



# **CUB SCOUT**

## **Roundtable Planning Guide**

---

### **2016–2017**

#### **WHAT IS ROUNDTABLE?**

Roundtable is a form of commissioner service and supplemental training for volunteers at the unit level. The objectives of roundtables are to provide leaders with program ideas; information on policy and events; and training opportunities. It is a forum for sharing experiences and enjoying fun and fellowship with other Scout leaders. When skillfully executed, the roundtable experience will inspire, motivate, and enable unit leaders to provide a stronger program for their Scouts.



BOY SCOUTS OF AMERICA®



---

---

# Table of Contents

---

---

## **ROUNDTABLE COMMON FUNDAMENTALS**

<b>Roundtable Overview .....</b>	<b>6</b>
Roundtable Leadership .....	6
Training and Recognition for Roundtable Team .....	7
The Roundtable Commissioner .....	7
Using the Roundtable Planning Guide .....	7
Length and Format of Roundtable .....	7
Technology and Roundtable Delivery .....	8
<b>Roundtable Mechanics .....</b>	<b>10</b>
Unit Participation .....	10
Unit Assignments .....	10
Show and Tell .....	10
Publicity and Promotion .....	10
Attendance Incentives .....	11
Attendance Awards .....	11
<b>Roundtable Commissioner’s Notebook .....</b>	<b>12</b>
Roundtable Team Members .....	12
Resources, Contacts, Speakers, Materials, and Supplies .....	13
Training Courses .....	14
Internet References .....	15
Roundtable Attendance Record .....	16
Getting to Know You .....	17
Roundtable Program Evaluation .....	18
<b>Parts of a Roundtable—General Session .....</b>	<b>19</b>
<b>Roundtable Big Rocks .....</b>	<b>22</b>

<b>Parts of a Cub Scouting Roundtable Session .....</b>	<b>40</b>
Opening for Cub Scout Interest Topic—Ceremony/Skit/Song/Game .....	40
Introductions.....	40
Cub Scouting Monthly Interest Topics and Points of the Scout Law.....	40
Tips for Pack Activity .....	40
Cub Scout Leader Breakout Session .....	40
Cub Scout Leader Combined Session.....	41
Q&A and Announcements.....	41
Closing.....	41
After the Meeting .....	41
Team Meeting.....	41
<b>Cub Scouting Points of the Scout Law and Interest Topics .....</b>	<b>42</b>
<b>Cub Scout Roundtable Program Agenda Templates .....</b>	<b>43</b>
60-Minute Roundtable Program Outline	
Breakout and Combined Options.....	44
90-Minute Roundtable Program Outline	
Breakout and Combined Options.....	46
<b>Monthly Interest Topics and Den/Pack Program Materials .....</b>	<b>49</b>
August—Internet Resources.....	50
September—Cub Scout Cooking.....	58
October—Family Involvement .....	63
November—Working as a Team .....	69
December—Recognition .....	73
January—Duty to God.....	84
February—STEM Activities .....	89
March—Aqua Cubs.....	97
April—Cub Scout Hiking .....	101
May—Cub Scout Camping.....	106
June—Campfire Etiquette.....	112
July—Enjoying Nature.....	116

---

# Cub Scout Roundtable Planning Guide

## 2016–2017

---

Welcome to the *Cub Scout Roundtable Planning Guide* for the 2106-2017 training year.

Roundtable is designed to be a flexible delivery method suited to the local needs, availability, and time preferences of the audience. It is also an opportunity to involve experts from the local community in the presentation of information and/or skills.

There is an exciting new look to the Cub Scout Roundtable this year. Some differences you may see in this guide are:

- The Cub Scout Roundtable training plans no longer provide pack meeting monthly themes or pack resource sheets. The pack meeting plans found online at [Scouting.org](http://Scouting.org) are designed to help the Cubmaster plan terrific pack meetings and support den leaders

with den pack assignments. You may continue to emphasize the pack meeting plans during your Roundtable as a helpful resource.

