

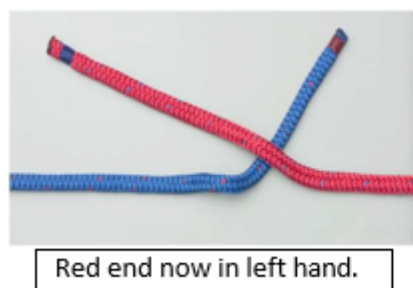


SAY: The main use of a square knot is to join the ends of two ropes. This is why it is called the joining knot in Scouting. You can use both ends of one rope to make a square knot or two different pieces of rope.

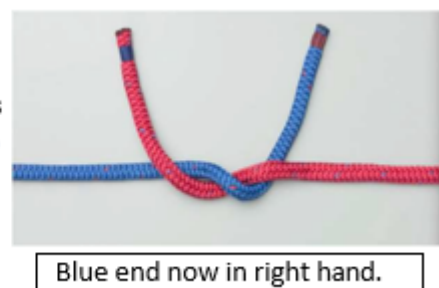
1. Hold one end of a rope in one hand and the other end of the rope in your other hand. (In this example, red for the Right Hand, Blue for the Left Hand)



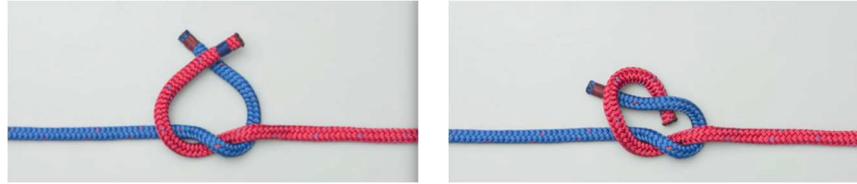
2. Right Hand Rope (RED) over the Left Hand Rope (BLUE). Then continue the right end loop under/over the Left.



Switch Hands



3. Bring Left Hand Rope (RED) over the Right Hand Rope (BLUE). Then continue the left end loop under/over the Right.



4. Pull both ends firmly. The knot will not hold its shape without being tightened.



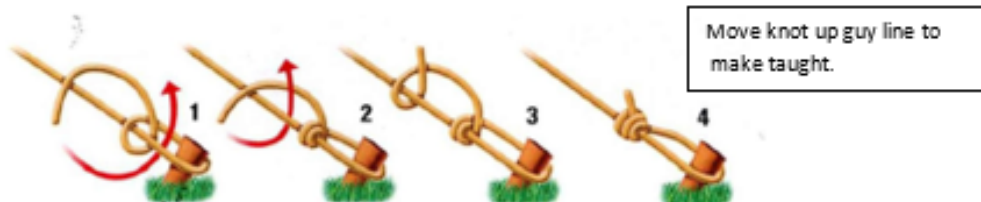
Demonstrate and have the participants tie the knot.

Taut-Line Hitch



SAY: A taut line hitch is like two half hitches, but it creates a loop with more friction that doesn't slide easily. Use it to attach the guy line on your tent or dining fly to a stake in the ground. You can easily adjust it to tighten the rope. (Taut is another word for tight.)

1. Pass the end of the rope around the tent stake (or post).
2. Bring the end under and over the standing part of the line to form a loop, then twice through the loop.
3. Again, bring the rope end under, over and through a loop, but this time farther up the standing part.
4. Tighten Knot. Knot can now slip up and down the guy line to tighten or loosen it.





Demonstrate and have the participants tie the knot.

Bowline



SAY: A bowline is a very useful knot to learn. It makes a fixed loop in a rope that will not slip. The bowline can be used to anchor one end of a rope to a tree or other stationary object. Bowline is also a rescue knot where you tie it around your waist.

Note: Start with loop on top of rope

1. Make a small overhand loop in the standing part of the rope.
2. Bring the rope end up through the loop, around behind the standing part, and back down into the loop.
3. Tighten the bowline by pulling the standing part of the rope away from the loop.



Silly Memory Aid:

Working end of rope is the Rabbit which is in the right hand. Loop is the Rabbit hole. Tree is the standing end of the rope.

“Rabbit comes out of the hole, runs around the tree and leaps back into the hole. “



Demonstrate and have the participants tie the knot.



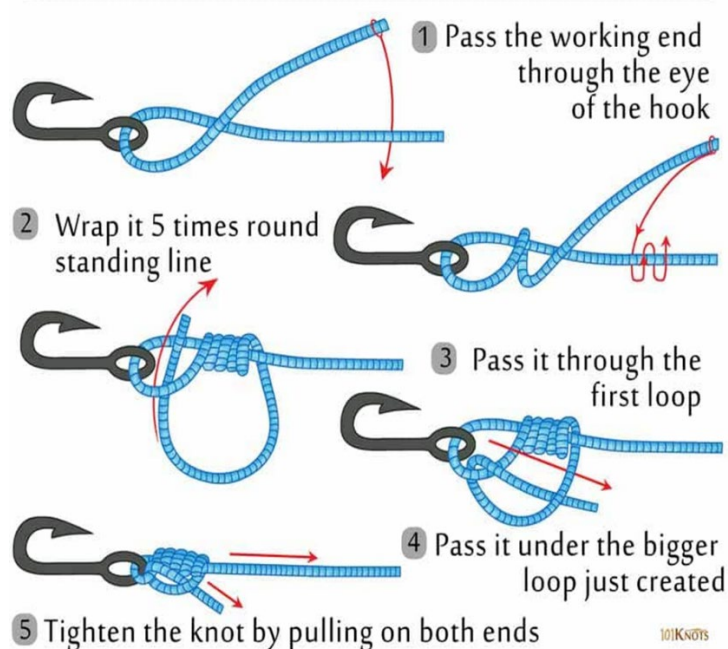
SAY: Let's look at two fishing knots that the Scouts need to know for fishing adventures.

Improved Clinch Knot

The Improved Clinch Knot is a time-tested and a very popular choice for tying terminal tackle to monofilament line.

1. Thread the Line: Pass the end of the line through the eye of the hook.
2. Wrap the Line: Make 5 to 7 turns around the standing line with the tag end.
3. Create a Loop: Pass the tag end through the small loop just above the eye of the hook.
4. Final Tuck: Then, pass the tag end through the big loop you just created.
5. Tighten the Knot: Moisten the knot with water or saliva and pull on the tag end and standing line to tighten.
6. Trim the Excess: Use scissors or clippers to trim the tag end close to the knot.

Improved Clinch Knot Instructions



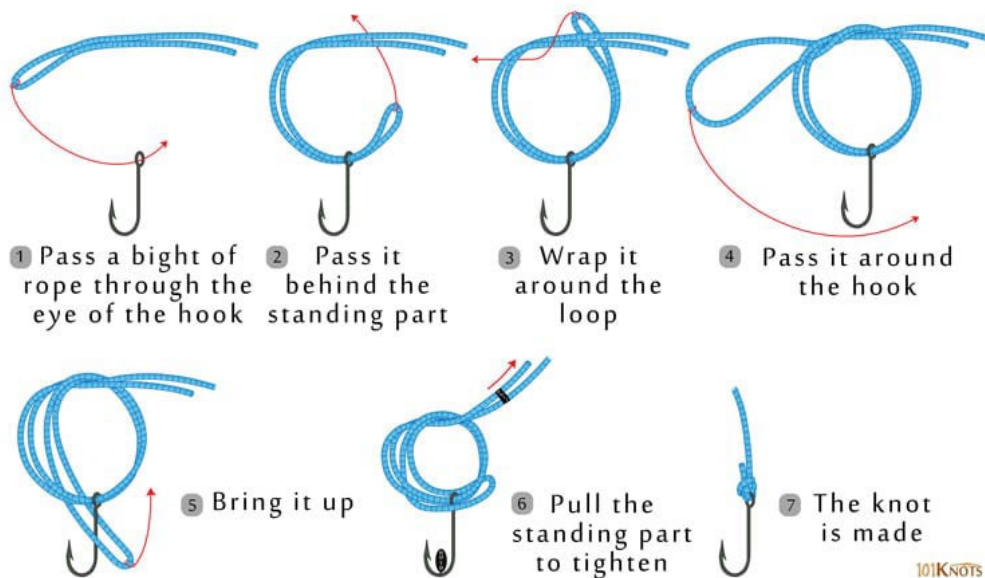
Demonstrate and have the participants tie the knot.

Palomar Knot

Is regarded as one of the strongest and most reliable fishing knots. Double the Line: Fold about 6 inches of line to create a loop.

1. Pass Through the Eye: Insert the loop through the eye of the hook.
2. Tie an Overhand Knot: With the hook hanging from the loop, tie a loose overhand knot with the doubled line.
3. Pass Hook Through Loop: Take the hook and pass it through the loop.
4. Tighten the Knot: Moisten the knot, then pull on both the standing line and tag end to tighten.

Palomar Knot Instructions



Demonstrate and have the participants tie the knot.

How to Whip and Fuse the Ends of Rope

SAY: For natural-fiber rope like sisal or cotton, you'll whip the rope. For synthetic materials like nylon, fuse the rope. Rope and cord made from plastic or nylon will melt when exposed to high heat.



How to Whip the End of a Rope

1. Cut off the part of the rope that is unraveling.
2. Cut a piece of strong string, dental floss or thin twine at least 8-10 inches long. Make a loop and place it on one end of the rope.



3. Wrap the string tightly around the rope several times.



4. When the whipping is as wide as the rope is thick, slip the end through the loop.



5. Pull the string ends tightly and cut them off.

Demonstrate and have the participants whip the end of a rope.



How to Fuse the End of a Rope

1. Cut away the frayed part of the rope.
2. Working in a well-ventilated area, hold each end of the rope a few inches above a lighter, match or candle to melt and fuse the strands together.
3. Let it cool off for a few minutes.



Be careful: Melted nylon is hot and sticky, so don't touch the end until it's completely cool.



Demonstrate and have the participants fuse the end of rope.

Summary



SAY: Knot tying is a perishable skill, meaning if not practiced you'll easily forget how to tie a knot. Scouts need to integrate practice time as a gathering activity or a scout skill contest often throughout the year. It will be helpful to have many adults involved with teaching the scouts knots, especially for the first time. Using oversize ropes, large pipes, etc. will help as well as fine-motor control may not be well-developed at this age.

PROGRAM PLANNING FOR CUB SCOUT CAMPOUTS

Time: 55 min	PROGRAM PLANNING FOR CUB SCOUT CAMPOUTS
	Learning Objectives • Explain that pack camping can provide opportunities for advancement, but it should not be the main focus. • Discuss why it is important to have activities that are age-appropriate for the Cub Scouts in attendance. • Review flag ceremonies, campfire programs, inter-religious services, and other activities that can be part of any campout. • Explain why planning is essential for a safe and fun Cub Scout campout. References • Appendix P-11, Large Group Games • Appendix P-12, Sample Inter-Religious Worship Service • Appendix P-17, Outdoor Flag Ceremonies • Appendix P-14, Sample Pack Camping Agendas • Appendix P-15, The 12 Elements of the Cub Scout Outdoor Program • Appendix P-16, Age-Appropriate Guidelines • <i>Guide to Safe Scouting</i> Instructor Note: • Keep in mind that participants may not have had any experience in planning camping activities, so be prepared for a lot of basic questions. • Participants should be divided into small groups with a staff mentor assigned to help with the “Planning the Pack Overnighter” exercise.



SAY: The goal of Cub Scout camping is to offer exciting, memorable experiences that will help the youth learn to appreciate and protect the outdoors and stay involved in Scouting. This session provides information on program planning to ensure your campout is a fun and safe introduction to camping for Cub Scouts. **This is the most important section of this training!!**

The first step to a successful campout is creating a program plan. A well-planned and carried out camp experience can help foster a sense of personal achievement as the Cub Scouts develop new interests and skills, and it stimulates their appetite for more. The goal is to give the scouts and their families an opportunity to enjoy an outdoor experience that is age-appropriate, in contrast to the rugged type of camping done in Scouts BSA and above.

This session will touch on all the points you must consider when putting together your program plan. Remember to always refer to the *Guide to Safe Scouting*, to make sure the activities being planned are safe for everyone.

Review the points briefly, as they have already been covered in other sessions.

The benefit of this session is the actual planning participants will do after your presentation.



Reference the Appendix P-14, Sample Pack Camping Agenda and the Appendix P-15, 12 Elements of the Cub Scout Outdoor Program.

Have participants discuss how the camping agenda is laid out. Talk about any possible areas of concern for them, and answer questions as appropriate.

You might point out that the camping agenda does not have much free time scheduled.



ASK: Have participants discuss why they think the agenda is set up this way?

Is there anything they would do differently?



Advancement

SAY: Many requirements of the Cub Scout advancement program are easily done in den meetings. While the program includes several adventures that could be completed during a campout, advancement should not be the primary focus of pack camping.

Still, pack camping can provide opportunities to complete requirements. By keeping the emphasis on learning about and becoming comfortable in an outdoor setting, advancement will occur naturally and won't be the main focus.



Age-Appropriate Activities

SAY: Remember to use age-appropriate activities. Many Cub Scouts are not physically or mentally ready to take part in some kinds of outdoor activities. Keep in mind that there may be children of all ages participating in the program, especially if siblings have been included. Suggest offering a variety of activities so that families can pick and choose the ones they find most interesting.



Reference the Appendix P-16, Age-Appropriate Guidelines for Scouting Activities. Discuss the kinds of activities that might be appropriate for the pack camping program. These may include nature, hiking, sports, water activities, games, etc. Remember that lots of activities equal lots of fun!

Encourage participants to take advantage of special opportunities that may be available in the camp. Be sure they understand the concept of large-group games. They should remember to plan different activities that can be conducted at the same time, appealing to different age and skill levels.



Large-Group Games

SAY: These types of games require large spaces where many players can participate at one time. Large-group games are a great opportunity for everyone to have fun together and learn cooperation skills.



Games help individual Cub Scouts to learn new skills, improve the skills they already have, and see more clearly their place in the world around them. Games can encourage thought, promote team spirit, build citizenship, develop one's own mind and body, and be an outlet for excess energy.

Remember, Scouting is a “game with a purpose” with playing and learning happening all the time.

Reference Appendix P-11, Large-Group Games and Appendix P-16, Age-Appropriate Guidelines

Get ideas from the participants on games that might be included in the program. Point out that they will receive more information on these types of games in the Large-Group Games session.

Remind them that contact activities involving tackling, blocking, etc., are not appropriate.

Flag Ceremonies



SAY: These ceremonies are a big part of Scouting, and it's a great idea to include different kinds of flag ceremonies in a pack camping programs. They help Cub Scouts learn good citizenship and proper respect for the flag. If the facilities you are using do not have a flagpole, you can adapt by using a flag on a line or bringing a flagpole from home.

Reference the session on Outdoor Flag Ceremonies and the related Appendix P-17, Outdoor Flag Ceremonies

Campfires and Other Evening Activities



SAY: In the campfire planning sessions, we talked about the different types of activities that could be done around the campfire and how to use the campfire to wind the Scouts down before sending them off to bed. If the camp you are using does not allow for campfires, you can still take advantage of these activities and use this time as a calming session for the Scouts.



Discuss other kinds of activities that might be planned for the evening hours if the camp does not allow campfires. Some ideas might include a campfire program (just without the fire itself), a songfest, stargazing, board games, etc. Comment on anything missed during the actual campfire demonstration.

Inter-Religious Services



SAY: If the pack's program prevents families from attending regular religious services, try to include an evening vesper or prayer service in your activities. Since Scouting is nonsectarian, the service should be inter-religious in accordance with the faiths represented in the unit and attendance should be optional but encouraged. Consider that faiths worship on different days of the week and be open to exposing the Cub Scouts to religious practices other than their own.

Reference the session on Duty to God and Appendix P-12, Sample Inter-Religious.

Planning the Pack Overnighter



SAY: Planning is the best way to make sure a pack overnighter will be successful. The planning should go beyond determining who attends, where it is held, how everyone gets there, and what you need. The camping agenda is what makes the experience fun. The 12 Elements of the Cub Scout Outdoor Program (Appendix P-15) is a great resource to help you focus on the key parts of the Scouting program.



Review Appendix P-14, Sample Pack Camping Agenda, and Appendix p-15, The 12 Elements of the Cub Scout Outdoor Program.

After discussions, divide the participants into groups and have them plan a schedule, incorporating special circumstances (such as no campfires allowed) and facility opportunities (such as nature museums, swimming pools, etc.). Use the scenarios below to guide the activity.

Afterward, review the plans developed by the groups. Comment on great ideas and point out any additional training that may be required for activities like swimming or boating.

Scenario 1

The camp that you are using offers an Olympic-size pool, conservation-nature area, and hiking trails. Plan an overnigher, incorporating the special opportunities and limitations of the camp. (Make sure to include any special leadership or training that you need to consider.)

Scenario 2

The camp that you are using offers a nature museum and nature trail. It has volleyball courts and an obstacle course. Campfires are not permitted. Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 3

The camp that you are using is in a remote area and features a giant meadow and tree-covered valley. An observatory is also available. Because of the remote location, you want to leave camp early on Sunday. Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 4

The camp that you are using offers basketball courts and baseball diamonds. The camp does not allow campfires. Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Meal Planning

SAY: Plan your menus to provide good food that the Cub Scouts and adults will enjoy eating and that require minimal cooking.

Refer to the Meal Planning Session and remind participants to keep what they learned there in mind when planning their meals.

At the conclusion of this session, have the participants plan an actual overnigher. You may use the scenarios above, or present others based on your camp location or other facilities they are likely to use with their units.



Have the participants work in small groups, with others from their unit, if possible, to develop a useable plan for an awesome pack overnighther.

Staff mentors should be assigned to work closely with each group, assisting them to come up with a great plan! Avoid using existing plans the participants might have. Allow each team to work through the process.

Highlights of the plans should be presented to the whole group at the end.

Our Goal

SAY: The overriding goal of the Cub Scout Camping Program is to provide first-time campers with an awesome experience and instill the desire to go camping again as soon as possible!

If situations such as inclement weather, facility shortcomings, family preparation or unit preparation threaten this goal, the event should be postponed until the situations can be resolved and increase the possibility of achieving that goal!

You only get one chance to make a great first impression! As outdoor leaders, you have the opportunity to provide an experience that could influence your scouts for the rest of their lives - do it right!

Summary

SAY: Most Cub Scouts when asked why they wanted to join Scouting, will often answer e “to go camping.” While new leaders may have the desire to follow through on those wishes, they may not all have the skills or the confidence to take the youth camping.

The overall goal of this training was to provide inexperienced leaders with the necessary skills and confidence to venture into the great outdoors and provide Cub Scouts and their families with a great first-time experience so they will want to do it again and again.



	Focus on the fun. If you plan safe, enjoyable, age-appropriate activities, everything will fall into place. Remember: If you're not having fun in Scouting, you're not doing it right!
--	---

COURSE COMPLETION RECOGNITION

Time:	COURSE COMPLETION RECOGNITION
	Materials • Training Pocket Certificate https://www.scouting.org/wp-content/uploads/2025/08/FillableTrainingCards-2025.pdf • Participant Evaluation Form Instructor Note: This session provides an opportunity to recognize the accomplishments of the newly trained leaders and to encourage them to go back to their units and organize Cub Scout camping events as they have been trained. They should also encourage participation by other leaders in their units so that the number of Cub Scouts who experience the outdoor program will continue to increase. This is also a good time to thank the staff who prepared and presented the BALOO training. Procedure Stage an appropriate graduation ceremony. Present all participants who successfully completed this training with certificates as established by your council or district. Encourage them to report back to a member of your staff with news of successful events and feedback on course material. Recognize your staff for their work in front of the entire group of participants. Thank them for their time and efforts in furthering Cub Scout camping in your council. Closing Close the training with an inspirational thought, reading, or song. It should be brief but meaningful. There are many resources in Scouting and other literature that will help make this a memorable part of your training. It is important that participants leave BALOO training with both a sense of accomplishment for attending and a reminder of the greater good that Scouting has to offer youth and their families.

Before your closing song or reading, you may choose to read the following statement:

In Scouting, we as adult leaders are given opportunities to affect young people in ways that even they may never recognize. We are given a chance to affect many young people, and possibly others through them, by the things we do in situations that may seem insignificant—in a park, on a hike, or at a campground. Please think about that for a moment and listen to these words:

Cub Scout Vespers

Tune: “O Tannenbaum”

Softly falls the light of day, as our campfire fades away.

Silently Cub Scouts should ask, “Have I truly done my task?

Have I helped the pack to go? Has the pack helped me to grow?

Have I stood above the crowd?

Have I made Akela proud?”

As the night comes to this land, on my promise I will stand.

I will help the pack to go,

As our pack helps me to grow.

Yes, I will always give goodwill, I’ll follow my Akela still.

And before I stop to rest, I will do my very best.

AFTER THE TRAINING

Time:	AFTER THE TRAINING
	Purpose • To put the training site in order • To evaluate the course just completed • To complete the training records Cleanup Put the site back in good order. Pack all training supplies and materials and arrange for their return. Clean up all outdoor sites, including the fire area. Leave the site better than you found it. Evaluation Decide whether to review the feedback with your staff now or to schedule a meeting soon. Do not delay; hold the meeting while the details are still fresh in everyone's mind. Determine how to address any weaknesses and build on the strengths of your team when conducting this session next time. Pass all useful feedback on to your training chair. Training Records Submit training records according to your local district or council practices. Feedback Please provide any constructive suggestions regarding this Facilitator Guide Basic Adult Leader Outdoor Orientation to the following address(s): Scouting U 1325 W. Walnut Hill Lane, S#273 Irving, TX 75038 OR email scoutingu@scouting.org

	Scouting America Outdoor Programs 1325 West Walnut Hill Lane P.O. Box 152079 Irving, TX 75015-2079 OR email outdoorprograms@scouting.org
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Appendix A-1: Pack Overnighter Site Approval Form

Pack Overnight Campout Site Appraisal Form

This site appraisal form is to be used by the local Scouting America council to evaluate pack overnight family camping locations. It should be kept on file in the council office for local unit reference and is periodically reviewed for accuracy.

Site: _____ Phone: _____

Address: _____ Website: _____

Site contact: _____ Title: _____

Site managed by (check one): City ☐ County ☐ State ☐ Federal ☐ Private ☐ Scouting America ☐

Amenities	Meets Standard	
	Yes	No
1. The camping site is clean and safe from hazards.	_____	_____
2. The site is not located near any natural or manmade hazards.	_____	_____
3. Campsite areas are available for tents.	_____	_____
4. Facilities are available for proper sanitary disposal of garbage.	_____	_____
5. Drinking water from an approved source is provided at convenient locations.	_____	_____
6. Emergency medical services (EMS) are available within 30 minutes from site.	_____	_____
7. Cellular phone service is available.	_____	_____
8. If fires are permitted, an adequate fire lay area is provided.	_____	_____
9. Any individual site hookups provided for electricity, water, or sewer meet all appropriate local and state health codes.	_____	_____
10. Each family site is located within 300 feet of a sanitary toilet facility.	_____	_____
11. Shelter is available for program activities during inclement weather.	_____	_____

Optional

12. If swimming is available, facilities meet county and state health standards. Scouting America safety guidelines for Safe Swim Defense are followed. ☐ N/A	_____	_____
13. Recreational vehicle sites are available.	_____	_____
14. Group campsite areas are available.	_____	_____
15. Clean and warm showers are available for all campers.	_____	_____
16. Sufficient picnic tables are available.	_____	_____
17. A permanent charcoal cooking station is available at each camping site.	_____	_____
18. An open area is available for group games and other recreational activities.	_____	_____
19. Well-marked and easy-to-follow trails are available.	_____	_____
20. Playground equipment is available and in good repair.	_____	_____

Additional Opportunities

List any items of interest, historical sites, etc., that are inside or near the campsites.

List alternate plans for any amenities that received a "no" response. A "no" response does not eliminate this location.

Site appraisal requested by: _____ Date: _____

Site appraised by: _____ Date: _____

Council contact: _____ Phone: _____

Site appraisal expires (date): _____ (This is two years from the date of review.)



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Appendix A-2: Campsite Safety Checklist

Campout Safety Checklist

Campout Description: _____

Campout Dates: _____ Campout Location: _____

Unit Single Point of Contact (not a participant in the campout)

Name: _____ Cell: _____ Email: _____

The following checklist provides guidance on safety issues that you may encounter at a Scouting campout. Along with the *Guide to Safe Scouting*, this tool will help you in having conversations with both Scouts and adult leaders on identifying risks that need to be mitigated or eliminated.

Documentation Needed

General (common for nearly all outings)

- ☐ [Guide to Safe Scouting](#)
- ☐ [Permission slips](#)
- ☐ [Medical records](#)
- ☐ Maps of campsite
- ☐ Maps to and from campsite
- ☐ Other _____

Specialized (less common)

- ☐ Float plan
- ☐ [Flying Plan Checklist](#)

Training

[General](#) (needed for nearly all programs)

- ☐ Youth Protection Training
- ☐ Hazardous weather
- ☐ First aid/CPR
- ☐ Drivers/[Risk Zone](#)
- ☐ Safe Swim Defense
- ☐ Safety Afloat
- ☐ BALOO

Program or Activity Specific
(Boy Scouts and Venturers)

- ☐ [Wilderness First Aid](#)
- ☐ [Climb On Safely](#)
- ☐ Trek Safely
- ☐ NRA instructor
- ☐ Range safety officer
- ☐ Other _____

Planning (Has the following been confirmed?)

- ☐ Weather conditions
- ☐ Route conditions
- ☐ Drivers licensed
- ☐ Drivers insured
- ☐ [BSA swim check](#)
- ☐ [Service project guidelines](#)
- ☐ Other _____

Equipment (If the following equipment will be used, is it in good order/inspected?)

- ☐ Trailer
- ☐ [Personal vehicles](#)
- ☐ First aid kit
- ☐ Fire extinguisher
- ☐ Tools
- ☐ Road emergency kit
- ☐ Other _____

Emergency Planning (Are plans in place for the following?)

- ☐ Local police/fire/EMS
- ☐ Local hospital
- ☐ Lightning
- ☐ Severe weather
- ☐ Lost Scout
- ☐ Active shooter
- ☐ Other _____

Program (Have the following program areas been addressed?)

- ☐ [Age-appropriate activities](#)
- ☐ Adult supervision
- ☐ Safety equipment
- ☐ [Hazards identified and discussed](#)
- ☐ Other _____

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https://filestore.scouting.org/filestore/HealthSafety/pdf/campout_checklist.pdf

Appendix A-3: Leadership Requirements for Trips and Outings

Adult Supervision

Two registered adult leaders 21 years of age or over are required at all Scouting activities, including all meetings. There must be a registered female adult leader 21 years of age or over in every unit serving females. A registered female adult leader 21 years of age or over must be present for any activity involving female youth or female adult program participants.

Notwithstanding the minimum leader requirements, age and program-appropriate supervision must always be provided.

All adults staying overnight in connection with a Scouting activity must be currently registered as an adult volunteer or an adult program participant. Adult volunteers must register in the position(s) they are serving in. Registration as a merit badge counselor position does not meet this requirement. See [FAQ](#) for list of approved adult registration fee required positions. *Limited exception below for Cub Scout overnight Programs.*

Cub Scout Programs – Overnight Exception: Cub Scout parents or legal guardians taking part in an overnight Cub Scout program with their own child or legal ward are not required to register as leaders. All adults must review the "[How to Protect your Children from Child Abuse: A Parent's Guide](#)" that can be found in the front of each Cub Scout Handbook. In addition, the parent or legal guardian must be accompanied by a registered leader at any time they are with youth members other than their own child/ward. All other overnight adults must be currently registered in an adult fee required position.

One-on-one contact between adult leaders and youth members is prohibited both inside and outside of Scouting.

- In situations requiring a personal conference, the meeting is to be conducted with the knowledge and in view of other adults and/or youth.
- Private online communications (texting, phone calls, chat, IM, etc.) must include another registered leader or parent.
- Communication by way of social media (Facebook, Snapchat, etc.) must include another registered leader or parent.

Discipline must be constructive.

- Discipline must reflect Scouting's values.
- Corporal punishment is never permitted.
- Disciplinary activities involving isolation, humiliation, or ridicule are also prohibited.

<https://www.scouting.org/health-and-safety/gss/gss01/>

Appendix A-4: Cub Scout Outdoor FAQ

1. Can Cub Scouts go camping?

Yes! Cub Scouts can participate in **pack overnights** and **Webelos/Arrow of Light den or patrol campouts**, but only if a **BALOO-trained adult** is present. Den-level camping is only allowed for Webelos and Arrow of Light.

2. What is BALOO and why is it required?

BALOO (Basic Adult Leader Outdoor Orientation) is a required training course for at least one adult leader on any Cub Scout overnight activity. It ensures leaders understand safety, planning, and age-appropriate outdoor programming.

3. What gear does my Cub Scout need?

Cub Scouts should bring the **Cub Scout Six Essentials**:

- Filled water bottle
- First-aid kit
- Flashlight
- Trail food
- Sun protection
- Whistle

For overnight trips, add:

- Tent
- Sleeping bag and pad
- Mess kit
- Weather-appropriate clothing
- Personal hygiene items

Refer to the **Gear Selection** section in the BALOO guide for more details.

4. What if my family doesn't own camping gear?

No problem! Many packs:

- Borrow gear from other families or local Scouts BSA troops.
- Use thrift stores or consignment shops.
- Rent gear from outdoor retailers.

No family should be excluded due to lack of gear.

5. Can my child attend without me?

Only if **Youth Protection guidelines** are followed. A Cub Scout **cannot share a tent with an adult who is not their parent or legal guardian**. If another family is bringing your child, they must sleep in a separate tent with other youth.

6. How do we choose a campsite?

Cub Scout camping must occur at **Council- or District-approved sites**. These sites are evaluated for safety, amenities, and suitability for Cub-age youth. Ask your pack leader for the approved list and how to request new site evaluations.

7. What safety measures are in place?

Scouting uses the **SAFE model**:

- **Supervision** by trained adults
- **Assessment** of risks
- **Fitness** and skill checks
- **Equipment** and environmental monitoring

All participants must submit a **BSA Annual Health and Medical Record (AHMR)**.

8. What about food and cooking?

Meals are planned to be simple, nutritious, and allergy-aware. Cooking is done by adults or under supervision. Sanitation is emphasized to prevent illness.

9. Can Cub Scouts swim or do water activities?

Yes, but only under **Safe Swim Defense** and **Safety Afloat** guidelines. Activities must be age-appropriate, supervised by trained adults, and follow strict safety protocols.

10. What if my child has medical needs or allergies?

Leaders review AHMR forms and follow **Medication Use in Scouting** guidelines. Parents should provide medications and instructions. Food allergies are considered in meal planning.

11. Are religious services part of camping?

Yes, optional **inter-religious services** may be offered. Scouts are encouraged to show reverence and duty to God in their own way. Prayers, inspirational thoughts, and moments of reflection are common.

12. What activities will my child do?

Cub Scout campouts include:

- Nature hikes
- Campfire programs
- Games
- Knot tying
- Cooking
- Outdoor ethics
- Ceremonies
- Optional aquatics or geocaching

All activities are **age-appropriate** and designed to be fun and safe.

Appendix A-5: Transportation Plan Template



Transportation Checklist

The safety of our Scouts, volunteers, employees, and communities is our top priority. This two part SAFE Transportation Checklist and Pre-Trip Transporting Inspection is designed to help you manage the risks associated with transporting Scouts.

Date: _____ Destination: _____

Supervision—Youth are supervised by qualified and trustworthy adults who set the example for safety.

- ☐ Two-deep leadership for duration of trip

Assessment—Activities are assessed for risk during planning.

- ☐ Route is planned.
- ☐ Passenger list is planned for trip, both to and from destination.
- ☐ Breaks are planned.
- ☐ Drive time is no more than 10 hours within a 24-hour period.
- ☐ Meets or exceeds vehicle liability insurance minimums.
- ☐ Passengers have seats with factory-installed seat belts.
- ☐ Weather/environment contingencies and communications are planned.
- ☐ If operating a 15-passenger van, manufacture date is after 2005.

Fitness and Skills—Leaders have prerequisite fitness and skill to operate vehicle.

- ☐ Driver [Annual Health and Medical Records](#) are reviewed.
- ☐ Driver is an adult, age 18 or over.
- ☐ Driver has a valid driver's license, a commercial license if applicable.
- ☐ Driver understands expectation to follow all applicable traffic laws.
- ☐ Driver is rested and not fatigued.
- ☐ Driver meets training requirements to operating vehicle.

Equipment and Environment—Safe and appropriate vehicle for Scouting trip. Leaders inspect vehicles and monitor the environment for changing conditions.

- ☐ Vehicle inspection completed.
- ☐ Tires on each vehicle are no more than 6 years old.
- ☐ Weather forecast and conditions.
- ☐ Communication plan.

If there are any incidents:

1. Take care of the injured/find a safe place.
 2. Preserve and document the evidence. Take photos if appropriate.
 3. Immediately complete an incident report and notify your local council.
- For more information, go to www.scouting.org/health-and-safety/incident-report/.

Resources

Guide to Safe Scouting: <https://www.scouting.org/health-and-safety/gss/>

SAFE: <https://www.scouting.org/health-and-safety/safe/>



Pre-Trip Transportation Inspection

Motor vehicles used to transport Scouts must complete Pre-Trip Transportation Inspection before travel for each driver and vehicle. This includes correcting all deficiencies. Make copies for additional drivers and vehicles.

Driver's Information

Driver's License Number: _____ Driver's Phone Number: _____

Vehicle Information

Make and Model: _____ Year: _____

☐ Inspection Current ☐ Registration Current ☐ Insurance Current ☐ Vehicle Inspection

Vehicle Inspection

Visual Inspection

- ☐ Cleanliness
- ☐ Fluid Leaks
- ☐ Loose Parts

Light Inspection

- ☐ Headlights
- ☐ Brake Lights
- ☐ Turn Signals
- ☐ Emergency Flasher

Driver Adjustments

- ☐ Pedals
- ☐ Steering Wheel
- ☐ Mirrors

Engine Inspection

- ☐ Oil
- ☐ Radiator
- ☐ Battery
- ☐ Exhaust

Operational Test

- ☐ Defrost
- ☐ Horn
- ☐ Brakes

Tire Inspection

- ☐ Tire Pressure
- ☐ Uneven Wear
- ☐ Tread Depth
- ☐ Spare Tire

Trailer Inspection

Trailer Gross Vehicle Weight: _____ Trailer Tongue Weight: _____

Vehicle Towing Capacity: _____ Vehicle Max Tongue Weight: _____

- ☐ Vehicle has capacity to pull trailer?
- ☐ Trailer overall visual inspection?
- ☐ Towing ball correct size?
- ☐ Safety chains connected?
- ☐ Trailer breakaway connected?
- ☐ Lights properly working, including taillights, clearance lights, brake lights, directional signals, hazard lights, reflectors?
- ☐ Tire inspection, including spare?
- ☐ Trailer's load is properly secured?

Commercial Driver's License (CDL)

- ☐ Driver meets CDL requirements, including valid CDL, medical card, and drug testing program?
- ☐ Vehicle meets all federal and state CDL requirements, including IFTA and electronic trip logs?
- ☐ Pro-Trip vehicle walk-around complete by CDL standards?

Emergency

- ☐ Passengers have seats with factory installed seat belts?
- ☐ Triangle reflectors and flares?
- ☐ First-aid kit and fire extinguisher?
- ☐ Emergency water, food, blankets?
- ☐ Incident reporting forms?
- ☐ Form of communication?

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<https://filestore.scouting.org/filestore/pdf/680-696%2821%29-SAFE-Transportation-Checklist-FPO3-5172021.pdf>

Appendix A-6: Annual Health and Medical Record (AHMR)

A

Part A: Informed Consent, Release Agreement, and Authorization

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Informed Consent, Release Agreement, and Authorization

I understand that participation in Scouting activities involves the risk of personal injury, including death, due to the physical, mental, and emotional challenges in the activities offered. Information about those activities may be obtained from the venue, activity coordinators, or your local council. I also understand that participation in these activities is entirely voluntary and requires participants to follow instructions and abide by all applicable rules and the standards of conduct.

In case of an emergency involving me or my child, I understand that efforts will be made to contact the individual listed as the emergency contact person by the medical provider and/or adult leader. In the event that this person cannot be reached, permission is hereby given to the medical provider selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for me or my child. Medical providers are authorized to disclose protected health information to the adult in charge, camp medical staff, camp management, and/or any physician or health-care provider involved in providing medical care to the participant. Protected Health Information/Confidential Health Information (PHI/CHI) under the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. §§160.103, 164.501, etc. seq., as amended from time to time, includes examination findings, test results, and treatment provided for purposes of medical evaluation of the participant, follow-up and communication with the participant's parents or guardian, and/or determination of the participant's ability to continue in the program activities.

(If applicable) I have carefully considered the risk involved and hereby give my informed consent for my child to participate in all activities offered in the program. I further authorize the sharing of the information on this form with any BSA volunteers or professionals who need to know of medical conditions that may require special consideration in conducting Scouting activities.

With appreciation of the dangers and risks associated with programs and activities, on my own behalf and/or on behalf of my child, I hereby fully and completely release and waive any and all claims for personal injury, death, or loss that may arise against the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with any program or activity.

I also hereby assign and grant to the local council and the Boy Scouts of America, as well as their authorized representatives, the right and permission to use and publish the photographs/film/videotapes/electronic representations and/or sound recordings made of me or my child at all Scouting activities, and I hereby release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication. I further authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs/film/videotapes/electronic representations and/or sound recordings without limitation at the discretion of the BSA, and I specifically waive any right to any compensation I may have for any of the foregoing.

Every person who furnishes any BB device to any minor, without the express or implied permission of the parent or legal guardian of the minor, is guilty of a misdemeanor. (California Penal Code Section 19915[a]) My signature below on this form indicates my permission.

I give permission for my child to use a BB device. (Note: Not all events will include BB devices.)

☐ Checking this box indicates you DO NOT want your child to use a BB device.



NOTE: Due to the nature of programs and activities, the Boy Scouts of America and local councils cannot continually monitor compliance of program participants or any limitations imposed upon them by parents or medical providers. However, so that leaders can be as familiar as possible with any limitations, list any restrictions imposed on a child participant in connection with programs or activities below.

List participant restrictions, if any: _____

☐ None

I understand that, if any information I/we have provided is found to be inaccurate, it may limit and/or eliminate the opportunity for participation in any event or activity. If I am participating at Philmont Scout Ranch, Philmont Training Center, Northern Tier, Sea Base, or the Summit Bechtel Reserve, I have also read and understand the supplemental risk advisories, including height and weight requirements and restrictions, and understand that the participant will not be allowed to participate in applicable high-adventure programs if those requirements are not met. The participant has permission to engage in all high-adventure activities described, except as specifically noted by me or the health-care provider. If the participant is under the age of 18, a parent or guardian's signature is required.

Participant's signature: _____ Date: _____

Parent/guardian signature for youth: _____ Date: _____

(If participant is under the age of 18)

Complete this section for youth participants only:

Adults Authorized to Take Youth to and From Events:

You must designate at least one adult. Please include a phone number.

Name: _____

Name: _____

Phone: _____

Phone: _____

Adults **NOT** Authorized to Take Youth to and From Events:

Name: _____

Name: _____

Phone: _____

Phone: _____



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680-001
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Part B1: General Information/Health History

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Age: _____ Gender: _____ Height (inches): _____ Weight (lbs.): _____

Address: _____

City: _____ State: _____ ZIP code: _____ Phone: _____

Unit leader: _____ Unit leader's mobile #: _____

Council Name/No.: _____ Unit No.: _____

Health/Accident Insurance Company: _____ Policy No.: _____

 Please attach a photocopy of both sides of the insurance card. If you do not have medical insurance, enter "none" above.

In case of emergency, notify the person below:

Name: _____ Relationship: _____

Address: _____ Home phone: _____ Other phone: _____

Alternate contact name: _____ Alternate's phone: _____

Health History

Do you currently have or have you ever been treated for any of the following?

Yes	No	Condition	Explain
☐	☐	Diabetes	Last HbA1c percentage and date: _____ Insulin pump: Yes ☐ No ☐
☐	☐	Hypertension (high blood pressure)	
☐	☐	Adult or congenital heart disease/heart attack/chest pain (angina)/heart murmur/coronary artery disease. Any heart surgery or procedure. Explain all "yes" answers.	
☐	☐	Family history of heart disease or any sudden heart-related death of a family member before age 50.	
☐	☐	Stroke/TIA	
☐	☐	Asthma/reactive airway disease	Last attack date: _____
☐	☐	Lung/respiratory disease	
☐	☐	COPD	
☐	☐	Ear/eyes/nose/sinus problems	
☐	☐	Muscular/skeletal condition/muscle or bone issues	
☐	☐	Head injury/concussion/TBI	
☐	☐	Altitude sickness	
☐	☐	Psychiatric/psychological or emotional difficulties	
☐	☐	Neurological/behavioral disorders	
☐	☐	Blood disorders/sickle cell disease	
☐	☐	Fainting spells and dizziness	
☐	☐	Kidney disease	
☐	☐	Seizures or epilepsy	Last seizure date: _____
☐	☐	Abdominal/stomach/digestive problems	
☐	☐	Thyroid disease	
☐	☐	Skin issues	
☐	☐	Obstructive sleep apnea/sleep disorders	CPAP: Yes ☐ No ☐
☐	☐	List all surgeries and hospitalizations	Last surgery date: _____
☐	☐	List any other medical conditions not covered above	



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B2

Part B2: General Information/Health History

Full name: _____

Date of birth: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Allergies/Medications

DO YOU USE AN EPINEPHRINE
AUTOINJECTOR? Exp. date (if yes) _____ ☐ YES ☐ NO

DO YOU USE AN ASTHMA RESCUE
INHALER? Exp. date (if yes) _____ ☐ YES ☐ NO

Are you allergic to or do you have any adverse reaction to any of the following?

Yes	No	Allergies or Reactions	Explain	Yes	No	Allergies or Reactions	Explain
☐	☐	Medication		☐	☐	Plants	
☐	☐	Food		☐	☐	Insect bites/stings	

List all medications currently used, including any over-the-counter medications.

☐ Check here if no medications are routinely taken. ☐ If additional space is needed, please list on a separate sheet and attach.

Medication	Dose	Frequency	Reason

☐ YES ☐ NO Non-prescription medication administration is authorized with these exceptions: _____

Administration of the above medications is approved for youth by: _____

Parent/guardian signature

MD/DO, NP, or PA signature (if your state requires signature)

 Bring enough medications in sufficient quantities and in the original containers. Make sure that they are NOT expired, including inhalers and EpiPens. You SHOULD NOT STOP taking any maintenance medication unless instructed to do so by your doctor.

Immunization

The following immunizations are recommended. Tetanus immunization is required and must have been received within the last 10 years. If you had the disease, check the disease column and list the date. If immunized, check yes and provide the year received.