- You will now see Cub Scout interest topics that tie in with points of the Scout Law, and a month is suggested for delivery of each topic. These topics have been integrated into the roundtable program agendas—both the breakout and combined options—to add the element of supplemental training on material that the leaders have asked to learn more about.

These changes allow the roundtable team to focus on assisting the units as they create the ultimate Cub Scouting experience for the youth they serve.

---

# Roundtable Overview

---

The 2016–2017 *Cub Scouting Roundtable Planning Guide* is designed to help you plan and produce a successful roundtable program for your district. For this program year, you will find:

- The Big Rock topic plans that are used in the general session of roundtable when all program groups meet together
- Cub Scout interest topic plans that can be used flexibly to meet the needs of leaders. Recommended times for each activity will help you maintain a reliable schedule.
- Program materials that can be used by leaders in their meetings and events.

Scouting is considered a year-round program, meaning that dens, packs, and troops are encouraged to meet and conduct activities year-round. Thus, it is suggested that roundtable also operate year-round. Of course this is up to the council and districts to decide as part of the yearly planning process.

Some of the resources listed above, such as Big Rock topics, may not have plans for every month of the year because local councils and districts may have unique local topics to discuss in certain months. Councils and districts are encouraged to use the provided templates to create topics that meet any local needs they identify. Topics from previous years are archived on the Roundtable Support page of the Commissioner website: [www.scouting.org/Commissioners/roundtable.aspx](http://www.scouting.org/Commissioners/roundtable.aspx).

## ROUNDTABLE LEADERSHIP

Coordination of all roundtables held in the council is under the jurisdiction of the assistant council commissioner for roundtables. This person reports to the council commissioner and conducts an annual councilwide roundtable planning meeting followed by a midyear review. This process brings a level of standardization to the content at district roundtable by promoting the use of national roundtable guides and other resources while also allowing local flexibility for the districts. In some larger councils, there may be multiple assistant council commissioners for roundtable depending on the local needs.

The district roundtables fall under the guidance of the assistant district commissioner for roundtables. He or she oversees the district roundtables in all program areas, reports to the district commissioner, and works with the

district structure. The assistant district commissioner also needs to be responsive to and work in cooperation with the assistant council commissioner for roundtable to see that the annual planning and midyear review programs are well attended by the district program-specific roundtable commissioners. In addition, this is a perfect position from which to ensure that national roundtable guide materials are being used and the proper program materials are being provided to units.

Roundtable programs are then implemented by the program-specific roundtable commissioners for Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. These individuals are responsible for coordinating and conducting the various parts of the roundtable meetings. They make their contributions under the guidance of the positions described above and with the help of the assistant roundtable commissioner, a position described below.

Assistant roundtable commissioners conduct tasks directly for the program-specific roundtable commissioners, as mentioned above, to assist in the development and delivery of their monthly meeting agenda and program items. This role replaces the previous position of roundtable staff and allows the assistants to pursue the normal roundtable training and awards structure in place for roundtable leaders. Each program-specific roundtable commissioner may have as many assistants as needed; i.e., Cub Scouts may need several assistants to facilitate their program breakouts, while others may not need so many.

The positions of assistant council commissioner for roundtable and assistant district commissioner for roundtable have specific role descriptions that are available online at [www.scouting.org/Commissioners/roundtable/RoundtableChanges.aspx](http://www.scouting.org/Commissioners/roundtable/RoundtableChanges.aspx).

Assistant district commissioners for roundtable and/or roundtable program commissioners should be in attendance at all district commissioner meetings to report on roundtable attendance and program highlights for the next month. This gives unit commissioners important information for their units.