Yes	No	Had Disease	Immunization	Date(s)
☐	☐		Tetanus	
☐	☐		Pertussis	
☐	☐		Diphtheria	
☐	☐		Measles/mumps/rubella	
☐	☐		Polio	
☐	☐		Chicken Pox	
☐	☐		Hepatitis A	
☐	☐		Hepatitis B	
☐	☐		Meningitis	
☐	☐		Influenza	
☐	☐		Other (i.e., Hib)	
☐	☐		Exemption to immunizations (form required)	

Please list any additional information about your medical history:

DO NOT WRITE IN THIS BOX.
Review for camp or special activity.

Reviewed by: _____

Date: _____

Further approval required: ☐ Yes ☐ No

Reason: _____

Approved by: _____

Date: _____



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Appendix A-7: General Fire Safety Rules

Campfire Safety



SUMMARY

Who doesn't love a glowing campfire at the end of the day? However, to make sure it won't be your tent that burns, let's look at some good fire safety practices.

GENERAL INFORMATION

Handbooks for each program have useful tips for campfires. Here are a few highlights:

Environmental conditions

- Leaders should understand the local campfire regulations or requirements.
- Beware of current fire conditions, especially if it has been dry and windy. Check for any active burn ban.
- Consider wind direction and projected size of fire before starting.

Maintain your campsite

- Use an established campfire ring, if available, and keep your campfire size appropriate.
- Be sure your fire is a minimum of 15 feet from tents, shrubs, trees or other flammable objects. Always check for low-hanging branches above the fire.
- Store matches, lighters, and items used as fire starters in a secure waterproof box or bag outside of your tent. In bear country store away from your campsite.

Additives and Fire Extinguishing

- Additives to the fire are **prohibited**. This includes chemicals, accelerants, color-changers, and other flame-enhancing products like Magical Flames™.
- Avoid cooking over a fire where chemicals or additives have been previously used.
- Always extinguish campfires properly. Ensure campfires are completely cold-out. Do a test on cooled ash for any sign of heat before you consider the fire extinguished.

Emergency Response

- Never leave a campfire unattended. Prepare a unit fireguard, and practice it.
- Always have a shovel/rake and water or other extinguishing materials handy.
- Be prepared to respond to burns or someone on fire with "Stop, drop, and roll."

<https://www.scouting.org/health-and-safety/safety-moments/camp-fire-safety/>

Appendix A-8: SAFE Checklist



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.

SUPERVISION

Youth are supervised by qualified and trustworthy adults who set the example for safety.

- Accepting responsibility for the well-being and safety of youth under their care.
- Ensuring that adults are adequately trained, experienced, and skilled to lead the activity, including the ability to prevent and respond to likely problems and potential emergencies.
- Knowing and delivering the program of the Boy Scouts of America with integrity.
- Using qualified instructors, guides, or safety personnel as needed to provide additional guidance.
- Maintaining engagement with participants during activities to ensure compliance with established rules and procedures.

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.

- Predetermining what guidance and standards are typically applied to the activity, including those specific to the Boy Scouts of America program.
- Planning for safe travel to and from the activity site.
- Validating the activity is age-appropriate for the Boy Scouts of America program level.
- Determining whether the unit has sufficient training, resources, and experience to meet the identified standards and, if not, modifying the activity accordingly.
- Developing contingency plans for changes in weather and environment and arranging for communication with participants, parents, and emergency services.

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 safely.

- Confirming the activity is right for the age, maturity, and physical abilities of participants.
- Considering as risk factors temporary or chronic health conditions of participants.
- Validating minimum skill requirements identified during planning and ensuring participants stay within the limits of their abilities.
- Providing training to participants with limited skills and assessing their skills before they attempt more advanced skills.

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.

- Confirming participants' clothing is appropriate for expected temperatures, sun exposure, weather events, and terrain.
- Providing equipment that is appropriately sized for participants, is in good repair, and is used properly.
- Ensuring personal and group safety equipment is available, properly fitted, and used consistently and in accordance with training.
- Reviewing the activity area for suitability during planning and immediately before use, and monitoring the area during the activity through supervision.
- Adjusting the activity for changing conditions or ending it if safety cannot be maintained.

680-114
May 2021 Revision

Appendix A-9: Scouter Code of Conduct

BOY SCOUTS OF AMERICA SCOUTER CODE OF CONDUCT

On my honor, I promise to do my best to comply with this Boy Scouts of America Scouter Code of Conduct while serving in my capacity as an adult leader:

1. I have completed or will complete my registration with the Boy Scouts of America, answering all questions truthfully and honestly.
2. I will do my best to live up to the Scout Oath and Scout Law, obey all laws, and hold others in Scouting accountable to those standards. I will exercise sound judgment and demonstrate good leadership and use the Scouting program for its intended purpose consistent with the mission of the Boy Scouts of America.
3. I will make the protection of youth a personal priority. I will complete and remain current with Youth Protection training requirements. I will be familiar with and follow:
 - BSA Youth Protection policies and guidelines, including mandatory reporting: www.scouting.org/training/youth-protection/
 - *The Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss
 - SAFE: www.scouting.org/health-and-safety/safe/
4. When transporting youth, I will obey all laws, comply with Youth Protection guidelines, and follow safe driving practices.
5. I will respect and abide by the Rules and Regulations of the Boy Scouts of America, BSA policies, and BSA-provided training, including but not limited to those relating to:
 - Unauthorized fundraising activities
 - Advocacy on social and political issues, including prohibited use of the BSA uniform and brand
 - Bullying, hazing, harassment, and unlawful discrimination of any kind
6. I will not discuss or engage in any form of sexual conduct while engaged in Scouting activities. I will refer youth with questions regarding these topics to talk to their parents or spiritual advisor.
7. I confirm that I have fully disclosed and will disclose in the future any of the following:
 - Any criminal suspicion, charges, or convictions of a crime or offense involving abuse, violence, sexual misconduct, or any misconduct involving minors or juveniles
 - Any investigation or court order involving domestic violence, child abuse, or similar matter
 - Any criminal charges or convictions for offenses involving controlled substances, driving while intoxicated, firearms, or dangerous weapons
8. I will not possess, distribute, transport, consume, or use any of the following items prohibited by law or in violation of any Scouting rules, regulations, and policies:
 - Alcoholic beverages or controlled substances, including marijuana
 - Concealed or unconcealed firearms, fireworks, or explosives
 - Pornography or materials containing words or images inconsistent with Scouting values
9. If I am taking prescription medications with the potential of impairing my functioning or judgment, I will not engage in activities that would put youth at risk, including driving or operating equipment.
10. I will take steps to prevent or report any violation of this code of conduct by others in connection with Scouting activities.

680-104
March 2021 Revision

Appendix A-10: Medication Use in Scouting

Medication Use in Scouting

The following guidance from the Boy Scouts of America on medication use in BSA-related activities has been developed for youth, parents or guardians, and adult leaders. Planning and preparation are key components.

The BSA's guiding principles for the safe use of medications include:

- All medication is the responsibility of either the individual taking the medication or that individual's parent or guardian.
- An adult leader, after obtaining all the necessary information and permission, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but the BSA does not mandate or necessarily encourage the leader to do so.
- BSA council camps may have their own standards and policies regarding the administration of medications.
- State or local laws that are more limiting than camp policies supersede any BSA guidance and must be followed.

Guidance—Eight Elements of Safe Medication Use

1. Annual Health and Medical Record

- All participants in the BSA are required to complete an [Annual Health and Medical Record \(AHMR\)](#).
- Participants must be candid when listing their medications in the Health History section in Part B of the AHMR. No medications should be kept secret.
- A parent or guardian completing the form may authorize the administration of over-the-counter (nonprescription) medications.
- In addition to the parent or guardian signature, some Scouting areas may require a signature from your health-care provider to permit over-the-counter medications to be given. Check with the camp you are attending for its requirements.

2. Plan

- Parents are cautioned against using a BSA event as a "drug holiday" by suspending administration of medications taken regularly by their youth member unless there are specific instructions from a health-care provider.
- Before the event and before an adult leader becomes involved in medication management for any youth member, the youth, the parent or guardian, and the adult leader should have a pre-event discussion that includes the reason for use and specifies the medication(s) that will be self-administered or kept by the youth member.
- Plans may be simple or more complex based on the length of the outing, the maturity of the youth, and the complexity of the medications being taken.
- Plans may include agreement on the participant's competency to self-administer; how the medicine will be accounted for; the quantity, labeling, and storage of the medication; and the protocol for emergency situations.
- All information on administration, including any specialized equipment or medication (e.g., insulin injections, insulin pumps, and emergency medications) should be provided to leaders.
- Special arrangements may be needed for events such as Order of the Arrow weekends, jamborees, Scouting contingents, and other events not unit-based.

3. Supervision of Medication Administration

- Based on agreement that includes the degree of the individual's capacity for self-care, a decision is made on who is responsible for supervising the administration of the medication.
- The youth participant with the agreed-upon capacity for self-care may be the best person to manage their own medication.
- For the youth participant who is self-administering medication, there should be agreement on the method of supervision.
- A parent or guardian who is present should assume responsibility.
- If a parent or guardian isn't available during the event, a willing adult leader may take responsibility for medication administration to any youth who cannot self-administer the medication.
- The identified leader must be informed by the youth and the parent or guardian about any special circumstances.
- Special care must be given by the responsible adult to correctly identify the youth with assurance that the right medication is being administered at the right time in the right amount.
- A process should be developed for the possibility of having to hand off the responsibility to another adult (e.g., a leader rotates home or must leave due to an emergency).
- No adult leader should assume the responsibility unwillingly.

4. Labeling

- Medication sent on an outing should preferably be in its original container and labeled with the name of the participant, medication, dose and strength, prescribing health-care provider's name, date of prescription, current instructions for use, special storage, etc.
- If a prescription label is missing or placed on an external package, the internal item (such as a tube or inhaler) should be, at a minimum, labeled with the participant's name, name of the medication, and directions for use.

5. Storage

- Medications must be stored securely, either under lock and key (e.g., a locking bank bag) or direct observation.
- Security is especially important for controlled substances.
- Most medications should be kept by an adult with some or full control of the process. (See "6. Emergency Medication" below for an exception for the youth participant.)
- Special medication storage requirements by the manufacturer, such as protection from light or the need for refrigeration, should be discussed during the planning stage. Storage containers or coolers should be provided by the parent or guardian if possible.
- To protect the medications, be sensitive to providing storage for medications in a controlled environment, e.g., avoiding a hot car or an environment where liquid medications might freeze.

6. Emergency Medication

- Medications that may be needed for an emergency or on an urgent basis may be carried by the youth participant. A buddy or the responsible adult should be sure the youth has the emergency medication.
- The youth participant must notify the adult leader immediately upon self-administering the emergency medication.
- In many cases, an evaluation or further treatment by a health-care provider may be needed after the use of some emergency medications, e.g., epinephrine, even if the youth member feels OK. It may also be necessary to obtain an additional supply if no additional doses are available.
- Planning should address how emergency medication will be administered and include how to develop the adult leader's comfort in assisting the youth if necessary.
- The parent or guardian should be notified of the use of an emergency medication.

7. Nonprescription/Over-the-Counter Medication

- Those nonprescription medications taken routinely or authorized for giving should be listed on the AHMR.
- Nonprescription medications may be kept by youth with the capacity to self-medicate.
- Limited supplies of similar medication (use approved by parent) may be kept by the adult leader.

8. Accountability

- The pre-event discussion should include an agreement between the parent or guardian, leader, and participant on some method of keeping track of medication administration.
- Accountability could range from none—although this may not be the best practice—to the use of the Routine Drug Administration Record form (see "Resources" below).
- No specific form or process is mandated, but some approach is encouraged.

Resources

- BSA Annual Health and Medical Record: www.scouting.org/health-and-safety/ahmr/
- Scouting Safely: www.scouting.org/health-and-safety/
- *Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss/
- Routine Drug Administration Record: www.scouting.org/health-and-safety/forms/

First-Aid Supplies and Skills

You cannot render first aid if you do not have the tools and supplies necessary to treat an injured or ill person. A well-stocked first-aid kit is an essential item for all first-aiders. Equally important is learning and practicing difficult first-aid skills such as how to safely transport an ill person or an accident victim.

Personal First-Aid Kit

Carrying a few first-aid items on hikes and campouts will allow you to treat scratches, blisters, and other minor injuries and to provide initial care for more serious emergencies. You should be able to fit everything in a resealable plastic bag. Always take your personal first-aid kit when you set out on a Scout adventure. Your kit should include as a minimum the following:

- ☐ Adhesive bandages (6)
- ☐ Sterile gauze pads, 3-by-3-inch (2)
- ☐ Adhesive tape (1 small roll)
- ☐ Moleskin, 3-by-6-inch (1)
- ☐ Soap (1 small bar) or alcohol-based hand sanitizing gel (1 travel size bottle)
- ☐ Triple antibiotic ointment (1 small tube)
- ☐ Scissors (1 pair)
- ☐ Nonlatex disposable gloves (1 pair)
- ☐ CPR breathing barrier (1)
- ☐ Pencil and paper



FIRST AID

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https://filestore.scouting.org/filestore/pdf/first_aid_supplies_skills.pdf

Appendix A-12: AHMR FAQs

Frequently Asked Questions Concerning the Annual Health and Medical Record

AHMR Purpose

- ▶ Q. Why does Scouting America require all participants to have an Annual Health and Medical Record?
- ▶ Q. Where can I find the Annual Health and Medical Record?
- ▶ Q. Can the AHMR form be modified?
- ▶ Q. Can I use another medical exam, such as a school sports exam, and attach it to the Annual Health and Medical Record?
- ▶ Q. Does Wood Badge OR National Youth Leadership Training (NYLT) require Part C, the pre-participation physical?

AHMR Requirements

- ▶ Q. Who needs to complete an Annual Health and Medical Record?
- ▶ Q. What is meant by "Annual"?
- ▶ Q. What should I do if the participant's health status changes between the time he/she has the physical exam and the activity occurs?
- ▶ Q. What do I do if the medications listed on the form change between the pre-participation physical and the Scouting event?
- ▶ Q. Our camp is at least 30 minutes from the local hospital by ambulance or EMS. Does this mean that we automatically have to meet the height/weight requirements for all activities at the camp?
- ▶ Q. What does it mean by "adults authorized to take youth to and from events"?

<https://www.scouting.org/health-and-safety/ahmr/medical-formfaqs/>

Appendix A-16: Policy On the Use of Chemical Fuels

Chemical Fuels and Equipment

Purpose

This policy directs Scouting America members how to safely store, handle, and use chemical fuels and equipment. Safety and environmental awareness concerns have persuaded many campers to move away from traditional outdoor campfires in favor of chemical-fueled equipment used for cooking, heating, and lighting. Be aware that chemical fuels and equipment create very different hazards than traditional wood, charcoal, and other solid fuels; this policy defines how to address those hazards.

Before any chemical fuels or chemical-fueled equipment is used, an adult knowledgeable about chemical fuels and equipment, including regulatory requirements, should resolve any hazards not specifically addressed within this policy.

Definitions

Chemical fuels—Liquid, gaseous, or gelled fuels.

Approved chemical-fueled equipment—Commercially manufactured equipment, including stoves, grills, burners, heaters, and lanterns that are designed to be used with chemical fuels.

Prohibited chemical-fueled equipment—Equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use. Examples include alcohol-burning "can" stoves, smudge pots, improperly installed heaters, and propane burners with their regulators removed.

Recommended chemical fuels—White gas (Coleman fuel); kerosene; liquefied petroleum gas fuels, including propane, butane, and isobutane; vegetable oil fuels; biodiesel fuel; and commercially prepared gelled-alcohol fuel in original containers.

Chemical fuels not recommended—Unleaded gasoline; liquid alcohol fuels, including isopropyl alcohol, denatured ethyl alcohol, and ethanol; and other flammable chemicals that are not in accordance with the manufacturer's instructions for chemical-fueled equipment.

Storing, Handling, and Using Chemical Fuels and Equipment

An adult knowledgeable about chemical fuels and equipment should always supervise youths involved in the storage, handling, and use of chemical fuels and equipment.

Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.

Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.

No flames in tents. This includes burning any solid, liquid, gel, or gas fuel—including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.

Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.

During transport and storage, properly secure chemical fuel containers in an upright, vertical position.

<https://www.scouting.org/health-and-safety/gss/gss06/>

Appendix CD-1: Course Director Checklist

BALOO Course Director Responsibilities Checklist

Pre-Course Planning

- Review the **BALOO Course Directors Facilitator Guide** and ensure all content aligns with national standards.
- Confirm completion of **BALOO online training** (every 2 years) for all staff.
- Select and recruit qualified **staff instructors** who:
 - Have completed BALOO.
 - Can teach to the syllabus level.
 - Avoid “gear shows” or overcomplicating content.
- Coordinate with **Council/District Training Committee** and **Short-Term Camp Administrator** to meet NCAP standards.
- Secure a **training location** with:
 - Indoor classroom space.
 - Outdoor camping and activity areas.
 - Adequate restrooms and water access.
- Obtain necessary **permits** (e.g., fire permits).
- Prepare and distribute the **BALOO Training Gear List** to participants.

Course Setup

- Ensure all **physical arrangements** are complete:
 - Tables, chairs, AV equipment, flags, signage.
 - Outdoor areas for round robins, campfire, cooking.
- Prepare **registration materials**:
 - Name tags, den assignments, AHMR collection, handouts.
- Organize **gathering-time activities**
- Assign **camping areas by den** and assist with setup.

Course Delivery

- Conduct a **timely and engaging Opening Assembly**:
 - Flag ceremony.
 - Welcome message and staff introductions.
 - Safety Moment.
 - BALOO meaning and expectations.
- Monitor **time management** throughout the course:
 - Assign a timekeeper.
 - Avoid “war stories” and off-topic tangents.
- Ensure **hands-on learning** in round-robin sessions.
- Use **Safety Moments** throughout the day.
- Confirm **meal planning and cooking** logistics are in place.
- Lead or delegate a **model campfire program**.
- Facilitate **inter-religious service** if applicable.

Appendix & Handouts

- Distribute or provide access to all **appendix materials**.
- Ensure links are **current and functional**.
- Include **local council handouts** (e.g., approved campsite list, site approval process).

Post-Course Wrap-Up

- Conduct a **graduation ceremony**:
 - Present certificates.
 - Recognize staff contributions.
 - Share inspirational closing thought or song.
- Collect and review **participant evaluations**.
- Submit **training records** per council/district procedures.
- Clean and reset the training site.
- Debrief with staff and document feedback for future improvements.

Appendix CD-2: Staff Selection Guide

BALOO Staff Selection Guide

Purpose

To ensure the BALOO training team is composed of qualified, enthusiastic, and supportive individuals who can deliver a consistent, nationally aligned outdoor training experience for Cub Scout leaders.

Staff Qualifications

All BALOO staff members **must**:

- Be **BALOO-trained** (completed both online and in-person components).
- Be **registered adult leaders** in Scouting America.
- Have completed **Safeguarding Youth Training**.
- Be familiar with the **Guide to Safe Scouting** and **Age-Appropriate Guidelines**.
- Understand and support **Scouting's Outdoor Ethics** and **Leave No Trace principles**.

Knowledge & Skills

Staff should be selected based on their ability to teach specific sessions. Ideal candidates:

- Have **subject matter expertise** in their assigned topic (e.g., gear selection, fire safety, knot tying).
- Can teach to the **entry-level skill level** required by the syllabus.
- Are comfortable with **hands-on instruction** and **demonstration-based learning**.
- Are able to **adapt content** to local conditions while maintaining national standards.

Attitude & Approach

Staff members must:

- Be **supportive and encouraging**, not competitive or boastful.
- Avoid overcomplicating content.
- Focus on **training participants**, not showcasing personal expertise.
- Be **flexible** and responsive to participant needs.
- Model **positive values** and **Scouter conduct** at all times.

Staff Roles

BALOO staff may be assigned to:

- **Session instruction** (e.g., First Aid, Cooking, Outdoor Ethics).
- **Round-robin facilitation** (hands-on skills stations).
- **Campfire program planning**.
- **Safety Moment presentations**.
- **Registration and logistics**.
- **Meal preparation and support**.
- **Campfire and ceremony coordination**.

Staff Preparation

Course Directors must ensure staff:

- Receive the **BALOO Course Staff Guidebook** well in advance.
- Are briefed on **course objectives**, schedule, and expectations.
- Practice their **presentations and demonstrations**.
- Understand the importance of **time management**.
- Know how to handle **off-topic questions** and redirect appropriately.

Documentation

Course Directors should:

- Maintain a list of **approved staff** with contact info and assigned sessions.
- Verify **training records** and **Safeguarding Youth Training status**.
- Provide staff with **appendix materials** and QR codes for reference.
- Ensure staff are familiar with **local council policies** and **site approval processes**.

Appendix CD-3: Sample Course Schedule

SATURDAY		
8:00–8:45 a.m.	Gathering Time	Participants arrive and are assigned to their campsites, assigned to a den group, and told where to report next and at what time.
8:45–9:00 a.m.	Opening Assembly/ Welcome and Introductions	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony. Participants are welcomed to the training. Cover any “housekeeping” details and the basic schedule for the day. Discuss requirements for completing both of the training components (online and practical).
9:00–9:30 a.m.	Health and Safety	Remind the participants they have already covered some of this information in the online component.
9:30–9:50 a.m.	Lunch Prep	Assemble foil packs for lunch at this time. Staff should coordinate coal-starting, etc., to have lunch ready per schedule.
9:50–10:00 a.m.	Break	
Round-Robin #1. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
10:00–10:25 a.m.	Sessions: Cub Scouts and Geocaching; Aquatics; Gear Selection; Nature and Hiking	Sessions may be swapped between round- robins to accommodate your facilities and other needs, as long as all are presented.
10:30–10:55 a.m.		
11:00–11:25 a.m.		
11:30–11:55 a.m.		
11:55 a.m.–12:00 p.m.	Break	
12:00–12:45 p.m.	Lunch	Foil packs should be cooked. Late arrivals can be given time to set up their camping areas as needed. Additional instruction may also be offered on any of the skills presented as part of Round-Robin #1.