## TRAINING AND RECOGNITION FOR ROUNDTABLE TEAM

Roundtable commissioners and assistants should all be trained so they will be fully qualified to present material and teach skills at roundtables in an interesting way. Training opportunities include:

- Roundtable commissioner and team basic training, [www.scouting.org/Commissioners/roundtable.aspx](http://www.scouting.org/Commissioners/roundtable.aspx)
- Council commissioner colleges/conferences and workshops
- Council trainer development conferences
- The Fundamentals of Training
- The Trainer's Edge
- Wood Badge courses
- Philmont training conferences
- Other local and special-topic training as available

All roundtable commissioners are eligible to strive for commissioner service awards, including the Arrowhead Award and Commissioner Key, the Doctorate of Commissioner Science, and the Distinguished Commissioner Service Award, among others. Earning these awards should be encouraged, and those who have fulfilled the requirements should be publicly recognized for their service and dedication to Scouting.

## THE ROUNDTABLE COMMISSIONER

Roundtable commissioners should be knowledgeable Scouters who are able to pull together many different resources to create a high-quality learning and fellowship program. They need not be experts on all topics. Instead, they are willing to find interesting presenters who can add variety and excitement to roundtables for which the commissioner is not the best presenter.

Roundtable commissioners and assistants participate in the process to develop an annual plan for delivery in order to allocate resources, secure presenters, and ensure each meeting offers a high-quality experience to the attendees. These may include local resources such as museums, outdoor associations, education centers, and many other community or special interest groups. The suggested program information in this guide offers both a good starting point and an entire annual roundtable plan. Once an annual plan is adopted, it should be shared with the units. Sharing the plan in advance helps the units ensure the most appropriate attendees are at each roundtable based on the topic to be presented. For example, a roundtable featuring advancement would be very helpful to a unit advancement chair and new unit leaders who want to learn how the advancement program is administered.

It is also important for roundtable commissioners to be trained for their roles. They should take advantage of council-level roundtable commissioner training, as well as a broad variety of training in different topics that may be of interest to their attendees. The College of Commissioner Science curriculum will soon expand to include a full seven-course bachelor's level of roundtable training.

## USING THE ROUNDTABLE PLANNING GUIDE

Much of how the roundtable team chooses to use this planning guide will depend upon experience, direction of the council, and needs of the individual districts. Being flexible is the key to a successful roundtable, but keep in mind that while the program is flexible, policy is not. Roundtables should always accurately represent Boy Scouts of America policy to ensure units receive accurate information so they can present safe and compliant programs.

For those who have never planned a roundtable, the sample program agenda outlines can serve as a great example. Many roundtable commissioners use the outline exactly as written, but each roundtable may be modified to suit the purposes and personalities of the team and the leaders who attend.

As commissioners gain confidence in their ability to plan roundtables, they can add extra features or substitute other topics or activities based on the local needs of those in attendance.

It is recommended that districts follow a similar schedule of activities based upon the annual council roundtable planning conference. This provides some continuity in program and information, thus giving unit personnel the ability to attend any roundtable and find similar activities for helping units build strong programs.

Just be sure to adhere to BSA policies, add the personality and interests of your roundtable team, and have FUN!

## LENGTH AND FORMAT OF ROUNDTABLE

Experience has shown that although roundtable meetings for each of Scouting's programs (Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing) can be successfully conducted separately, a greater benefit is derived from the fellowship and unity that comes from holding these meetings on the same night and in the same location.

Roundtable commissioners will find the 2016–2017 plans allow for a variety of roundtable configurations. The first section of each roundtable is designed for all program areas to share common interests and concerns in a joint meeting, and the second section separates participants into breakout groups by program—Boy Scouting, Cub Scouting, or Venturing.



The Cub Scout group may break out even further into den leaders, Cubmasters, and pack leaders, or a combined section may be offered for all attendees based on the interest topic.

Many districts choose to offer time after the closing of the meeting (often referred to as “cracker barrel”) to allow Scouters to mingle and share experiences, fellowship, and ideas with one another. Refreshments or other activities may be provided, but be mindful of time and budget constraints for the team and participants.