SATURDAY		
12:45–1:00 p.m.	Break	
1:00–1:25 p.m.	Campfire Planning	Den groups may start on planning their skits and songs for the evening campfire, continuing throughout the afternoon as time permits.
1:25–1:30 p.m.	Break	
Round-Robin #2. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
1:30–1:55 p.m.	Sessions: Outdoor Ethics; Cooking and Sanitation; First Aid; Practical Knife Safety for Cub Scouts	Sessions may be swapped between round-robins to accommodate your facilities and other needs, as long as all are presented.
2:00–2:25 p.m.		
2:30–2:55 p.m.		
3:00–3:25 p.m.		
3:25–3:45 p.m.	Break	Finalize campfire assignments within dens, approved by campfire session planner.
3:45–4:15 p.m.	Campsite Selection	When session is completed, all participants should have the opportunity to review their own campsite arrangements and make final arrangements for the overnigher.
4:15–4:45 p.m.	Large-Group Games	
4:45–4:50 p.m.	Break	
4:50–5:10 p.m.	Meal Planning	
5:10–5:15 p.m.	Break	
5:15–5:40 p.m.	Session: Duty to God	Plan worship service as part of this session.
5:40–5:45 p.m.	Break	
5:45–6:00 p.m.	Prepare for Dinner/ Evening Flag Ceremony	
6:00–7:00 p.m.	Dinner	

SATURDAY

7:00–7:05 p.m.	Break	
7:05–7:25 p.m.	Outdoor Ceremonies	
7:25–7:30 p.m.	Break	
7:30–8:00 p.m.	Campfire Prep	
8:00–9:00 p.m.	Campfire	
9:00 p.m.	Cracker Barrel and Goodnight!	
SUNDAY		
8:00–8:45 a.m.	Breakfast	
8:45–9:00 a.m.	Flag Ceremony	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony.
Round-Robin #3. Two sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
9:00–9:30 a.m.	Session: Stoves, Lanterns, and Fire Safety; Basic Knots for Cub Scouts	
9:30–9:55 a.m.		
9:55–10:00 a.m.	Break	
10:00–10:55 a.m.	Program Planning for Cub Scout Events	Present session, then work with den-size or smaller groups to plan actual overnight events using information from this training. Then present the highlights to the whole group. Time may be adjusted as needed.
11:00 a.m.	Graduation Ceremony	Present certificates to participants and recognize staff.

Appendix CD-4: Course Evaluation SAMPLE

BALOO Course Evaluation Form

Excellent – Outstanding, exceeds all expectations.

Good – Solid, meets expectations with room for enhancement.

Fair – Adequate but lacking in key areas.

Poor – Unsatisfactory, significant improvement needed.

Participant Information

Name: _____

Unit Number: _____

Council/District: _____

Date of Training: _____

Course

Please rate the following aspects of the course content:

Pre-Course Communication

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Prerequisites

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Timeliness

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Completeness

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Course Content

Please rate the following aspects of the course content:

Clarity of learning objectives:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Relevance of topics covered:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Usefulness of handout materials:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Balance between theory and hands-on activities:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Coverage of safety and health topics:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

BALOO Course Evaluation Form

Please rate each session based on the following scale:

1 - Poor | 2 - Fair | 3 - Good | 4 - Very Good | 5 - Excellent

Health and Safety: _____

Gear Selection: _____

Nature and Hiking: _____

Campfire Planning: _____

Large Group Games: _____

Meal Planning: _____

Duty to God: _____

Outdoor Ceremonies: _____

Stoves, Lanterns and Fire Safety: _____

Basic Knots for Cub Scouts: _____

Program Planning for Cub Scout Campouts: _____

First Aid Management: _____

Outdoor Ethics: _____

Cooking and Sanitation: _____

Campsite Selection: _____

Aquatics in the Cub Scout Program: _____

Cub Scouts and Geocaching: _____

Instructors

Please rate the following aspects of the instructors:

Knowledge of subject matter:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Presentation skills:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Ability to engage participants:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Responsiveness to questions:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Time management:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Logistics

Please rate the following aspects of the course logistics:

Training location and facilities:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Registration process:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Availability of materials and handouts:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Meal planning and food quality:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Camping arrangements:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Overall Experience

Please rate your overall experience with the BALOO training:

Overall satisfaction:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Open-Ended Feedback

What was the most valuable part of the training?

What suggestions do you have for improving the course?

Were there any topics you feel should be added or removed?

Any additional comments or feedback?

Appendix CD-5: Locally Approved Site List

Council and District Approved Cub Scout Campsite List

This list includes approved campsites for Cub Scout pack overnights. Each site has been evaluated and approved by the Council/District Camping Committee. Approval is valid for 2 years from the date of inspection.

Campsite Name	Location	Amenities	Approval Status	Approval Expiration Date
Camp Cub Scout	123 Scout Lane, Anytown, USA	Restrooms, Water Access, Fire Rings, Pavilion	Approved	September 01, 2027
Awesome Cub Camping	456 Camp Awesome Road, Anytown, USA	Restrooms, Picnic Tables, Nature Trails	Approved	September 01, 2027
Camp Webelos	789 Loyal Lane, Anytown, USA	Cabins, Dining Hall, Archery Range	Approved	September 01, 2027

The council should use the [NCAP site appraisal form](#) as a guide for selecting appropriate Cub Scout Camping sites.

Appendix CD-6: Scouting America Safety Moments

Safety Moments

Using a Safety Moment in Scouting Activities

Safety Moments are exactly what the name implies: opportunities to prepare for an activity, review safety measures and report incidents correctly. Topics of this new series include incident reporting helps, safe use of medication in Scouting, weather-related safety, winter activity, and winter sports.

If a Safety Moment is for Adult Audience Only, it will be indicated at the top of the Safety Moments page.



Guidance for Clear and Effective Safety Moments in Scouting

Safety moments are a crucial component of Scouting America's Culture of Safety, underscoring our commitment to identifying, preventing, or mitigating hazards and risks in all Scouting activities. As with other safety-conscious organizations, we initiate meetings and events with a brief pause to discuss potential dangers and how to avert them, focusing the group's attention on safety protocols.

Here's a breakdown of the different forms' safety moments can take:

1. **Scouting Safely Resources:** Utilize the extensive library of ready-to-use safety moments on [Scouting Safely](#), covering a myriad of topics. These are regularly updated and expanded by Scouting America volunteers and professional staff.
2. **On-the-Spot Safety Moments:** Scouts and Scouters can create ad-hoc safety moments tailored to specific situations or activities. These "just in time" reminders can precede an activity, providing concise information or notifying participants of safety essentials like fire extinguisher locations and exits.
3. **Localized Safety Moments:** Develop safety moments at the local level for units, districts, councils, or camps. These can align with local procedures or conditions, offering reminders during pre-activity assessments. Camp leaders may plan a series of Safety Moments for each day, reinforcing important safety topics during camper orientation.
4. **External Resources Caution:** While other organizations and companies may share safety moments online, exercise caution. Ensure that these align with Scouting values and adhere to Scouting America safety guidelines.

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

Appendix CD-7: Short-Term Camp

Short Term Camp



What is a Short-Term Camp?

A short-term camp is any council-organized overnight camping program, whether one-time or continuing, that is one, two or three nights in length where the council or its agents provide the staffing and may provide program and food services, and includes camps conducted off council properties. National training courses are subject to the short-term camp requirements, regardless of format or duration. (See NCAP standard SA-001)

Webinar discussion

[Understanding and Implementing the Short-Term Camp NCAP Classification](#) – View this webinar for an introduction to the NCAP Short-term camp classification explaining the why, what and how this new classification will be implemented in camps beginning Jan 1, 2021. – **Recorded October 22-2020**

Short-Term Camp Administrator Job Description: Each short-term camp must have a short-term camp administrator. This person is responsible for ensuring that the planned camp complies with the NCAP Short-term Camp Standards. This means walking the property to ensure that it is appropriate for the event; ensuring that paperwork is filed and any written Scouting America approvals are completed and obtained through the council; confirms facilities and program are safe and in good order before starting operation; and that appropriate health, safety and sanitation provisions are made. This individual also ensures that all activities at the short-term camp comply with the applicable National Camp Standards.

Pre-Qualifications: The short-term camp administrator must be a registered Scouter who holds either a current National Camping School short-term camp administrator certification issued by Scouting America or holds a resident camp director certificate from National Camping School. Refer to NCAP Standard SQ-403.

<https://www.scouting.org/outdoor-programs/camping/short-term-camp/>

Appendix CD-8: Cub Scout Adventures



CUB SCOUT RANKS

Select a specific rank to see the list of required and elective Adventures.

 LION Kindergarten View Lion Rank	 TIGER 1st Grade View Tiger Rank	 WOLF 2nd Grade View Wolf Rank
 BEAR 3rd Grade View Bear Rank	 WEBELOS 4th Grade View Webelos Rank	 ARROW OF LIGHT 5th Grade View Arrow of Light Rank

<https://www.scouting.org/programs/cub-scouts/adventures/>

Appendix P-1: Cub Scout Six Essentials

CUB SCOUT SIX ESSENTIALS

The following items should be available for each Cub Scout on an outdoor trip. Consider a small fanny pack, day pack, or similar bag to organize the items and make them easy to carry without interfering with normal activities.

- First-aid kit
- Trail food
- Water bottle
- Sunscreen
- Flashlight
- Whistle

Overnighter Gear

- Tent or tarp, poles, and stakes
- Ground cloth
- Sleeping bag
- Pillow
- Air mattress or pad
- Rain gear or poncho
- Warm jacket
- Sweatshirt
- Sweatpants (for sleeping)
- Cup, bowl, knife, fork, spoon, mesh bag
- Insect repellent
- Sunscreen
- Extra clothing
- Toothpaste, toothbrush, soap, washcloth, towel, comb
- Cub Scout uniform
- Change of clothes
- Durable shoes/boots (depending on weather)
- Hat or cap

Optional Items

- Camera
- Notebook
- Binoculars
- Nature books
- Sunglasses
- Swimsuit, bath towel
- Fishing gear
- Prayer book

Appendix P-2: Clothing Checklist

Cub Scout Clothing Checklist

Ensure all Cub Scouts are properly dressed for the weather and the activity before beginning any Cub Scout hike or outing which includes proper clothing for the activity. For colder outings ensure all Scouts are properly prepared for the environment and weather.

For Most Cub Scout Camping Consider the following clothing items:

- ☐ T-shirt or short-sleeved shirt (lightweight)
- ☐ Hiking shorts
- ☐ Underwear
- ☐ Socks
- ☐ Long-sleeved shirt (lightweight)
- ☐ Long pants (lightweight)
- ☐ Sweater or warm jacket
- ☐ Brimmed hat
- ☐ Bandannas
- ☐ Rain gear

The Key to Outdoor Clothing Is Layering

Check the weather before you head out on any Cub Scout activity to help plan and to share expectations with your families.

For the most comfort while outdoors, use the layering system. Choose layers of clothing that, when combined, will meet the most extreme weather you expect to encounter. The key to outdoor activity is to be “comfortably cool” where you are not too hot or too cold, but able to have on enough clothing to keep comfortable.

On a chilly autumn day, for example, you might set out on a hike wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. As you hike, the effort will cause your body to generate heat. Peel off the sweater and stuff it in your daypack.

Still too warm? Loosen a few buttons on your shirt or slip off your mittens and hat. You can use layering to keep cool in hot climates by stripping down to hiking shorts, a T-shirt, and a brimmed hat. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun.

Footwear for Camping

Almost any durable shoes will do for a Cub Scout camping trip. When your plans include taking a longer hike or camping a bit further from the car, hiking boots can give your feet and ankles protection and support.

In addition to boots for hiking, you might want to consider a pair of running shoes or other comfortable, lightweight shoes to wear around the campsite. Any shoes or boots you use for camping must fit well. Your heels should not slip much when you walk, and your toes should have a little wiggle room.

Clean your boots or shoes after every outing. Use a stiff brush to remove mud, or wash them off with water and mild soap, then allow footwear to dry at room temperature. (Placing shoes too close to a campfire can dry out leather and damage nylon.) The manufacturers of leather boots might recommend treatment with a boot dressing or waterproofing agent; follow their instructions.

Be sure to break in new boots before using them in the field. Wear them several times, gradually extending the length of time you wear them until they feel like a natural part of your feet.

Appendix P-3: Pack Camping Gear

PACK CAMPING GEAR

In addition to the individual equipment listed in Cub Scout Six Essentials and personal overnight camping gear, the equipment listed below should be available for group use.

Required Items

- Activity gear—game material, craft supplies, etc.
- Aluminum foil
- Cooking Stove(s) and fuel—or firewood, charcoal, and cooking grate
- Blankets
- Cleanup kit: sponge or dish cloth, biodegradable soap, sanitizing agent (liquid bleach), plastic scouring pads (no-soap type), dish mop, wash tubs, plastic trash bags, toilet paper in plastic bag
- Cooking utensils appropriate to your menu, or cook kit: pots and pans, spatula, large spoon and/or ladle, a pair of plastic sheets (4×4 feet), matches and/or butane lighters in waterproof containers, fire starters, charcoal chimney-style lighters
- Coolers
- Eating utensils
- First-aid kit
- Food
- Fuel canisters
- Ground cloth or tarp
- Insect repellent
- Nylon cord—50 feet
- Paper towels
- Plastic water containers
- Repair kit—rubber bands, safety pins, sewing gear (thread, needles, safety pins)
- Rope—quarter-inch, 100-foot length
- Shovel, ax, and saw
- Sunscreen
- Tent stakes
- Toilet paper
- U.S. flag, pack flag
- Sealable Plastic Bags
- Ideas for Fun Activities

Optional Items

- Cooking fly or tarp
- Dutch oven
- Grill
- Lawn chairs and camp stools
- Marshmallows, popcorn, etc.
- Musical instruments
- Pot rods
- Hot-pot tongs

Appendix P-4: Personal Overnight Camping Gear for Cub Scouts

Remember to carry your **Six Outdoor Essentials** on every Cub Scout outing. When you want to camp out in a tent, add personal and group overnight gear.

Personal Overnight Gear

- **Backpack, Bag or duffle to carry your personal items** – *Don't go out and buy anything, you just need something to carry your stuff from the car to the tent.*
- **Clothing for the season** - *remember to dress in layers*
 - **Appropriate shoes for the activity**
 - **Raincoat, Poncho or Rain gear** - *“Be Prepared” even if it is supposed to be nice weather.*
 - **Pajamas or sweatshirt/sweatpants for sleeping**
- **Sleeping bag, or two or three blankets** – *Appropriate for the weather.*
- **Sleeping pad** - *to put under your sleeping bag for comfort. Ask your BALOO trained adult leader if you have questions about this.*
- **Eating kit: spoon, plate, bowl, cup**
- **Cleanup kit: soap, toothbrush, toothpaste, dental floss, comb, washcloth, towel**
- **Tent for you and your family**– *talk with your pack about this if you don't have one*
- **Ground cloth to go under your tent** – *Ask your BALOO trained adult leader how to put this under your tent – **HINT:** don't let it stick out from under the tent.*

Personal Extras (Optional Items)

- **Camp Chair**
- **Binoculars**
- **Camera**
- **Fishing gear**
- **Gloves**
- **Nature books**
- **Notebook**
- **Pencil or pen**
- **Prayer book**
- **Small musical instrument**
- **Small games (deck of cards) for evening activities**
- **Sunglasses**
- **Swimsuit and bath towel**
- **Watch**

Appendix P-5: Sleeping Bags

Sleeping Bag

On clear summer nights, a ground bed made up with a blanket or two may provide all the warmth you need. For most camping, though, a sleeping bag is the way to go. The outer fabric of a sleeping bag is called the shell. Usually made of nylon, it can shield you from gusts of wind and may be treated by the manufacturer to repel dew and light mist.

Contained within the shell is an insulating fill material that traps your body warmth and holds it close to you. Thin fabric walls called baffles are sewn into the shell to keep the fill material spaced evenly throughout the bag.

Bags come temperature rated for 45 to –10 F and beyond. This is the suggested temperature for the best use of the bag. It is possible to add range to a less expensive bag by adding a cotton sheet (about 5 more degrees of warmth or -5 F) or a flannel sheet (about 10 more degrees of warmth or -10 F), or by sleeping in sweats (–10 to –15 F). A tarp or extra blanket added around the bag will make it even warmer. Matching the range of the bag you use to the temperature you expect to use it in the most is very important.

When selecting the right bag for you, consider the material in the fill. The warmest fill material per ounce is goose down—the fluffy under feathers of waterfowl. Explorers, mountaineers, and campers through the decades have relied on down when they expected to sleep out in the cold. Down bags are expensive, cannot keep you warm when they are wet, and are difficult to dry in camp unless the sun comes out. With all of that in mind, it's still a fact that down bags are good when campers want to travel as lightly as possible and have the experience to keep their bags dry.

Synthetic fill can be almost as light as goose down, but it seldom is as costly. It is also the most common fill in most bags for Cub Scout camping. Its greatest advantage is that it can keep you warm even when your sleeping bag gets wet. You will, of course, be much more comfortable in a dry synthetic-fill bag than in a wet one, so don't be careless with it in stormy weather.

The useful life of any sleeping bag can be extended if you remove it from its stuff sack between trips. Store it by hanging it in a closet or by placing it loosely in a large cotton laundry bag. That will prevent the fill material from being overly compressed, and circulating air will help keep the bag fresh.

It is also important to change into clean, dry clothing before getting into your sleeping bag. Moisture on your body from a busy day will quickly cool you and your sleeping bag down, which may make it very difficult to sleep comfortably. A stocking cap is a must, unless your bag has a hood already.

Small Cub Scout bodies in long bags will be warmer if the bottom of the bag is folded up and tucked under.

Sleeping Pad. Increase your comfort at night with a sleeping pad. Made of foam, a pad will give you a soft surface on which to lie and will prevent the cold earth beneath you from drawing away your body heat. Foam pads are often lighter and more durable than air mattresses, and they insulate better.

Ground Cloth. Keep moisture away from your bedding with a ground cloth—a plastic sheet cut to a size or a plastic tarp slightly smaller than the tent floor. Tuck the edges of the ground cloth beneath the floor of your tent so that rainwater will not collect on the cloth and run under the tent.

Appendix P-6: Tents

Tents

Most tents used by Scouts today have a tent body made of breathable nylon. The tent body is shielded from rain, snow, and wind by a waterproof rain fly. Moisture created by people breathing inside the tent passes through the tent body, keeping the interior dry and comfortable.

Modern tents are often rated as three-season (good for spring, summer, and autumn use) or four-season (reliable in any conditions, including winter camping). Four-season tents may have additional poles and more durable fabric, making them sturdier but heavier.



Tarp. The simplest of all tents, a tarp can be pitched in many ways—as a lean-to, for instance, or a pyramid, or a pup tent. The advantages of a tarp are its light weight and versatility.

However, it has no floor, offers little protection against insects, and must be pitched well to protect campers from rain.

Tarps often are used as dining flies to shelter group cook sites.



A-frame tent. Seen from the front, this tent is shaped like the letter A, thus its name. Most A-frame tents are equipped with mosquito netting, a rain fly, and a waterproof floor.



Dome. Tents with a dome shape can be spacious with lots of headroom. The arrangement of poles bending over the tent body gives a dome plenty of stability, even in strong winds.

Domes are often freestanding requiring no tent stakes. Since dome tents are usually larger than A-frames, they also can weigh more.



Hybrids. Mix geometry, modern materials, and the imaginations of tent makers, and you get an astounding variety of shapes.

Among the most interesting are hybrid tents that combine features of A-frames and domes. Some look like rounded A-frames, tunnels, or domes cut in half. Doors may be at the ends or sewn into one or both sides.

Many include a vestibule—a porch like extension of the rain fly that provides shelter outside the tent body for storing packs, crew gear, and muddy boots.

Appendix P-7: Themed Hike Ideas

THEMED HIKE IDEAS

Paint chip hike. Distribute to groups sample paint cards from hardware stores. See if corresponding colors can be found in nature. Cub Scouts should not pick, pick up, or remove any items from their natural state.

A-B-C hike. Each group has a paper with A–Z listed. The object is to find something in nature for each letter.

Babies hike. Look for baby plants, baby animals. This is a great one in early spring.

Other babies hike. Everyone looks at eye level of a baby. What can you see down lower to the ground?

No-talking hike. Look first, talk later. What details can you remember? Key in on specific sounds: water running, bird sounds, wind, leaves crunching under feet, etc.

Blind walk. Also, a controlled hike. Hikers can follow a trail laid out by stringing ropes between trees, or another hiker can lead them. Have various stations set up with things to be felt, to see if the hiker can identify items without the use of sight.

Five senses walk. Hikers travel to stations set up for each of the five senses. Caution: for the taste section, these items should be brought from home and commercially processed, not picked up off the ground in the forest. This hike takes more preparation ahead of time than most but is one of the most rewarding.

Flashlight hike. This is a good hike to calm everyone down, possibly right after campfire when the campers are not quite ready for bed. This is a study in contrasts. Which things look and sound different during the day than they do at night?

Four on a Penny. Can you find four different things that will fit together on the head of a penny?

Circle hike. This is an excellent idea if you are dealing with physically challenged hikers. A circle is marked on the ground, and you make a list of all the things you can discover about what is living in that confined circle.

Different in the dark hike. Hike a short path during the day, instructing the youth to remember what they saw and heard. Then, repeat the hike at night and have them tell you what is different.

Appendix P-8: Campfires

CAMPFIRES

Why should we do a campfire? Campfires can be an exciting and inspirational part of the Cub Scout outdoor program. Ask what any Cub Scout likes about going to campfires, and the answer will be one of the following:

Fun! It's hard not to have fun at campfires! There is enjoyment for all concerned.

Entertainment! Our families, friends, neighbors, and guests get pleasure from attending a pack campfire.

Fellowship! We can bring a den or pack closer together—a deeper feeling than just “fun.”

Action! Cub Scout-age youth always have extra energy. Let's use it singing songs, doing cheers, and performing skits!

Adventure! A campfire is a great place to share someone else's adventure or start one of your own!

Training! You've heard the expression: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

Inspiration! Campfires will inspire everyone to leave with a greater commitment to Scouting's ideals.

Many packs use indoor campfires as part of their regular programs. Let's make it even better by taking our Cub Scouts out for a real campfire, if possible. Don't let them miss this great experience.

Campfire Leadership

Most leaders will take a lot of time physically building a campfire. The location and construction is important, but above all, it's the program that counts. Campfires can be big, little, formal, or informal, and can feature storytelling, dramatics, mystery, guest night, stunts, or a songfest.



What do I need for a successful campfire? Just remember the Four S's!

Scouting songs

- Can be peppy, quiet, action, special occasion, or novelty songs.

Stunts

- Fire-lighting. Adult supervision is required. Make it safe!
- Opening ceremony—sets the tone for your program.
- Stunts can be action, contests (physical/mental), humorous, mixers, “magic,” or educational.
- Closing ceremony—should be quiet and inspirational, can be the “main event.”

Stories—adventure, humorous, heroic, biographical, nature, or scientific

- Watch out for “scary” stories.
- Cubmaster’s Minute—inspirational talk

Showmanship—Adds sparkle and life!

- Peppy when the fire is high.
- Vary the pace and timing of stunts.
- “Dress up” the setting.
- Encourage enthusiasm, but control discipline at all times.
- Quiet down as the embers die.

Remember to “Follow the Flames”

When the flames are high, action songs, loud cheers, and noisy stunts get everyone involved! When the flames burn down, have quiet songs, inspirational stories, and a respectful tone.

Build your fire to last 45 minutes to an hour. Don’t keep adding wood. Let the fire die down, and use the natural quiet that goes with that to build your mood. The formula for a great campfire is: Start FAST, reach a PEAK, slow DOWN, and give an inspiring CLOSE! The sequence of events you choose will affect the success of your program. Make sure you let people know who they follow and where they are in the program, to keep everything running smoothly. If someone gets “lost,” be prepared with a run-on or joke to fill the time. Be sure to have an impressive opening and closing so everyone knows the campfire has begun and that it is over.

Everything that happens at your campfire should be checked and approved in advance. There is no place for off-color or questionable jokes, stories, or songs. Have the groups walk you through the skit or song if you are not familiar with it. You should not be surprised by anything at your campfire! A good rule of thumb is “Would you do this if your saintly grandmother was in the audience?” When in doubt, leave it out!

Help your audience with campfire etiquette. Some rules are:

- Enter and leave in silence.
- Be courteous when it’s not your turn on stage.
- Cheer everyone for their contributions. (Support the effort of every Scouter.)
- Keep your flashlights off during the program.

Storytelling and Yarns

Baden-Powell once said, “The Cubmaster can command rapt attention at any time by telling the Cubs a story and through it conveying the intended lessons. It is the gilding of the pill which never fails if the teller is any good at all.”

Stories are a favorite part of any campfire. A good storyteller can take over a whole pack with just a few key thoughts in mind! There are four types of stories:

Adventure. These have a fast-moving plot, a romantic background, and unexpected events! We all are natural “hero worshipers.”

Instructive. These teach important things about nature, skills, safety, or others.

Good fun. These call for laughter and jokes. They share happiness, good fortune, and fun. Telling a funny story about a mistake can teach an easy lesson.

Inspirational. These are serious, with a moral, such as the Scout Oath or Law, or even religious themes.

How Do I Tell a Story?

Here are a few simple things to remember to help you tell a great story.

Believe in your story. Make it your own. Create names, use places that are familiar to you, and it will come across in your story. Remember that you're "selling" this story by the way you tell it.

Paint your picture with words. Remember, your audience is used to "seeing" the story on a TV. Use your talents to help them develop their imaginations. Don't hurry, except at appropriate spots to help create excitement. Let the story move at its own pace—slow to get their attention, faster when the action gets exciting. Pace your telling speed to the action in the story.

Vary the tone of your voice to fit the points of the story. When the action is exciting your voice should be louder; when it's suspenseful, lower it. Volume can be adjusted either way to get and hold attention. Use your voice as an instrument.

See the action in your mind's eye. If you live the story while you're telling it, your audience will join you in the adventure. Be sure everyone is comfortable before you begin. Nothing kills a mood faster than someone getting up to go to the bathroom.

Songs

I sing like a frog. How can I lead a song? So, sing a frog song! Enthusiasm will cover for a lack of skill. Here's what an audience really needs from a song leader:

- **The name of the song.** Give the name of the song, and if it's an unfamiliar song, give the tune. You may have to sing a line or maybe a verse to get them going.
- **The pitch or key.** Sing that first note; make sure they can sing it with you. If you are too high or low, adjust and try it again.
- **The tempo—marking time.** Shout "Let's go!" in rhythm, or clap hands to get the beat, then start with a nod of your head. Keep director-type motions to a minimum. Keep it simple.
- **Information about the song.** Make sure everyone knows it. If not, teach them. If you've chosen a song that needs the songbook, teach them with it and then put the book down. The result will be more satisfactory.
- **Pep—enthusiasm!** Don't insist on volume at the start. Tell them it's "singing" you want, not "noise." If it doesn't go well, say that was a good practice, now let's do it for real. Show them you really like this song.
- **Leadership—control.** Plan your selections carefully, using songs that fit the crowd and the event. Watch for parodies that might offend. Always tell them what the next song is; don't ask for suggestions.

Scouters tell stories of a famous campfire leader who had a tradition of yelling, "That's my favorite song!" when a song was announced, no matter what song was being sung. What a great way to sell enthusiasm and get everyone right into it!

Singing at a campfire should be a fun, natural thing. "Old favorites" are great for this purpose. Sing a song everybody knows in the beginning, just to get everyone singing. Adults generally like to harmonize, and youth like action songs. Singing rounds will help groups form together. Substituting motions for words will help you keep control. Sing in natural groups, keep the formal leadership to a minimum, and enjoy yourself too!

And the important advice: Know the songs you are singing!

And don't forget: Singing builds a group!

Appendix P-9: Campfire Program Planner

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			



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CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

<https://filestore.scouting.org/filestore/pdf/33696.pdf>

Appendix P-10: Scouting's Positive Values

(<https://www.scouting.org/wp-content/uploads/2021/04/NCS-Ceremonies-and-Campfire-Guidance-1.pdf>)

The aims of the Boy Scouts of America are to develop character, citizenship, and personal fitness (including mental, spiritual, and physical fitness) in today's youth. All activities, including den and pack meeting programs; adult training events or committee meetings; camp programs; and campfire programs contribute to the aims of Scouting.

Every Scouting activity should be a positive experience in which youth and leaders feel emotionally secure and find support from their peers and leaders. Everything we do with our Scouts—including songs, skits, and ceremonies—should be positive and meaningful, and should not contradict the philosophy expressed in the Cub Scout Promise and the Law of the Pack.

Remember to:

1. Reinforce the values of Scouting.
 2. Make everyone feel good.
 3. Make every element meaningful.
 4. Use age-appropriate activities.
- Get the whole group involved.
 - Be positive.
 - Teach the ideals and goals of Scouting.

GUIDELINES FOR SCOUTING-APPROPRIATE ACTIVITIES

- Cheers, songs, skits, stories, games, and ceremonies should build self-esteem and be age-appropriate.
- Name-calling, put-downs, and hazing are not appropriate.
- References to undergarments, nudity, or bodily functions are not acceptable.
- Cross-gender impersonations are not appropriate.
- Derogatory references to ethnic or cultural backgrounds, economic situations, and disabilities are not acceptable.
- Alcohol, drugs, gangs, guns, suicide, and other sensitive social issues are not appropriate subjects.
- Refrain from “inside jokes” that are exclusionary to the audience.
- Wasteful, ill-mannered, or improper use of food or water should not be used.
- The lyrics to the following patriotic songs should not be changed: “America,” “America the Beautiful,” “God Bless America,” and “The Star-Spangled Banner.”
- Similar respect should be shown for hymns and other spiritual songs.
- Avoid scary stories and bad language.
- Model the values of BSA and set a high standard for appropriateness in ALL Scouting activities.

Themes to be avoided for Scouting events and activities.

Cowboys & Indians

Pirates

Cannibalism

Ghosts, afterlife, etc.

Vikings

Cops and Robbers

Copyrighted material (Olympics, WWE, NASCAR, cartoon characters, etc.)

This is not intended to be a complete list. The principles taught in the Scout Oath and Law should be used to determine if a theme is appropriate.

Appendix P-11: Large Group Games

Large-group games involve everyone and can be a great tool for building group spirit. There are many sources in Scouting America literature and elsewhere for games that will be great fun for your group to learn and play! Avoid extreme physical contact and games in which large numbers of players get eliminated as play goes on. The object is for everyone to participate and have a great time.

Barnyard Bedlam

Supplies

5. Peanuts in the shell, or wrapped candy if there are allergies (double the amount needed for each Scout to have a handful)

 - Lunch bags or similar containers

Playing Area

A large field or lightly wooded area (where you can still see all the Scouts)

Preparation

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader distribute little piles of three or so peanuts in obvious and not-so-obvious spots around the field—at the base of a tree, on top of a stump, in the shadow of a rock, etc. Make lots of piles if you want a long, fun, loud game!
- Away from the site, divide the Scouts into two or three groups. Make someone in each group the farmer; the other members in each group decide on one animal they will be (e.g., birds, or forest or farm animals—whatever theme you've chosen). Each group must have a different animal. Practice making the animal sound, then give each "animal" a bag to collect peanuts. Explain why you are using peanuts: If they aren't found, they will feed the animals or biodegrade. Note: You can also use wrapped candy if there is a problem with nut allergies, but you will need to make sure all of the candy is found and nothing is left behind.

Rules

- Players cannot go out of bounds for safety reasons. Show them the boundaries, don't just tell them.
- On "go," the animals (not farmers) from all groups will spread out and look for peanuts hidden around.
- Players cannot talk at any time, for reasons explained below.
- Once an "animal" finds a hoard of peanuts, the animal does not touch them or talk about them but stands with toes pointing toward the peanuts and making the animal's noise as loud as possible. (Cub Scouts have no trouble with this at all!)
- The farmer has to listen for the animals' noises. The farmer hustles over to the animal making the noise (there's often more than one at once) and picks up the peanuts.
- Then comes the "bedlam" part:
 - After a while, Scouts are everywhere making loud noises. The strategy is for teams to split up so that, for example, there may be three "horses" neighing in different spots.
 - If a "horse" sees a pile of peanuts and is neighing, a "cow" can run over and start mooing. Whichever farmer hears first and reaches the spot, gets the peanuts. The farmers have to listen well, and judge which pile to pick up first.

- Bring the Scouts to the site, and turn them loose! You don't need to have winners if you don't want, but the youth may! If you play it a few times over the day, with only a few piles each time, different teams have a chance to win.
- Compost the peanuts that were used in the game, but give the Scouts the extras that weren't on the ground as a snack, although be sure there are no allergies.

Blob

Rules

- No preparations are needed. Just pick two players to join hands and form the “blob.” On “go,” the blob tries to tag as many other players as possible. When tagged, a player joins the blob by grabbing the last hand in line. The blob grows by chasing other players and touching them. The players try not to be tagged. They cannot go out of bounds for safety reasons. (Again, show them the boundaries, don't just tell them.)
- Only the free hands at the end of the blob can be used to touch players. The blob continues to grow until only one player is left untouched. That player is the winner. The last three players to join begin the next round as the blob.
- As a variation, require the blob to split when it grows to six players; now there are two blobs, which split again when each grows to six players.

Spies

Supplies

- Several 8½×11 sections of cardboard hung about one yard above the ground
- Markers for players to write their names on the cardboard pieces

Preparation

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader hang the cardboard pieces around the area about one yard above the ground.
- Depending on the size of the area and the cover, identify one to three umpires who will patrol the playing area.
- Give each youth a marker to write their names on the cards.

Rules

- From the starting point, players move through the area attempting to find a specific number of hanging cards and write their names on them—while avoiding detection by the umpires.
- The umpires write down the names of players that they spot within five yards of a hanging card.
- At the end of the game, add the number of times a player has signed their name on different sheets and subtract the number of times that umpires recorded seeing that player. The individual or team with the most points wins.

Streets and Alleys

Rules

- No supplies are needed for this tag game, which is best done with about 20 players in a large field.
- Have two players volunteer to be “it.” One will be the pursuer and the other is the quarry. A facilitator will be in charge of the other players, who will divide into lines. A square-shaped group is best, so if you have say 25 players, divide into five rows of five.
- With the players in lines, have them face the facilitator with their arms stretched out. This creates the “streets,” and the pursuer and the quarry are able to run in the openings between the lines but they can’t break through the players’ arms. When the facilitator yells “Alleys!” the campers turn 90 degrees to the left and touch the hands of the players now beside them, forming the “alleys.” This changes the layout so that the pursuer and the quarry now have to cope with a different path. This can change the situation dramatically.
- The pursuer chases the quarry down the streets. Neither may break through or duck under the arms of those forming the streets or alleys. After a short time, the leader calls “Streets!” and the formation shifts once again.
- Continue to alternate between streets and alleys as the game progresses. Runners should be changed every minute or so to give them a break and allow everyone a chance to run.

Safety

- **Physical:** Don’t let the players hold hands, which can cause injuries. If the ground is gravel or asphalt, remind the players to be careful. If necessary, limit the pursuer and the quarry to very fast walking to prevent slips and further injury.
- **Emotional:** Don’t let one player become alienated by having to always chase the other players. Switch them out after a period of time.

Steal the Bacon

Supplies

An object like a ball, a 2-liter soda bottle, or even a sack of clothing, to serve as the “bacon.”

Rules

- Mark off a large playing field, identify a goal for each side, and mark the middle of the field. Split the group in half. Teams should be divided equally, both kids and adults.
- Teams line up on opposite sides of the playing area, by height. Each side counts off, starting from the short end. The shortest person on each team is number 1; the tallest person is the highest number. The tallest person on team A should be opposite the shortest person on team B, so they have to come from opposite sides when their number is called.
- Draw a goal line for each team about 20 feet apart. Place the “bacon” object at the center of the playing area.
- The person running the game will call out a number, and that number player from each side comes out to the center of the field. The object of the game is to get the bacon back to your line on your side of the field.

- One point is scored for getting the bacon back to your side, untouched by the other player, or one point for tagging the other player while that player is holding the bacon.
- Players can drop the bacon if they think they are going to get tagged, and the game continues. Once everyone gets the hang of the game, multiple numbers can be called.
- The leader can call multiple numbers to have multiple players from each team active. They can also have multiple bacons if using multiple players at once.

Alternative

True/False. Have a red and a blue bacon—one for “true” and one for “false.” Call out the number, and then ask a true/false question. The players should then retrieve the correct bacon. If a player returns with the wrong one or tags another player with the wrong one, the player’s team loses a point. The leader walks down the line asking true/false questions instead of calling out numbers.

Camp Baseball

Supplies

A foxtail

Rules

- Form two teams in a large field. One team is “batting,” and the other is “fielding.”
- The batting team spins the foxtail and launches it in any direction. The batting team forms a tight circle and the batter starts running around the batting teammates, counting each complete orbit as a run.
- Meanwhile, the fielding team has to recover the foxtail and pass it through the legs of the entire fielding team. Once this is accomplished, they yell “out” and the batter stops counting runs.
- There is no prescribed rule on how to accomplish the passing; it’s up to the team to decide its technique, but the foxtail must go through the legs of all players on the team.
- Once three outs are made, the teams switch, and the fielding team bats. Play as many innings as you want.

Appendix P-12: Sample Inter-Religious Worship Service

Respect of others' Beliefs The Scout Law teaches, "A Scout is reverent. A Scout is reverent toward God. They are faithful in their religious duties. They respect the beliefs of others." It is important that Scouts be taught to recognize the beliefs of other Scouts and to respect those beliefs. Scout outings and activities that span weekends should include an opportunity for members to meet their religious obligations. At times there might be Scouts of different faiths. If services for each faith group are not available, an interfaith worship service is recommended. However, some religions have specific requirements based on their own beliefs that would not be fulfilled through an interfaith service, and this also needs to be considered in conducting a weekend outing. When planning an interfaith service, it is recommended that scripture, prayers, hymns, and all other parts of the worship be considerate of everyone present—respectful of all religions.

Appendix P-13: Sample Prayers and Inspirational Songs

Graces

Armenian Grace

In peace let us eat this food, which the Lord has provided for us.
Blessed be the Lord in His gifts. Amen.

A Blessing

For what we are about to do, may the Lord make us truly responsible.
For what we are about to think, may the Lord make us truly wise.
For what we are about to say, may the Lord make us truly sensible.
For what we are trying to achieve, may the Lord accept and bless our efforts.

—*Thanks to Sergio Laurenti*

Indian/Native Thanks

The eagles give thanks for the mountains. (Spread arms like wings, then raise and bring them together to form mountain peaks.)
The fish give thanks for the sea. (Bring hands together and move them in a waving motion like swimming fish.)
We give thanks for our blessings. (Raise arms in front as if receiving something being passed down from a height.)
And for what we're about to receive. (Lower arms with hands cupped as if they are holding something.)

—*Thanks to Lori Purvis*

Brotherhood Camping Grace

We thank the Lord for all that's good,
For food, for life, for brotherhood.
For friends and family, near and far,
For fellowship right where we are.

Buddhist Grace

The food comes from the Earth and Sky.
It is the gift of the entire universe
And the fruit of much hard work;
I vow to live a life which is worthy to receive it.

Camp Grace

For food and health and happy days,
Accept our gratitude and praise.
In serving others, Lord may we
Repay our debt of love to Thee. Amen.

For Health and Strength

For health and strength and daily bread,
We praise your name, O Lord.

Gracious Giver

Gracious giver of all good, we thank you for food and rest.
Grant that all we say or do pleases you.

Lebanon Grace

May the abundance of this table never fail and never be less.
Thanks to the blessing of God, who has led us and satisfied our needs.
To Him be the glory forever. Amen.

Hawaiian Grace

E Ke Akua (Dearest Lord,)
Mahalo. (Know our thanks to Thee.)
Mahalo ia 'Oe (We especially thank Thee)
No Keia. 'Ai. (For this food.)
'Amene. (Amen.)

Philmont Grace

For food, for raiment,
For life, for opportunity,
For friendship and fellowship,
We thank thee, O Lord. Amen.

Simple Thanks Camping Grace

Thank God for the food we eat,
For camping fun and campers we meet,
For rushing streams and the calm cool breeze,
For rolling meadows and tall, green trees.

Thank You, God

Thank you for the world so sweet,
Thank you for the food we eat,
Thank you for the birds that sing,
Thank you, God, for everything.

The Sailors Grace

O God the Giver, take the thanks we give,
For life and for the food by which we live,
Thinking of those who carry it by sea,
Upon our sailors may Thy blessing be.

The World Hunger Grace

For food in a world where many walk in hunger,
For faith in a world where many walk in fear,
For friends in a world where many walk alone,
We give thee humble thanks, O Lord.

We Gather

We gather to ask for your blessing.
We gather to thank you in prayer.
Please bless all this food we are sharing,
And keep us in your tender care.

Prayers

An Irish Blessing

May the road rise up to meet you,
May the wind be always at your back,
May the sunshine warm on your face,
And rain fall soft upon your fields,
And until we meet again,
May God hold you in the palm of his hand. Amen.

A Leader's Prayer

Please God grant me
The spark to imagine,
The daring to innovate,
The discipline to plan,
The skill to do,
The will to achieve,
The commitment to be responsible,
The leadership to motivate.
—*Thanks to Bob Slater, London, Ontario*

A Prayer of Thanks

For each new morning with its light,
Father, we thank you.
For rest and shelter of the night,
Father, we thank you.
For health and food, for love and friends,
For everything your goodness sends,
Father, in heaven, we thank you.
—*Ralph Waldo Emerson*

Scout Prayer

Dear God, help us to carry your spirit in our lives, that we may share it with others by living it ourselves.
Help us to offer all that we have and are in your service.
And help us to live the spirit of Scouting so that the spirit will live on through us.
—*“A Memorial to a Scouter” by Laird Vanni*

Time

Thank you, God, for time:
Time for talking and time for walking,
Time for caring and time for sharing,
Time for working and time for playing,
Time for running and time for resting,
You give us time, God; Help us make the most of it.
—*Scouting magazine*

Wolf Scout Prayer, Bolivia

Kind and good Lord,
teach me to be humble and generous,
to imitate your example,
to love you with all my heart,
and to follow your path.

Songs: Inspirational Graces and Prayers

Day Is Done

Tune: Taps bugle call

Day is done, gone the sun,
From the lake, from the hills, from the sky,
All is well, safely rest, God is nigh.

God Made the Mountains

Tune: "I Love the Mountains"

God made the mountains,
God made the rolling hills,
God made the flowers,
God made the daffodils,
God made the field of wheat,
For all the bread we eat,
Alleluia, alleluia, alleluia, alleluia. (Repeat and fade out.)

God Is Great

Tune: "Michael, Row Your Boat"

God is great, God is good. Alleluia.
Let us thank him for this food. Alleluia.
By his hand we all are fed. Alleluia.
Thank God for our daily bread. Alleluia.