## TECHNOLOGY AND ROUNDTABLE DELIVERY

When a local district is in a tightly contained geographic area, such as a suburban area of a major city, meeting in person is usually both easy and convenient. But face-to-face roundtable meetings become more difficult when a district includes several counties and many of the roads are rural two-lane roads. The amount of time required to drive to the roundtable site from the farthest reaches of the district may discourage unit leaders from attending in person, especially in poor weather. Roundtable teams for such districts should consider alternative methods to reduce the geographic barriers to roundtable attendance.

One alternative might be a longer roundtable format that permits attendees to receive more training and better justifies the time required to travel to the roundtable site. This longer format may allow for not meeting every month, but rather on alternate months or even quarterly. Another alternative might be hosting roundtables in two or more locations on a rotating basis. If the district leadership is able to do so, the district could hold more than one roundtable per month, each in a different part of the district. Each of these alternatives has been used successfully in parts of the country.

If those alternatives aren't practical, the leadership of a geographically large district should consider whether it is preferable to deliver at least some portion of the roundtable using one or more of the commercially available telephonic or video services. Some issues to consider and resolve include:

- Availability of telephone jacks in the meeting rooms and/or suitable Internet connectivity at the roundtable site (including Wi-Fi)
- Availability of the equipment necessary to record and transmit a roundtable from the host site, including cameras, quality microphones, and lighting
- Cost of the various telephonic or video services
- Limits imposed by the service provider on the number of simultaneous participants

- Whether to record and broadcast both the joint session and all the breakout sessions, or just the joint session, keeping in mind the need for more equipment if multiple breakout sessions are filmed simultaneously
- Whether to enable two-way communication so remote participants can ask questions and participate in group discussions, or whether the remote participants will only be able to listen to presentations
- Whether the remote participants have access to the necessary technical resources (equipment and bandwidth) to receive a particular type of telephonic or video feed

Another consideration is ensuring a sufficiently large in-person attendance to maintain the camaraderie which is the essence of most successful roundtables. The district leadership should determine whether the in-person attendance can be maintained if the roundtable is broadcast to everyone in the district in real time, or whether it would be better to limit access to recorded roundtables to leaders of selected units. YouTube videos and podcasts can be posted a few days after the actual roundtable to encourage in-person attendance. And it is possible to post “non-public” YouTube videos, for which the URL (Web address) is given only to leaders of selected units that are considered to be “sufficiently remote” from the roundtable site.

When the usual roundtable location does not have Wi-Fi or other Internet connections in the meeting room, or when the remote participants don't have access to high-speed Internet (either cable or wireless), it may not be possible to have an effective video roundtable. In such cases, if the meeting room has either a telephone jack or a high-quality cellular signal, an alternative is for the remote participants to use a conference call service. A high-quality speaker phone, possibly one with multiple microphones, should be used to ensure that remote participants can hear all the participants gathered in the meeting room. Districts should email copies of handouts to the remote participants (or post the handouts on the district website) when using a conference call rather than streaming video.

Many services, both commercial and free, are available. However, most of the free services (such as Skype, Google Voice, Google Chat, and Google Hangout) limit the number of simultaneous remote participants to as few as 10. When a district uses a service that restricts the number of free remote participants, the district should evaluate the possibility of having remote participants gather at satellite locations closer to their homes. Each satellite location can count as one participant, if several leaders use a single speaker phone or video monitor.

Other services (such as GoToMeeting, WebEx, and TeamViewer) support a larger number of remote participants but require the payment of either monthly or per-minute fees. Some services have tiered fees for different numbers of simultaneous participants. FreeConferenceCall.com is an example of a service that does not charge to set up a call, but requires participants to pay their own telephone service for the call (such as long-distance charges or wireless-to-landline charges). Some councils choose to provide conference call services that are toll-free to remote participants and absorb the cost of the service, whereas other councils require the remote participants to pay for the call.