God Our Father Camping Grace

Tune: "Frere Jacques"

God our father, God our father
Once again, once again,
We would ask thy blessing,
We would ask thy blessing.
Amen, amen.

Johnny Appleseed Grace

Oh, the Lord is good to me,
And so, I thank the Lord,
For giving me the things I need,
The sun and the rain and the apple seed.
The Lord is good to me.

He's Got the Whole World in His Hands

He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands.
He's got my brothers and my sisters in His hands,
He's got my brothers and my sisters in His hands,
He's got my brothers and my sisters in His hands,
He's got the whole world in His hands.
He's got the sun and the rain in His hands,
He's got the moon and the stars in His hands,
He's got the wind and the clouds in His hands,
He's got the whole world in His hands.

He's got the rivers and the mountains in His hands,
He's got the oceans and the seas, in His hands,
He's got you and he's got me in His hands,
He's got the whole world in His hands.
He's got everybody here in His hands,
He's got everybody here in His hands,
He's got everybody everywhere in His hands,
He's got the whole world in His hands.

Scout Vespers

Softly falls the light of day,
While our campfire fades away.
Silently each Scout should ask:
"Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?"

Singing Grace

Tune: "Frere Jacques"

Our Provider, our Provider,
Once again, once again,
Thank you for your blessing,
Thank you for your blessing,
A-men. A-men.

Von Trapp Grace

Tune: "Edelweiss"

Bless our friends, bless this food,
Come O Lord and be with us.
May our words glow with peace,
May Your love surround us.
Friendship and love may it bloom and grow,
Bloom and grow forever.
Bless our friends, bless our food,
Come O Lord and be with us.

'We Gather' Camp Grace

Tune: "My Bonnie"

We gather to ask for your blessing,
We gather to thank you in prayer,
Please bless all this food we are sharing,
And keep us in your tender care.

We Stand Before You

Tune: "I'd Like to Teach the World to Sing"

O God, we stand before You now,
Asking once again.
Please bless this food, and all we have,
We thank You God. Amen.

Appendix P-14: Sample Pack Camping Agendas

This is a sample. Remember to keep it simple—make it fun!

2 sample agendas follow:

	• Single Night	
	• 2 Nights	
Single Night - Day 1	9:00 A.M.	Arrive at campsite; set up tents and bedding.
	10:00 A.M.	Raise U.S. flag with ceremony. Welcome families and review ground rules.
	10:15 A.M.	Visit nature center.
	10:45 A.M.	Go on nature hike.
	11:30 A.M.	Cub Scouts—each with their parent, guardian, or other caring adult—prepare and eat lunch; clean up.
	12:30 P.M.	Free time
	1:00 P.M.	Play large-group games.
	2:30 P.M.	Go swimming.
	4:00 P.M.	Cub Scout-adult teams build cooking fires and prepare dinner; dens eat as groups.
	5:30 P.M.	Wash dishes and clean up.
	6:30 P.M.	Free time
	7:00 P.M.	Lower U.S. flag with ceremony.
	7:30 P.M.	Prepare for campfire.
	8:30 P.M.	Campfire program
	9:30 P.M.	Cracker barrel
	10:00 P.M.	Lights out
	Day 2	
	7:00 A.M.	Reveille
	7:30 A.M.	Air bedding; clean up campsite.
	8:30 A.M.	Cub Scout-adult teams prepare and eat breakfast.
	9:00 A.M.	Wash dishes and clean up.
	9:30 A.M.	Interfaith service
	10:00 A.M.	Strike camp, leaving it in better condition than you found it.

This schedule assumes that each family is preparing meals separately. Group meals are also appropriate. Consider a hamburger cookout, chili cookoff, or pancake feed.

SAMPLE TWO -NIGHT PACK CAMPING AGENDA

Day 1

5:00-7:00 p.m. Arrive at campsite- set up tents and bedding, medical re-check.

Eat before arrival or bring picnic supper.

7:00 p.m. Opening and Welcome- review ground rules.

7:30 p.m. Tour of campground

8:30 p.m. Cracker Barrel

10:00 p.m. Lights Out

Day 2

7:00 a.m. Reveille

7:30 a.m. Air bedding; clean up campsite.

8:30 a.m. Cub Scout-adult teams prepare and eat breakfast.

9:00 a.m. Wash dishes and clean up.

10:00 a.m. Raise U.S. flag with ceremony.

10:15 a.m. Visit nature center.

10:45 a.m. Go on nature hike.

11:30 a.m. Cub Scouts—each with their parent, guardian, or other caring adult—prepare and eat lunch; clean up.

12:30 p.m. Free time

1:00 p.m. Play large-group games.

2:30 p.m. Go swimming.

4:00 p.m. Cub Scout-adult teams build cooking fires and prepare dinner; dens eat as groups.

5:30 p.m. Wash dishes and clean up.

6:30 p.m. Free time

7:00 p.m. Lower U.S. flag with ceremony.

7:30 p.m. Prepare for campfire.

8:30 p.m. Campfire program

9:30 p.m. Cracker barrel

10:00 p.m. Lights out

Day 3

7:00 a.m. Reveille

7:30 a.m. Air bedding; clean up campsite.

8:30 a.m. Cub Scout-adult teams prepare and eat breakfast.

9:00 a.m. Wash dishes and clean up.

9:30 a.m. Interfaith service

10:00 a.m. Strike camp, leaving it in better condition than you found it.

This schedule assumes that each family is preparing meals separately. Group meals are also, appropriate. Consider a hamburger cookout, chili cookoff, or pancake feed.

Appendix P-15: The 12 Elements of the Cub Scout Outdoor Program

The Cub Scout outdoor program offers 12 elements for success. A successful Cub Scout outdoor event will include several of these elements, and the year-round program should include all of them. The elements support a successful outdoor program by helping event planners focus on the key parts of the Scouting program in general, and on the specifics of the Cub Scout outdoor program.

The 12 Elements of the Cub Scout outdoor program are:

6. **Training.** Each type of camping opportunity in the Cub Scout outdoor program is supported by training: National Camping School for Day Camps and Resident Camps, Short-Term Camp Administration for Family Camps and council or district events, and BALOO for all Cub Scout unit campouts provide the skills and knowledge needed for a great event.
7. **Aquatics.** Be sure to use the principles found in Safety Afloat and Safe Swim Defense and in the *Guide to Safe Scouting*.
8. **Camping.** Day camp, resident camp, pack overnights, Webelos den overnights, Webelos-ree events, and council or district family camps are the keys of the Cub Scout outdoor program.
9. **Duty to God.** Be sure to include an inter-religious worship service during the event, whether staying overnight or not.
10. **Nature Crafts.** Add a touch of real nature to your craft activities and make it a learning experience and Fun!
11. **Four-Season Activities.** Keep your program going year-round by using the resources available in your community.
12. **Cooking, Hiking, and Games.** These are a natural part of any Scouting event; just be sure they are age-appropriate.
13. **Ceremonies, Campfires, “Pizzazz.”** It’s better outside—don’t miss the chance to create a lasting memory.

Cub Scout Adventures. Take advantage of opportunities to incorporate rank advancement when available. Make it a natural part of your Cub Scout outdoor program! **Themes.** Include a well-thought-out theme and make it Cub Scout special!

14. **Family Centered.** Be sure there is something for every participant in your event - Scouts, parents, siblings and even grandma and grandpa!

Appendix P-16: Age-Appropriate Guidelines

AGE APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES		      						
Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: <i>Is the activity appropriate for the age and for Scouting?</i> Not every activity needs to be conducted.		LIONS (WITH ADULT PARTNER) Kindergarten	TIGERS (WITH ADULT PARTNER) First Grade	WOLF/BEAR SCOUTS Second and Third Grades	WEBELOS Fourth Grade	ARROW OF LIGHT SCOUTS Fifth Grade	SCOUTS BSA	OLDER SCOUTS BSA, SEA SCOUTS, VENTURERS *Older Scouts BSA are age 15 and have completed eighth grade or 16 years old and up.
Outdoor Skills								
Hunting	Prohibited							
Mountaineering/Scrambling/Cross-Country Travel								✓
Search and Rescue Missions								✓
Search and Rescue Practice							✓	✓
Fueled Devices (stoves and lanterns)							✓	✓
Hiking—Multiple Day							✓	✓
Mountain Boards							✓	✓
Orienteering							✓	✓
Wilderness Survival Training							✓	✓
Fire Building					✓	✓	✓	✓
Pioneering					✓	✓	✓	✓
Cooking Outdoors				✓	✓	✓	✓	✓
Horseback Riding				✓	✓	✓	✓	✓
Map and Compass			Map only	✓	✓	✓	✓	✓
Pioneering Towers (check requirements for height restrictions)			Council/district events only		✓	✓	✓	✓
Rope Bridges (check requirements for height restrictions)			Council/district events only		✓	✓	✓	✓
Conservation Projects	✓	✓	✓	✓	✓	✓	✓	✓
Fishing	✓	✓	✓	✓	✓	✓	✓	✓
Hiking—Day	✓	✓	✓	✓	✓	✓	✓	✓
Tools (See SAFE Project Tool Use Guidelines: filestore.scouting.org/filestore/healthandsafety/pdf/680-02E.pdf)								
Power Tools—Chains Saws, Log Splitters, Wood Chippers, Power Saws	Adult use only							
Power Tools							✓	See SAFE Project Tool Use
Axes							✓	✓
Bow Saws					✓	✓	✓	✓
Pocketknife				Old Scouts must carry the knife safety Adventure for their rank and must re-certify each year.	✓	✓	✓	✓
Hand Tools		✓	✓	✓	✓	✓	✓	✓
Trekking								
Horse Treks								✓
Backpacking—Overnight, Backcountry							✓	✓
Bike Treks—Multiple Overnights							✓	✓
Ski Touring—Multiple Days and Nights Carrying Gear							✓	✓
Range and Target Activities (Policy as of 8/01/2024. See Range and Target Activities Manual for program details. Activities outside program literature is prohibited.)								
Pistols – NRA PRST Steps Program Only								Council-sponsored events and day camps, short-term camps, long-term camps
Specialty Programs – Cowboy Action								Council-sponsored events and day camps, short-term camps, long-term camps
Specialty Programs – Airsoft							✓	✓
Specialty Programs – Chalkball							Council-sponsored events and day camps, short-term camps, long-term camps	✓
.22 Bolt Action Rifle							✓	✓
Shotguns							✓	✓
Muzzleloaders – Rifle and Shotgun Only							✓	✓
Archery – Field			Council-sponsored events and day camps, short-term camps, long-term camps				✓	✓
Archery – Target, Action (moving targets)							✓	✓
Pellet Rifle				Council-sponsored long-term camps			✓	✓
BB Guns				Council-sponsored events and day camps, short-term camps, long-term camps			✓	✓
Slingshots/Wrist Rockets				Council-sponsored events and day camps, short-term camps, long-term camps			✓	✓
Catapults/Trebuchets								Projectiles must be soft and small (no larger than a tennis ball).
Camping (See Guide to Safe Scouting: www.scouting.org/health-and-safety/gss)								
Unit-Coordinated Camping		Camping as a pack at council's designated locations	Camping as a den or pack at council's designated locations	Camping as a den or pack at council's designated locations. May vary with local BSA troops at troop- or council-sponsored short-term camps			✓	✓
Council-Coordinated Camping	✓	✓	✓	✓	✓	✓	✓	✓

AGE APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: <i>Is the activity appropriate for the age and for Scouting?</i> Not every activity needs to be conducted.		 LIONS (WITH ADULT PARTNER) Kindergarten	 TIGERS (WITH ADULT PARTNER) First Grade	 WOLF/BEAR SCOUTS Second and Third Grades	 WEBELOS Fourth Grade	 ARROW OF LIGHT SCOUTS Fifth Grade	 SCOUTS BSA	 OLDER SCOUTS BSA, SEA SCOUTS, VENTURERS *Older Scouts BSA are age 13 and have completed eighth grade or 14 years old and up.
Vehicles								
All-Terrain Vehicles (ATV)							Approved council use only; no unit use	
Personal Water Craft (PWC)							Approved council use only; no unit use	
BMX Biking				✓	✓	✓	✓	✓
Mountain Biking				✓	✓	✓	✓	✓
Bike—Day Trip	✓	✓	✓	✓	✓	✓	✓	✓
COPE and Climbing								
Caving (other than simple service activities)								✓
Lead Climbing								✓
Snow and Ice Climbing								✓
Belaying							✓	✓
Natural Rock Climbing/Top Rope Belayed							✓	✓
Amusements—Aerial Adventure Parks							✓	✓
Amusements—Canopy Tours							✓	✓
Amusements—Zip Lines							✓	✓
Rappelling					✓	✓	✓	✓
COPE		Age-appropriate initiative games					✓	✓
Bouldering	✓	✓	✓	✓	✓	✓	✓	✓
Climbing (age-appropriate man-made facility)	✓	✓	✓	✓	✓	✓	✓	✓
Aquatics (See Safe Swim Defense, and Safety Afloat for restrictions based on skills, such as swimming ability, rather than age.)								
Aerial Towed Activities (parasailing, parasailing)		Prohibited						
Cliff Jumping, High Dives		Prohibited						
Triathlon: Swim Races in Open Water								Sanctioned events
Paddle Sports: Youth Operated on Class III or Above Whitewater								✓
Paddle Sports: Whitewater With Professional Guide on Board							✓	✓
Paddle Sports: Youth Operated on Class I or II Whitewater							✓	✓
Motorboats: Youth Operated (check state regulations)							✓	✓
Overnight Cruise on Live-Aboard Vessel							✓	✓
Sailboats and Sailboards: Youth Operated							✓	✓
Snorkeling in Open Water							✓	✓
Scuba							✓	✓
Surfing							✓	✓
Towed Activities (parasailing, knee boarding, boogie boarding)							✓	✓
Tubing (floating in gently flowing water)				✓	✓	✓	✓	✓
Paddle Sports: Youth Operated on Calm or Gently Flowing Water		Passengers only		Paddle sports include canoes, kayaks, pedal boats, rafts, rowboats, SUP				
Commercial Marine Transport (ferries, excursion ships)	✓	✓	✓	✓	✓	✓	✓	✓
Day Rides on Large Private Craft With Trained Adult Operator	✓	✓	✓	✓	✓	✓	✓	✓
Swimming	✓	✓	✓	✓	✓	✓	✓	✓
Snorkeling in Confined Water	✓	✓	✓	✓	✓	✓	✓	✓
Water Parks, Slides, and Floating Attractions		Appropriate ages varies by feature						

680-685
08/24 Revision

Make sure to check for updates before every event!

<https://filestore.scouting.org/filestore/HealthSafety/pdf/680-685.pdf>

Appendix P-17: Outdoor Flag Ceremonies

A proper color guard requires two people per flag to raise and lower the colors. If more than the U.S. flag is being used, the U.S. flag is raised first in the morning and lowered last in the evening. Use the commands shown in italics to cue the bugler, if one is used.

STATIONARY FLAGPOLE

Raising the Flag in the Morning

Command	Action
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard advances to the flagpoles.
“Color guard, present colors!”	The color guard attaches the flag to the halyard.
“Hand salute!”	All salute, except the Scout raising the colors; once the flag is raised and the hand used for doing this is free, this Scout joins the salute.*
“Color guard, post colors!” (Optional: “Bugler, sound off!”)	The flag is raised briskly to the top of the pole. After the flag stops at the top, the Pledge of Allegiance, if used, is recited while the salute is held. (<i>Optional: Bugler plays “To the Colors.”</i>)
“Two!”	All drop salute and remain at attention. The color guard ties the halyard to secure the flag. The process is repeated with any other flags being raised together; no salute is given, and the bugler does not play. When the halyard is secure:
“Color guard, dismissed!”	Color guard returns to the starting point. A patriotic song or reading may be done at this point.
“Camp at ease!”	The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point.
“Camp, dismissed!”	The ceremony is ended and the audience disperses.

***Note:** The salute is held only while the flag is moving on the pole. Once it reaches the top of the pole or is touched by a member of the color guard, the command “Two!” is given. Scouts should salute the pole itself, not follow the flag while it is moving up or down the pole.

Lowering the Flag Before Sundown

Any announcements, awards, or recognition may be done after the audience has assembled but before the flag is lowered.

Command

Action

(Optional: "Bugler, sound retreat!") (Optional: Bugler plays "Retreat.")

"Color guard, attention!"

The color guard comes to attention.

"Camp, attention!"

The audience stands at attention.

"Color guard, advance!"

The color guard advances to the flagpoles. Flags other than the U.S. flag are lowered first and folded bed sheet style.

"Color guard, prepare to lower the colors!"

The color guard unties the lanyard from the pole.

"Hand salute!"

All salute, except the Scout lowering the colors; the assistant salutes until the flag is within reach.

"Color guard, lower the colors!"
(Optional: "Bugler, sound off!")

(Optional: Bugler plays "To the Colors.") The U.S. flag is lowered slowly, with dignity. When the flag touches the assistant's hand:

"Two!"

All stop saluting, remaining at attention while the U.S. flag is properly folded triangle-style.

"Color guard, dismissed!"

The color guard returns to their starting point.

"Camp at ease!"

Audience relaxes from attention.

"Camp dismissed!"

The ceremony is over; the audience disperses.

HANDHELD FLAGPOLE

Raising the Flag in the Morning

Command

Action

“Color guard, attention!”

The color guard comes to attention.

“Camp, attention!”

The audience stands at attention.

“Color guard, advance!”

The color guard moves toward the flag stands (in front of the audience) and stops on arrival.

“Color guard,
present colors!”

The U.S. flag is raised high and held; any other flags are dipped forward.

“Hand salute!”

All except the flag bearers salute. The Pledge of Allegiance may be recited.

“Two!”

All drop salute, remain at attention.

“Color guard, post colors!”

The flags are posted in their stands; flag bearers take one step back.

“Color guard, dismissed!”

Color guard returns to the starting point behind audience.

“Camp at ease!”

The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point.

“Camp dismissed!”

The ceremony is ended and the audience disperses.

Lowering the Flag Before Sundown

Any announcements, awards, or recognition may be done after the audience has assembled but before the flag is lowered.

Command

Action

“Color guard, attention!”

The color guard comes to attention.

“Camp, attention!”

The audience stands at attention.

“Color guard, advance!”

The color guard moves toward the flag, stands (in front of audience), and stops on arrival.

“Color guard, present the colors!”

The flags are removed from their stands; the color guard turns toward the audience and waits.

“Hand salute!”

All except the flag bearers salute.

“Color guard, retire the colors!”

The U.S. flag precedes all others and they exit (back of audience). When they are clear of the audience:

“Two!”

All drop salutes.

“Camp at ease!”

Audience relaxes from attention.

“Camp dismissed!”

The ceremony is over; and the audience disperses.

Flying the Flag at Half-Staff

When flying the flag at half-staff, the flag should be briskly run up to the top of the staff before being lowered slowly to the half-staff position.

Similarly, when retiring the colors, the flag should be briskly run up to the top of the staff before being lowered all the way down as normal.

The term *half-staff* means the position of the flag when it is one-half the distance between the top and bottom of the staff. The term *half-mast* is used when the flag is being flown on a ship.

An easy way to remember when to fly the United States flag at half-staff is to consider when the whole nation is in mourning. These periods of mourning are proclaimed either by the president of the United States, for national remembrance, or the governor of a state or territory, for local remembrance, in the event of a death of a member or former member of the federal, state, or territorial government or judiciary. The heads of departments and agencies of the federal government may also order that the flag be flown at half-staff on buildings, grounds, and naval vessels under their jurisdiction.

On Memorial Day the flag should be flown at half-staff from sunrise until noon only, then raised briskly to the top of the staff until sunset, in honor of the nation's battle heroes.

According to the U.S. Department of Veterans Affairs, the flag should fly at half-staff for 30 days at all federal buildings, grounds, and naval vessels throughout the United States and its territories and possessions after the death of the president or a former president. It is to fly 10 days at half-staff after the death of the vice president, the chief justice or a retired chief justice of the United States Supreme Court, or the speaker of the House of Representatives. For an associate justice of the Supreme Court, a member of the Cabinet, a former vice president, the president pro tempore of the Senate, the majority leader of the Senate, the minority leader of the Senate, the majority leader of the House of Representatives, or the minority leader of the House of Representatives the flag is to be displayed at half-staff from the day of death until interment.

The flag is to be flown at half-staff at all federal buildings, grounds, and naval vessels in the Washington, D.C., area on the day and day after the death of a United States senator, representative, territorial delegate, or the resident commissioner from the Commonwealth of Puerto Rico. It should also be flown at half-staff on all federal facilities in the state, congressional district, territory, or commonwealth of these officials.

Upon the death of the governor of a state, territory, or possession, the flag should be flown at half-staff on all federal facilities in that governor's state, territory, or possession from the day of death until interment.

The president may order the flag to be flown at half-staff to mark the death of other officials, former officials, or foreign dignitaries. In addition to these occasions, the president may order half-staff display of the flag after other tragic events.

See <http://halfstaff.org/> for half-staff flag notifications.

Appendix S-1 Geocaching in Cub Scouts and Sample Course

Geocaching in Cub Scouting.

Finding a geocache

Given the latitude and longitude coordinates you need to go to, input those into your smartphone map app, then while referencing either the Compass Page setting or the Map Page setting, head off to find the geocache.

The accuracy of geocaching and the GPS system can vary up to 15 -20 feet. Therefore, to assist in narrowing down the location a HINT is typically given. Examples: 12 inches above ground, behind a red object, etc.

When using a stand-alone GPSr device or an APP on a smartphone, the compass page is best because it displays your direction of travel arrow with the distance remaining.

If using a mapping software APP such as Google Maps®, you are following the route on a map.