Some districts may choose to use a blend of in-person roundtables during certain months, real-time remote audio and/or video roundtables during other months, and YouTube videos or podcasts for selected presentations when the primary need is the dissemination of information rather than an interactive discussion. Examples of the latter

could include recordings of presentations on Friends of Scouting, Internet Rechartering, or a topic that every new leader should hear as a supplement to available online training. Having these supplemental topics available via podcast or YouTube videos would enable new leaders to hear that information whenever they accept a position for which that information would be useful, without having to repeat basic information at roundtable.

For more information on technology and roundtable delivery, the quarterly newsletter, *The Commissioner*, has included numerous articles on technology options for roundtable delivery and will continue to do so in the future. The first such article was included in the Fall 2013 edition. The Winter 2014 edition included an article on one district's use of YouTube videos of roundtable sessions. The Fall 2015 edition included an article on the BSA's social media policy relative to YouTube videos and podcasts. Current and archived copies of *The Commissioner* can be found at [www.scouting.org/commissioners/](http://www.scouting.org/commissioners/).

---

# Roundtable Mechanics

---

## UNIT PARTICIPATION

Roundtables should be presented as learning experiences. Leaders watch demonstrations and then practice what they just learned. Because people learn best by active involvement rather than by observation, leaders attending a roundtable should have as much opportunity as possible to participate. Participation can be in the form of a role-play, a panel discussion, or a hands-on experience with a skill being taught. Roundtables may also engage leaders by making assignments to individuals or a troop in advance so they have time to prepare. This makes roundtables a more satisfying experience and convinces Boy Scout leaders that these are their roundtables. Pride in doing a task well can help Scouters develop their leadership skills.

## Unit Assignments

Set up a schedule that allows units or individuals to volunteer in advance to be responsible for presenting a song, skit, game, or ceremony at upcoming roundtable meetings. Designate a roundtable team member to preview all original presentations for suitability, making sure they meet the aims of the Boy Scouts of America. Prior to the meeting, have a team member check on the unit's progress in preparing the presentation, and also send a reminder about the roundtable assignment. Ask this team member to be prepared as a backup should the person or unit fail to deliver on the assignment. Do not leave an embarrassing gap in the evening's program.

Encourage units or individuals that present preapproved, original material to make the information available to all roundtable participants as a handout. This will enable all leaders attending to readily use these ideas in their own meetings.

## Show and Tell

Roundtables are most successful when Scout leaders have the opportunity to share information and ideas with other leaders. For example, ask pack leaders to bring examples of their yells and songs, newsletters, flags, and meeting and ceremony props. A special area may be set up to display these items during the preopening.

## Publicity and Promotion

Promotion is a major key to increasing roundtable attendance. If a roundtable is fun and exciting and meets the needs of the unit leaders, the current participants will keep coming back. But it all begins with getting the leaders to attend their very first meeting.

Promoting roundtable is more than just letting leaders know when and where the roundtable is happening. Your goal is to make them want to come because of the contacts they can make, the help they will receive in planning and running a meeting, and the fun they will have.

Any of your roundtable promotional materials should include the following information:

- **Purpose**—Let leaders know how roundtable meetings will help them in their leadership positions.
- **Involvement**—Roundtables are interactive, hands-on meetings in which participants are actively involved.
- **Contact**—Include the name and telephone number of a contact person who can answer leaders' questions about roundtables.

Tools that can help with promotion include:

**Fliers.** Informational fliers that detail what roundtable is about should be distributed to new leaders and at basic leader training courses. Continue the distribution throughout the year wherever you find Scout leaders.

**Invitations.** Computer-generated invitations are easily created and are impressive to the new leader. Have the roundtable team attend training events to hand-deliver invitations and invite new leaders to roundtable. This could be done at the closing of the training.

**Mailed announcements.** This method can be expensive and time-consuming, but it might be worth the effort and expense for special events.

**Chartered organization publicity.** If chartered organizations produce online or printed bulletins, place stories in them. Try church bulletins and company newsletters. This method can be especially helpful for geographically large areas.