Hiding a geocache (Creating your Geocaching Course)

- 1) Create your geocaching containers. They can be very simple (a breath mint can painted or wrapped in camouflage duct tape or an ammo can) to elaborate (a bird house with an opening roof and other imaginative options).
- 2) You layout your Geocaching Route Hunt in reverse order. Start with the final site, and place a typically large container/ammo can filled with your rewards/prizes. For a Cub Scout event make the prizes Scout oriented like compasses, Leave No Trace cards, backpack whistles, Individually packaged candy, etc.
3. Determine your latitude/longitude coordinates. On a standalone device, create a waypoint or on a smartphone APP tap the screen to reveal your current location coordinates (devices may vary on how to determine your current location). On a 3x5 card or similar form, copy down these coordinates and provide an applicable clue.
4. Take this card to the next location in reverse order and place it into its container. Continue with step 3 again.
5. Repeat this process until you reach the beginning of the course for the participants.

NOTE to instructor: you may need to explain how to enter a degree symbol on a phone (hold the 0 and it should appear)

Sample Geocaching course card: (note this is not a real geocaching course)

Geocaching Course Card

Adventure Title: Office Park Dash

Location: Irving, TX

Difficulty Level: X Easy Moderate Hard

Total Stops: 5

Time Estimate: 30 minutes (walking)

Guide: _____

Stop #1: The Oak Bench

Location: N 32° 52.500' W 096° 57.000'

Clue: Find the bench under the large oak tree.

What to Do: Look beneath the seat for a small container.

Stop #2: Water's Edge

Location: N 32° 52.520' W 096° 56.980'

Clue: Beside the small pond by the walking trail.

What to Do: The cache is camouflaged near the rocks.

Stop #3: Sculpture Garden

Location: N 32° 52.540' W 096° 56.960'

Clue: Among the modern art sculptures.

What to Do: Take a creative group selfie with the statue.

Stop #4: Picnic Pavilion

Location: N 32° 52.560' W 096° 56.940'

Clue: Check the corner support beam of the pavilion.

What to Do: Leave a note in the logbook.

Stop #5: Final Find – Scouting America Headquarters

Location: 1325 W Walnut Hill Ln, Irving, TX

Clue: At the front of the building, near the flagpole.

What to Do: Sign the logbook and take a group photo.

Adventure Checklist

Found all 5 caches

Completed each mini-task

Signed the final logbook

Returned all containers

Appendix S-2 Outdoor Ethics for Cub Scouts

Outdoor Code <https://www.scouting.org/outdoor-programs/outdoor-ethics/outdoor-code/>

As an American, I will do my best to:

- ***Be clean in my outdoor manners:*** A Cub Scout takes care of the outdoors and keeps the outdoors clean. A Cub Scout knows that putting marks on buildings, trees, or natural objects causes permanent damage.
- ***Be careful with fire:*** A Cub Scout may enjoy a campfire only with adult leaders. A Cub Scout knows not to play with matches and lighters.
- ***Be considerate in the outdoors:*** A Cub Scout shares our outdoor places and treats everything on the land and in the water with respect.
- ***Be conservation-minded:*** A Cub Scout works to restore the health of the land so others may enjoy, live, and learn from it as a part of the Web of Life.

Leave No Trace Principles for Kids <https://lnt.org>

1. **Know Before You Go:** Be prepared! Don't forget clothes that protect you from cold, heat, and rain. Use maps to show you where you'll be going so you won't get lost. Learn about the area you visit. Read books and talk to people before you go. The more you know, the more fun you'll have.
2. **Choose the Right Path.** Stay on the main trail to protect nature, and don't wander off by yourself. Steer clear of flowers or small trees. Once hurt, they may not grow back. Use existing camp areas and camp at least 100 big steps from roads, trails, and water.

3. Trash Your Trash. Pack it in, Pack it out. Put litter, even crumbs, in trash cans or carry it home. Use bathrooms or outhouses when available. If you have to “go,” act like a cat and bury poop in a small hole 4-8 inches deep and 100 big steps from the water. Place your toilet paper in a plastic bag and put the bag in a garbage can back home. Keep water clean. Keep soap, food, or poop out of lakes or streams.

4. Leave What You Find Leave plants, rocks, and historical items as you find them so, the next person can enjoy them. Treat living plants with respect. Hacking or peeling plants can kill them. Good campsites are found, not made. Don’t dig trenches or build structures in your campsite.

5. Be Careful with Fire. Use a camp stove for cooking. It’s easier to cook on and clean up than a fire. Be sure it’s OK to build a campfire in the area you’re visiting. Use an existing fire ring to protect the ground from heat. Keep your fire small. Remember campfires aren’t for trash or food. Avoid snapping branches off live, dead, or downed trees. Instead, collect loose sticks from the ground. Burn all wood to ash, and be sure that the fire is completely out and cold before you leave.

6. Respect Wildlife. Observe animals from a distance and never approach, feed or follow them. Human food is unhealthy for all animals and feeding them starts bad habits. Protect wildlife and your food by storing your meals and trash. Always control pets, or leave them at home.

7. Be Kind to Other Visitors. Make sure the fun you have in the outdoors does not bother anyone else. Remember that other visitors are there to enjoy the outdoors. Listen to nature. Avoid making loud noises or yelling. You will see more animals if you are quiet.

Remember - You'll enjoy nature even more by caring for your special place.

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* Leave No Trace is a member-driven national organization that protects the outdoors by teaching and inspiring people to enjoy it responsibly. This copyrighted information has been reprinted with permission from Leave No Trace: www.LNT.org.

Leave No Trace Principles for Kids

Source: Help Kids “Leave No Trace”; National Parks Conservation Association blog post by Jennifer Chambers, January 2015. Reprinted by permission of the author.

Since 1994, Leave No Trace ... has been one voice among many hoping to inspire youth to be stewards of the earth through their engagement in the outdoors. Leave No Trace implemented a few tools to educate kids about reducing their personal footprint on nature: a “PEAK program” (six activities to engage elementary-age children), a teen curriculum, a manual of 101 activities, and seven principles specifically written for kids. Leave No Trace educators teach young people how they can be stewards of nature in small ways that make a big impact while having fun outdoors. Below are seven tips on encouraging children to practice Leave No Trace.

1. Know Before You Go. Children have few choices in life, so finding ways to give them a choice helps build confidence. Get their input when planning an outdoor adventure. Have them plan the best clothing to wear based on the weather forecast. Provide trail choices within their ability. Allow them to choose their lunch and snack food.

2. Choose the Right Path. Play a game of “ninjas and detectives.” Encourage children’s imaginations while guiding their powers of awareness and role-playing. Ask them to pretend they are ninjas or spies—or any characters who might observe their surroundings without leaving clues as to where they have been. Parents can play the detectives, following the ninjas’ trails as they attempt to remain unseen and unheard.

3. Trash Your Trash. Play “I Spy” with trash by creating a competition among kids (or between child and parent) to see who can collect the most litter. This activity gets kids thinking about the accumulation of trash and its impact on parks and communities.

4. Respect Wildlife. Kids are naturally fascinated by animals they encounter outside, often wanting to touch or get close to them. Help them to understand how close they can safely be from an animal: Ask them to stand with one arm raised straight out at shoulder height with the thumb raised. Tell them to look at the animal with one eye closed and try to cover their view of the animal with the thumb. If they are far enough away, their thumbs will completely block out the animal.

5. Be Careful With Fire. When camping, play a firewood relay race. Create groups of two or more (or have a competition between children and parents). The objective is to gather dead and downed firewood of appropriate size. Then arrange the firewood from the smallest to the largest in diameter. Any firewood larger than a child's wrist is disqualified. The team with the most appropriate firewood wins. Finish this game by explaining that firewood should be no larger in diameter because it takes too long to burn into ash, hindering the decomposition process.

6. Leave What You Find. Give the kids a camera to take photos of treasures they find on the trail. Then have them put their photos together with a photo collage app so they can save and share their outdoor adventures. This reinforces that they can keep the memory while leaving the actual objects in nature.

7. Be Kind to Other Visitors. Encourage kids to be inclusive and polite when playing outdoors. Model and teach good manners, such as sharing the trail with others, and avoid bad behaviors like talking on cell phones while exploring. Extensive guidelines for teaching Leave No Trace principles are on the Scouting America website:

<https://www.scouting.org/outdoor-programs/outdoor-ethics/>

Appendix S-3 CAMP OH NO!

CAMP OH NO!

Overview: Teach participants Leave No Trace principles by showing them a firsthand example of a high-impact campsite. This works well for stationed events where participants rotate through various educational stations.

Objective: Participants will be able to list at least four of the seven principles and one way to follow each of them.

Materials: tent; litter; food scraps; fake fire, rocks, ax, and flowers; washing tub; dishes; fake dish soap; water or a blue towel to represent water; Inspiration Point sign; boom box; LNT principle signs—Know Before You Go; Choose the Right Path; Trash Your Trash; Leave What You Find; Be Careful With Fire; Respect Wildlife; Be Kind to Other Visitors

Time Considerations: Can be adjusted for station lengths from 15 to 30 minutes

Directions: Have Camp Oh No! set up before participants arrive. The list below matches the high impacts with corresponding LNT principles, and the information in parentheses is what should be done. When participants arrive, have the music playing loudly. Turn it off and welcome them to Camp Ohno. Tell them to have a look around for a few minutes and try to spot what you've done wrong. Then you'll come back together and discuss it.

1. **Know Before You Go:** Tent doesn't have a rain fly (should always be brought in case it rains)
2. **Choose the Right Path:** Tent set up too close to water (should be 200 feet away)
3. **Trash Your Trash:** Litter (put in trash can), washing tub in creek or lake (should be 200 feet away)
4. **Leave What You Find:** Pulled flower (cannot pollinate and make more)
5. **Be Careful With Fire:** Setting up a fire (use existing fire ring if available), litter in fire (can be hazardous, paper products may blow away and start forest fires), ax in tree (use dead-and-down wood)
6. **Respect Wildlife:** Food scraps on ground (don't feed wildlife—it damages their health, alters natural behaviors, and exposes them to predators and other dangers)
7. **Be Kind to Other Visitors:** Boom box (volume should be kept low or use headphones; otherwise, leave at home)

Appendix S-4 Will You Make It?

Overview: This match game introduces the Leave No Trace principle “Know Before You Go.” Using the event and solution cards below, participants will consider problems they might encounter on an upcoming trip and find the solutions.

Objective: Participants will be able to list two solutions to avoiding problems on the trail.

Time: 15 minutes

Directions: Distribute the event and solution cards, one to each participant, with the goal of having people find their corresponding event or solution card to form a pair. Once all the cards have been matched, have each pair share their event and solution. Then open the discussion to other solutions or personal experiences.

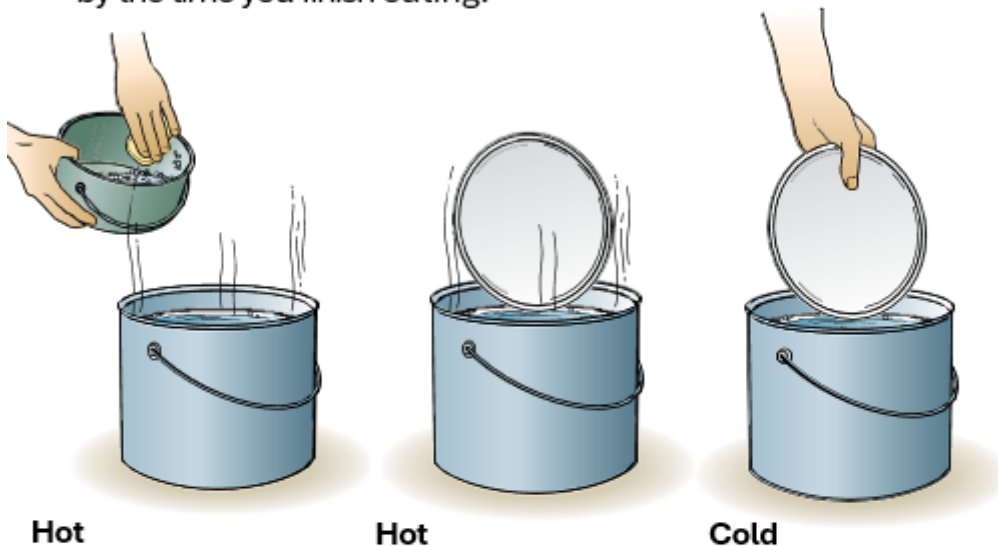
Will You Make It?

Event Card: Blisters! You have a nasty blister and can no longer carry your pack. You are not even sure that you can walk to your campsite.	Solution Card: An adhesive felt-like material acts like a second skin and can be applied to the feet or other areas of human skin to prevent rubbing. Always carry this with you and break in new footwear BEFORE a trip.
Event Card: Lightning! A storm is quickly blowing into your area. From your vantage point high on the trail, you can see a lot of lightning. You estimate you have about five minutes before the storm reaches you.	Solution Card: Before your trip, you researched lightning safety. You remember that lightning is attracted to the highest point and that water and metal conduct an electrical charge. You take off your metal-frame pack, stay away from water and the tallest tree, choose a low spot to crouch in on your jacket, and stay 20 feet from your fellow hikers.
Event Card: Pack weight! Your pack did not feel heavy when you left, but now you can hardly move. You're so tired you would just as soon sit down and not walk another step.	Solution Card: The weight of your pack should generally be no more than $\frac{1}{4}$ of your body weight. Weigh your pack before you leave, and leave some items behind if necessary. Some things like food and cooking supplies can be shared by several people in the group.
Event Card: Fire restrictions! You were planning on cooking with a small fire, but when you get to the trailhead you discover fire restrictions are in place. Those dehydrated meals aren't going to taste very good.	Solution Card: Call ahead to the area you're going and find out about restrictions and regulations. Bring a backpacking stove for cooking or bring food that doesn't require cooking.
Event Card: Bear country! You are traveling in bear country and had planned on hanging your food to keep it and the bears safe. Unfortunately, there aren't any suitable trees. You hang your food on a branch that's too close to the tree and your food gets eaten.	Solution Card: Bear canisters are a great solution to food storage issues. There's no need to hang them from a tree; simply place them 200 feet from camp in a spot where it won't roll away.

Appendix S-5 Cleaning Up After Meals

Cleaning Up

Clean and put away the cooking gear as quickly as possible after the meal, even if you are not yet leaving camp. Not only will you be able to enjoy the next activity, but the longer pots and pans sit, the tougher they are to clean. Put on a pot of water before you serve a meal. That way you will have hot dishwater by the time you finish eating.



Begin cleanup by setting out three pots.

Hot-water wash pot—hot water with a few drops of biodegradable soap.

Hot-water rinse pot—clear, hot rinse water.

Cold-water rinse pot—cold water with a sanitizing tablet or a few drops of bleach to kill bacteria.

Scrape excess food into a garbage bag that you will pack out. Then, scrub dishes in the hot-water wash pot. Use hot-pot tongs to dip items in the hot rinse water. Follow with a dip in the cold-water rinse pot. Lay clean dishes and cookware on a plastic ground sheet and let them air dry.



Dishwater Disposal. For campouts lasting no more than a couple of days, use a small kitchen strainer to remove food bits from your wash water and put them in your trash. Carry the wash and rinse water away from camp and at least 75 steps from any streams or lakes. Give it a good fling, spreading it over a wide area.

For longer stays at one site, dig a sump hole at the edge of camp and at least 200 feet from streams, lakes, or other open water. Make the hole about a foot across and 2 feet deep. Pour dishwater through the kitchen strainer into the hole, or place a piece of window screen across the hole and pour the water into the sump through that. The strainer or screen will catch food particles so that you can shake them into a trash bag. Fill the sump hole when you break camp, and replace any ground cover.

Wash out jars and cans, and carry them home for recycling. Save space by cutting out the ends and then flattening cans.

Food Storage

Store your food where it will be safe from animals, insects, dust, debris, and bad weather. Frontcountry campers can use vehicles, coolers, or plastic buckets with tightly fitted lids as storage units. In the backcountry and anywhere that bears may be present, a bear bag is often the answer. Not only will your food be secured, hanging anything with an aroma will give bears no reason to linger in your camp.

Land managers of camping areas frequented by bears can give you further information about the best ways to store your food. Their suggestions may include using metal bear boxes or other storage canisters that cannot be opened by wildlife.





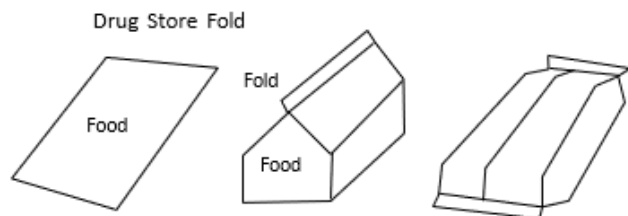
Here are three ways to suspend food and other “smellables.”

1. Find a tree with a sturdy horizontal branch about 20 feet above the ground. Put a couple of handfuls of soil in a bandanna or plastic bag and secure it to the end of a 50-foot length of nylon parachute cord. Toss the weight over the branch. Stash your provisions in a sturdy plastic trash bag or waterproof stuff sack. Twist it closed and secure it to one end of the cord with a clove hitch. Pull the other end of the cord to raise the bottom of the bag at least 12 feet off the ground and 8 feet away from tree trunks—well beyond the reach of any bears. Secure the free end of the cord to a tree.
2. If there is not a good branch nearby, find two trees about 20 to 30 feet apart. Toss a line over a branch close to the trunk of one tree, then toss the other end of the line over a branch of the second tree. Tie your bear bag to the center of the line, and hoist it high between the two trees.
3. Bears accustomed to raiding campsites may be smart enough to claw loose the tied end of a cord. To prevent that, divide your provisions equally between two bear bags. Raise one up to a high branch, as you would in the first bag-hanging method. Tie the free end of the cord to the second bag and lift it overhead. Use a stick or hiking staff to shove it out of reach of animals. The bags will counterbalance one another, and your food will be safe. To retrieve the bags, use a stick to push one bag even higher, causing the other to come down within your grasp.

Appendix S-6 Foil Cooking

Foil cooking is a great way to introduce novices to the world of outdoor cooking. The meals are easy to prepare, great to eat, and simple to clean up after. Foil meals can be prepared in advance (e.g., at a den meeting), frozen, and then placed right on the campfire.

There are hundreds of great recipes around, but they all use the same basic concept. The foil pack needs to be sealed tightly using a “drugstore” fold to hold in the moisture, then turned several times during cooking. The actual recipe can be just about whatever a Cub Scout wants it to be.



Here's a basic recipe:

Use two layers of lightweight foil or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some Scouts smear a layer of butter or margarine on the foil to start.

Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little bit of onion because it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. A twist might be to add a handful of rice and just a few ice cubes. This will make a great addition!

Spread the white-hot coals shallowly, and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, seal the pack by folding the edge over or wrapping it in another piece of foil. Turn the packs twice during the recommended time. When it's close to the completion time, open a corner of a pack and check to see if the meat is done.

Foil Cooking Times

Hamburger: 15–20 minutes

Chicken pieces: 20–30 minutes

Hot dogs: 5–10 minutes

Pork chops: 30–40 minutes

Carrots: 15–20 minutes

Ears of corn: 6–10 minutes

Whole potatoes: 45–60 minutes

Potato slices: 10–15 minutes

Whole apples: 20–30 minutes

Cooking times are approximate, and will be affected by the depth of the charcoal bed, altitude, temperature of food, etc. Frozen packs may be put directly on the fire, but they will take longer to cook. The recipes on the next page may need to be adjusted depending on ingredients, etc. It is best to try them in advance to verify the ingredients and cooking time in a local outdoor setting.

ADDITIONAL CUB SCOUT-LEVEL RECIPES

Thanksgiving foil pack. Place a layer of ice cubes on the foil. Lay turkey breast on top of the ice. Add $\frac{1}{2}$ cup Stovetop stuffing mix, $\frac{1}{2}$ cup regular stuffing mix. Then add $\frac{1}{2}$ – $\frac{3}{4}$ can of chicken soup (mixed with water according to directions on can). Wrap the pack using the drug store fold, and cook over coals about 40 minutes until done.

Baked apple. Core apple. Place on a square of foil. Fill hole with 1 tablespoon raisins, 1 tablespoon brown sugar, and a dash of cinnamon. Candy red hots also make good filling. Wrap foil around apple using the drug store fold, and bake in coals for 20 minutes.

Hobo popcorn. In the center of a foil square (six inches square), place a teaspoon of cooking oil and a tablespoon of popcorn. Bring foil corners together to form a pouch. Seal the edges, but leave room inside for the popcorn to expand. Tie the pouch on a long stick with a string, and hold the pouch over the coals. Shake constantly until all the corn is popped.

Pizza. Place a half of an English muffin on foil. Layer on pizza sauce, grated cheese, pepperoni, or whatever else you like on your pizza. Fold the foil drugstore style and place in the coals for 5–10 minutes.

Orange surprise. Cut off top third of an orange. Remove and eat the insides, leaving a little orange on the inside. Mix up a yellow or spice cake mix according to the directions on the mix box. Pour mix into orange about half full. Place the top back on the orange, and wrap in three layers of foil, using the drugstore fold to seal the pack. Cook for 15 minutes, then remove and let cool before eating.

Stick bread. Use “refrigerator” biscuit dough, or prepare biscuit mix very stiff. Heat stick, flour it, then wind dough like a ribbon, spiraling down the stick. Keep a small space between the twists. Cook by holding about six inches from the coals at first so inside will bake, then brown by holding nearer the coals. Turn continually. Bread will slip off easily when done.

Camp doughnuts. Pour a few inches of cooking oil into a large pot. This will work on a camp stove or coal bed, but use caution as it works best when the oil is very hot. Make the “doughnuts” by poking a hole in the center of a canned biscuit. Drop in the oil, turning once with a tong or stick halfway during cooking time. They cook very fast; watch for good color. Remove to drain on paper towels, and roll in confectioner’s sugar or cinnamon sugar.

OUTDOOR COOKING HINTS

- Handy fire starters can be made by placing one charcoal briquette in each section of a paper egg carton. Cover with melted wax, and tear apart to use.
- Place a burger fresh from the grill into the bun and put it in a plastic bag for about a minute. The bun will be steamed warm.
- Put a kettle of water on the fire to heat while you are preparing your food and eating, and your dish water will be ready when you are.
- Freeze meat when putting in a cooler. It will last longer and help keep your other food cold. Make hamburger patties in advance and layer with paper.
- Give yourself plenty of time to start a fire and wait for the briquettes or wood to be ready.
- Don’t forget to rub the outside of pans with liquid soap before putting on the fire; they’ll clean up much more easily.

Appendix S-7 Campsite Considerations

Cub Scout camping will be taking place in sites approved by your local council (council camps, local parks, campgrounds), so campsite selection may be limited. There are still several considerations to keep in mind when laying out your campsite for a pack event.

Location. A campsite facing the south or southeast will get more sunlight and generally will be drier than one on the north side of a hill or in the shade of mountains or cliffs. Cold, damp air tends to settle, causing the bottoms of valleys to be cooler and moister than locations a little higher. On the other hand, hilltops and sharp ridges can be very windy, and should be avoided in lightning-prone areas.

Size and shape. A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it.

Protection. Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees?

Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

Insects and animals. Insects and other animals all have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite. Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you if you leave them alone but give them plenty of room. The same goes for most animals.

Ground cover. Any vegetation covering a campsite will receive a lot of wear and tear. Tents will smother it, sleepers will pack it down, and walkers will bruise it with the soles of their shoes. Some ground cover is tough enough to absorb the abuse, but much of it is not. Whenever you can, make your camp on naturally bare earth, gravelly soil, sand, or on ground covered with pine needles or leaves.

Drainage. While you'll want a campsite that is relatively flat, it should slope enough to allow rainwater to run off. On the other hand, you don't want to be in the path of natural drainage. Check uphill from where you're planning to set up your tent to make sure water won't run through your site. **Never camp in a streambed!** Also, you want to avoid depressions in the ground, as even shallow ones can collect water in a storm.

Privacy. One of the pleasures of camping is being away from crowds and the fast pace of city life. Select campsites that are out of sight and sound of trails and other campsites. That way you'll have your privacy while you respect the privacy and peace and quiet of other campers.

Beauty. The beauty of a campsite often is what first attracts visitors to it. Being able to look out from a tent and see towering mountains, glistening lakes, or miles of canyon land or rolling prairie is part of what camping is all about. Find a campsite that gives you spectacular scenery but use it only if it is appropriate for every other reason, too. Remember to always leave your campsite better than you found it.

Tread Lightly! You can do a lot to protect the wilderness. Try to leave no trace of your visit. Leave no marks along the trail, keep your campsite clean and tidy, and leave it cleaner than you found it. You will preserve a true wilderness character for you and others to enjoy in the future. Be gentle on Mother Nature. Don't harm plants or animals, including insects. Take nothing but pictures; leave nothing but footprints; and kill nothing but time. This philosophy is as appropriate in a county park as it is anywhere else.

Appendix S-8 Open Fires vs. Cooking Stoves

Open Fire Advantages

15. Creates heat suitable for cooking food and warming chilly campers.
- Requires no special equipment.
 - Allows cooks to bake in Dutch ovens and reflector ovens, and to broil food on grills.
 - Provides a psychological lift on cold and damp days and serves in the evening as the center of pack fellowship.

Open Fire Disadvantages

- Can scar the earth on which it is built, stains rocks with soot.
- Difficult to control temperature.
- Creates a potential hazard to surrounding forests.
- Requires an adequate supply of wood or charcoal.
- Difficult to build and maintain in rain or snow.
- Illegal or allowed only by permit in many parks and forests.
- Blackens pots and pans.
- Can destroy hiking boots or clothing in the process of drying them.

Camping Stove Advantages

- Will not scar the earth.
- Temperature is controllable.
- Provides steady heat that won't blacken rocks or cooking gear.
 - Requires no firewood.
 - Operates dependably under adverse conditions.
 - Faster, cleaner to use.

Camping Stove Disadvantages

- Requires the handling of flammable liquids or gaseous fuels.
- Useless for drying gear or warming campers.
- Useless for baking or grilling food.
- Must be used with adult supervision.
- Dependent on adequate fuel supplies
- Possible performance issues if not properly maintained

Appendix S-9 Cub Scout Knot Tying Games

Square Knot Relay

This is a fun team activity. Divide the den into two teams. Give each Scout a piece of rope. Stretch another piece of rope across the floor at the other end of the room.

At the signal, the first Scout runs down to the rope lying on the ground, ties their piece to the end using a square knot, and runs back to their team where they'll tag the next person.

Each Scout does the same. The first team to successfully tie all pieces of rope together using the correct knot wins.

Simon Says Knots

In one of my favorite knots tying games, it is every Scout for themselves. Give each Scout a piece of rope about 3 feet long. Each player holds their rope. Every time "Simon says" to tie a certain knot, each Scout must do it.

If the command doesn't start with "Simon says," do nothing. It is counted as a miss if the knot is tied incorrectly, if the knot that is tied is the wrong knot, or if a knot is tied at the wrong time. After three misses, a player is out.

Blind Knots

Here's another individual activity. Tie 8 or 10 different knots and put each one in a bag made from fabric. The Scouts will try to identify each of the knots. You can let them put their hands in the bag or just touch the outside. Keep track of how many knots each Scout correctly identifies.

Blind Buddy Knots

Let's see how much your Scouts already know by having them quiz their peers. Have the kids pair up with a buddy. Give them each 3 or 4 cards with the names of different knots and a length of rope so they can create each one.

Blindfold one team member while the team member without the blindfold pulls a card and ties the knot. They then hand the knot to their blindfolded partner who must try to identify the knot. Have the partners switch roles so that everyone has a turn being blindfolded.

This Is a Knot

Caution: this game may get loud and giggly, but the Scouts will love it!

This knot tying game will help them learn to identify knots and adds a bit of coordination and multi-tasking.

Before the game starts, collect enough pieces of rope for the number of Scouts you have. Tie different knots in the rope.

Have the group, including the den leader, sit in a circle. The den leader holds all the ropes and will start the game.

One knot at a time, have the scout leader pick up one rope and say, "This is a (insert the name of the knot)" while passing the knot to the Scout on their right. That Scout replies by saying "A what?"

The den leader repeats "a (name of knot)." The Scout replies again with "A what?" The leader repeats the name of the knot, and the Scout finally replies, "Oh, a (name of knot)!"

It'll go something like this:

Leader: "This is a square knot." Scout: "A what?"

Leader: "A square knot." Scout: "A what?" Leader: "A square knot."

Scout: "Oh, a square knot!"

Here's where it gets interesting. After the leader and Scout complete their dialogue, the Scout must now introduce the knot to the person to their right while accepting a new knot from the leader.

The Scout will need to say all the lines—the knot name to the person on their right and the question back to the leader.

The script goes back and forth from left to right until everyone is both passing and accepting a knot and saying both parts of the script.

At the end of this game, not only will the Scouts be holding knots, but they will also be tongue tied!

Knot Step Contest

This knot game mimics the “Mother, May I?” playground game. Here is how you get permission to take a step forward.

Line up the Scouts at one end of the room. Give each Scout a 3-foot length of rope. Call out the name of a knot. Each Scout ties the knot, and an adult judge will check the knot.

If the knot is tied correctly, the Scout can take one step forward. This process is repeated until a Scout is across the finish line.

Round-Robin Knots

Like the previous game, this one tests the Cub Scouts' skills, but this one is timed.

Start the clock at 60 seconds. Call out each of the knots that Cub Scouts need to know (overhand, square, bowline, 2 half hitches, taut line), and see how many of them each Scout can tie within those 60 seconds.

Rope Throw Rescue

We want to be sure that Scouts understand that knots can be used to save lives too. This game emulates a throw rescue while on dry land.

Divide the group into teams. Give each team a coil of rope that has an empty milk jug tied to the end. You might want to put a little water in the jug.

Use adults to represent drowning victims. Each scout in turn throws the rope to the drowning person who grabs it and then lets it go. But don't hit them with the jug!

The player recoils the rope and hands it to the next player. Repeat until all den members have cast successfully.

The Human Knot

Who doesn't love a group activity? This game calls for up to twelve people to stand in a circle. Each person needs to grab someone else's right hand who is not directly to the right or left of them.

Then reach inside the circle with your left hand and grab someone else's.

After all the hands are grabbed, the group will form a human knot!

The goal is to get the group untied without letting go of hands. The Cub Scouts may need to twist, turn, step over, under, or between the linked hands.

Depending on how many people are in the circle and how the hands are linked, once untied, there may be an inner circle and an outer circle. Encourage them to keep holding hands and have as much fun as possible.

Friendship Circle Closing

If you want to end your meeting on a [more reflective note](#), this activity is perfect.

Each Scout is given a 3-foot length of rope. They then tie their rope to their neighbor's rope with a square knot. After everyone has tied their knots, the rope should be in a circle.

Have the Cub Scouts pull back on the rope a bit with their left hands and make the Cub Scout Sign with their right.

The den leader, den chief, or [denner](#) will then say, “This circle shows the bond of friendship we have in Cub Scouting. Now please join me in the Scout Oath.”

Whether you are working on team building, individual skill, or speed, these games can get your Cub Scouts excited about tying knots. Modify the activities as you see fit to accommodate the skill set of your Scouts.

Knot Relay Game

Divide group into equal teams. Line up each team at the starting line. First person in team runs up to a line in front of them with five cards turned. Turn over a card and tie the indicted knot. When finished, return to team at the end of the line. The next person in line moves forward to tie their selected knot from the cards. Fastest team wins.

Appendix S-10 Managing Food Allergies

Food Allergy Guidance

The following statement by the American Academy of Pediatrics emphasizes the need for a plan to prevent and manage food allergies:

Food allergies can cause a severe and life-threatening reaction. The only sure way to prevent a food allergy reaction is to avoid the problem food altogether, in any form, at all times.

If symptoms of a severe food allergy are present, administer emergency medicine immediately and notify health care provider/s as soon as possible. If unable to contact them, call 9-1-1 if available at your location or the local emergency number if 9-1-1 is not available.

Developing a plan at camp for those with food allergies takes planning long before the arrival date. It is important that the family and youth begin this process as soon as possible; it is also important to include necessary leaders and health care providers in preparing for camp.

This document provides a framework for anyone in Scouting to develop a plan for a participant with food allergies, sensitivities, or intolerances. With Scouting experiences in mind, the language is focused on camping. However, the information is valuable in any Scouting context and can be used by units, camps, and councils.

Scouting's Guiding Principles

- The safety of all participants is paramount.
- The responsibility for the management of a medical condition, such as a food allergy, lies with the individual or the individual's parents or guardians.
- Any plan should include a commitment to protecting the individual's right of privacy and confidentiality.

This information is not intended to be comprehensive. More information about managing food allergies can be found in the resources listed at the end of this document.

Understanding Food Allergies, Food Intolerances, and Food Sensitivities

It is important to know the difference between true food allergies and food intolerances and sensitivities. True food allergies may lead to life-threatening allergic reactions. Food intolerances or sensitivities do not.

Food Intolerances/Sensitivities	Food Allergies
• Gradual onset	• Immediate onset
• NOT life-threatening	• Potentially life-threatening
• Very common	• Less common
	• Immune system reaction

Food Allergy Action Plans

A food allergy may lead to a **life-threatening allergic reaction** (anaphylaxis) and may occur even if previous reactions have been mild. A food allergy action plan is an individualized plan that includes prevention strategies, severe food allergy symptoms, and prescribed emergency treatment in the event a severe food allergy reaction occurs.

Family Responsibilities

Developing a food allergy action plan is the responsibility of the individual if an adult. If a youth, it is the responsibility of the youth's parents or guardians. Begin planning as soon as possible before the event. Choosing an appropriate camping experience is important, especially for those diagnosed with a severe food allergy.

Before Camp/Event

Meet with your child and their health care provider.

- Carefully read and complete the [Annual Health and Medical Record \(AHMR\)](#). Pay close attention to the supplemental risk advisories for high adventure. With your health care provider, develop a food allergy action plan for various settings (home, school, others) together.
- Discuss the type of camping experience with your health care provider. Is the camp appropriate for someone with a food allergy?
- Determine if the child is capable of self-administering medications needed in response to a food allergy reaction. Teach the child the proper method if necessary.

Meet with your child and unit adult leadership.

- Discuss the possibility of attending the camp/event. Include the health care provider, if necessary, in the discussion.
- Review the completed AHMR, being sure to include allergies.
- Develop a food allergy action plan specific for the camp/event, including travel. Provide to the unit adult leader(s) copies of the final food allergy action plan that was developed with your health care provider. Discuss the steps of this action plan with the unit leader(s).
- Determine if a parent or guardian must attend the camp/event with their child. This is strongly encouraged, especially for youth who cannot manage the action plan alone.

Meet with camp leadership. Arrange the meeting as soon as possible.

- Include unit leadership and your youth in the conversation.
- Determine if it is possible for the youth to attend the camp.
- Review the allergy action plan and revise if needed. Include all medications.
- Provide copies of the final food allergy action plan to the camp leadership.
- Review the menu. Discuss any potential allergens and develop a plan for alternatives.
- Include meal service (e.g., cafeteria style, family style, self-serve) in the plan and communicate the food allergy action plan to camp staff upon arrival.

Note: It may be necessary for the family to provide all food for the youth. Agree upon a plan with unit and camp leadership that includes food storage both at camp and during travel, food service methods, availability, etc.

Your Food Allergy Action Plan

Using as a model the food allergy action plan already in place from your child's health care provider for home and school, include specific camp/unit events. Consider all activities the youth will be involved in, such as merit badge courses, craft activities, cracker barrel, travel, etc.

It is recommended to share the plan, as well as any changes, with:

- Unit members: adult leaders, the youth's buddy, patrol or crew, unit youth leadership, and others, depending on the circumstances.
- Camp leadership: camp director, camp dining hall manager, and camp health officer. Others may be included as determined by the camp.

See resources below for [sample action plan](#) and more.

Medication

Provide adequate amounts of unexpired medication according to the camp's guidelines. Keep in mind that additional medication may be necessary based on the type of camp and activities.

Determine who will be responsible for carrying emergency medication. Youth who are capable should be encouraged to always carry it with themselves if permitted. It is important to note that state and local laws may vary and must be followed (e.g., if the camp is located in a different state). Contact the camp or the council health supervisor for specific information.

Arrival at Camp

The parent or guardian or the unit's adult leader, along with the youth, should:

- Notify camp personnel upon arrival of the youth's food allergy.
- Meet with camp leadership, which may include the camp director, camp health officer, food service director, and others as necessary.
- Review with all the final version of the food allergy action plan. Provide copies.
- Review medications, including the health care provider's written directions, proper use, reason for medication, storage requirements and location, and possible side effects.

Youth Responsibilities

It is the family's responsibility to review with the youth the information needed to manage their food allergy and to be prepared for unintentional exposure to the allergen(s).

Ideally, the youth should:

- Review and understand the food allergy action plan.
- Wear a medical alert bracelet.
- Never trade food with other campers.
- Never eat anything with unknown ingredients.
- Read every available label and check any questionable ingredients with their parent, guardian, or knowledgeable adult unit leader.

- Limit exposure to food allergens by eating in a separate area away from potential allergens.
- Consider bringing their own food.
- Tell an adult leader if a reaction seems to be starting, even if there are no visible symptoms of an allergic response.
- Seek adult help if symptoms are beginning. Do not isolate themselves.
- Carry (or have available) an epinephrine auto-injector device if prescribed by their health care provider. Parents or guardians and/or adult unit leaders should first check specific camp rules and state and local regulations. This medication may be carried by an adult unit leader or camp leader if the youth is unable or not permitted to do so.
- Let the unit's adult leaders know immediately if they self-administer an epinephrine auto injection.
- Be aware that potential food allergens may be anywhere such as trading posts, camp stores, camp activity areas, etc. Be sure to check for possible food allergens before consuming anything. **If a food product does not have a label, it should not be consumed.**

Adult Leaders' Responsibilities

Scouting America does not mandate and does not recommend that leaders take responsibility for managing a youth's food allergies. If an adult leader agrees to do so, then it is recommended that they:

- Assist in developing the food allergy action plan.
- Obtain a copy of the final version of the action plan.
- Be familiar with the specific food allergens and recognize symptoms of a food allergy.
- Understand the treatment plan and be prepared to act in the event of a severe reaction (anaphylaxis).

Certification in CPR and AED procedures and knowledge of how to properly use an epinephrine auto-injector device are highly recommended.

Resources

- FARE (Food Allergy Research & Education)—Common Food Allergens:
www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens
- American College of Allergy, Asthma, & Immunology—Food Allergy:
acaai.org/allergies/allergic-conditions/food/
- American Academy of Allergy, Asthma, and Immunology—Food Intolerance Versus Food Allergy:
www.aaaai.org/tools-for-the-public/conditions-library/allergies/food-intolerance
- FARE Heading to Camp:
www.foodallergy.org/resources/heading-camp
- American Camp Association—How to Prepare for Food Allergies at Camp:
www.acacamps.org/blog/how-prepare-food-allergies-camp
- About Handwashing | Clean Hands | CDC:
www.cdc.gov/clean-hands/about/

Gluten and Celiac Resources

- Academy of Nutrition and Dietetics—Celiac Disease: An Introduction:
www.eatright.org/health/diseases-and-conditions/celiac-disease/celiac-disease-an-introduction

Food Allergy Action Plan

- FARE (Food Allergy Research & Education)—Food Allergy & Anaphylaxis Emergency Care Plan:
www.foodallergy.org/life-with-food-allergies/food-allergy-anaphylaxis-emergency-care-plan

Scouting Resources

- Annual Health and Medical Record:
www.scouting.org/health-and-safety/ahmr/
- Medication Use in Scouting:
filestore.scouting.org/filestore/HealthSafety/pdf/SAFE_USE_OF_MEDICATION_IN_Scouting.pdf

680-063
Revised September 2024

[https://filestore.scouting.org/filestore/HealthSafety/pdf/2024-Guidelines-for-Food-Allergies WEB.pdf?_gl=1*_ulgd74*_ga*_MzMzMzMTkzNTA1LjE3MzM3NTU0MzE.*_ga_20G0JHESG4*_czE3NTY3NDA2MTMkbzU4NSRnMSR0MTc1Njc0MTkyNSRqNjAkBDaKaDA.*_gcl_au*_R0NMLjE3NTlxNjM1NjYuY2p3a2Nhand5YjNkYmhibGVpd2FhemxlnW56Z3Q0djJibGg0cHB5aWpmMDEtMDdoOTNvYW56ZmFpXzRscGt6eHd6dWg5bW1sazZyaHVib2NqdjBxYXZkX2J3ZQ.*_gcl_au*_NTI2ODU2Mjc2LjE3NDk0OTA1OTQ._&_ga=2.47559207.1034733193.1756727870-333193505.1733755431](https://filestore.scouting.org/filestore/HealthSafety/pdf/2024-Guidelines-for-Food-Allergies%20WEB.pdf?_gl=1*_ulgd74*_ga*_MzMzMzMTkzNTA1LjE3MzM3NTU0MzE.*_ga_20G0JHESG4*_czE3NTY3NDA2MTMkbzU4NSRnMSR0MTc1Njc0MTkyNSRqNjAkBDaKaDA.*_gcl_au*_R0NMLjE3NTlxNjM1NjYuY2p3a2Nhand5YjNkYmhibGVpd2FhemxlnW56Z3Q0djJibGg0cHB5aWpmMDEtMDdoOTNvYW56ZmFpXzRscGt6eHd6dWg5bW1sazZyaHVib2NqdjBxYXZkX2J3ZQ.*_gcl_au*_NTI2ODU2Mjc2LjE3NDk0OTA1OTQ._&_ga=2.47559207.1034733193.1756727870-333193505.1733755431)

Appendix S-11 Cub Scout Overnight Camping



Cub Scout Overnight Camping

Camping for Packs and Webelos & Arrow of Light Dens is limited to no more than two consecutive nights. All [Barriers to Abuse](#) must be followed. For details see the [Guide to Safe Scouting](#).

 LION Kindergarten	 TIGER 1 st Grade	 WOLF 2 nd Grade	 BEAR 3 rd Grade	 WEBELOS 4 th Grade	 ARROW OF LIGHT 5 th Grade			
Parents and Legal Guardians of Cub Scouts Are Not Required to Register with Scouting America to Attend Overnight Activities with Their Cub Scout All Other Adults Attending Overnight Activities Must Register with Scouting America								
PARENT OR LEGAL GUARDIAN REQUIRED TO ATTEND			PARENT OR LEGAL GUARDIAN ATTENDS- Option for extenuating circumstances for a registered leader to supervise					
Council Coordinated Cub Scout Camping - Basic Adult Leader Outdoor Orientation (BALOO) Not Required								
Unit Coordinated Camping - Pack Overnight Camping - Basic Adult Leader Outdoor Orientation (BALOO) Required								
Den Overnight Camping Basic Adult Leader Outdoor Orientation (BALOO) Registered Leaders may provide supervision if parent or legal guardian is unable to attend			Scouts BSA Troop Campout Same as Den Overnight Camping					
			Council Coordinated Scouts BSA Campout Same as Den Overnight Camping					

Updated 1/30/2025

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<https://filestore.scouting.org/filestore/cubscouts/pdf/2024-Cub-Scout-Camping-Info-graph.pdf>

Note: Check before course to ensure this is current.