**District or council newsletters.** Be sure all roundtable dates and meeting places are listed on the district and council calendars. Be sure all roundtable dates and meeting places are listed on the district and council calendars. Include relevant information in each month's newsletter article detailing the agenda for that month.

**District or council websites.** Many districts and councils maintain websites. Keep up-to-date information on these sites about plans for upcoming roundtable events. Highlight last month's meeting to get people excited about future roundtables. We are in the age of instant information and digital presence; be sure the roundtable is part of this. Be sure the location information, start time, and contact information is current and accurate.

**Local news media.** Submit brief announcements to the local news section of your community newspaper or create public service radio announcements. Local cable television stations may have a community bulletin board that allows posting information about the monthly roundtable.

**Telephone trees.** Telephone campaigns can take time, but the entire roundtable team can cover a phone list in one evening. Try to keep the conversation to roundtable matters and set a time limit for each call. Be sure to place calls at a time that is convenient to the recipient. Messages on voicemail can also be effective.

**Email/social media messages.** Establish a roundtable email directory of district Boy Scout leaders. Reminders of meetings and special events can be sent efficiently to many people through this avenue of communication. One best practice is to send notes about a completed roundtable to participants a few weeks before the upcoming roundtable. This reminds them of the information they gathered and the fun they had, and lets them know the planned topics for next time. Make sure to invite them to bring a friend. Also send materials about the last roundtable to those leaders who did not attend. This shows that they were missed and provides them with needed information despite their absence.

**Road shows.** Develop a slide show or video presentation about roundtable. Make arrangements for roundtable team members to visit troop committee meetings around the district to show leaders what they are missing. You can also post this slide show on your district or council website to encourage attendance.

### Attendance Incentives

Participation is an important part of building roundtable attendance and motivating leaders. A system that has worked well in many districts is to award points to those units that prepare and present a portion of the roundtable program. When a certain number of points are earned, the unit gets an award. Competition for assignments is usually keen, because even adults are eager to work toward an award.

Once leaders are attending roundtable, what keeps them coming back? A well-planned roundtable program will inspire leaders to try the program ideas they see, and they will want to come back next month for more ideas, fun, and fellowship.

With the many demands on leaders' time, however, roundtable commissioners may want to consider using additional incentives to ensure continued attendance. These could include special recognitions or awards for regular attendance, most meetings attended in a row, or milestones. Sometimes fun items tied to the roundtable theme, corporate logo items donated by local businesses or leaders, or even gag gifts from the local dollar store can be enjoyable incentives that leaders look forward to at the end of the planned program. That little something extra might make the difference between a leader attending roundtable or staying home after a busy day.

### Attendance Awards

Name tags and beads are popular attendance awards. They provide immediate recognition to all those attending. As an example, string a blue bead on a vinyl lace to hand out at the roundtable, and then pass out a different color of bead at registration each month. After the leader has attended a set number of roundtables, you can present a leather name tag on which to hang the lace and beads. Scouters can wear this totem with their uniforms when attending the roundtable each month. (Note: These awards are not official insignia and should not be permanently attached to the uniform or worn outside your council. They are inappropriate at any meeting that Scouts attend.)

Other attendance awards might include:

- **Slide of the Month**—A simple, easy-to-duplicate neckerchief slide can be presented to all leaders attending.
- **Certificate**—Award a thank-you certificate to packs and leaders who help with the program.
- **Pins**—Give special pins or insignia for a year's perfect attendance.
- **First-Timer**—A first-timer award for new attendees will make them feel welcome and important.
- **Traveling Totem**—A totem may be an unfinished ceremonial prop that is awarded to the unit with the highest percentage of attendance. The winning unit brings the prop back the next month with something new done or added to it. At the end of the year, the unit with the greatest average attendance receives the prop as an award.
- **Scout Bucks**—Scout leaders earn bucks through attendance at or participation in the roundtable. Leaders can use these bucks to purchase personal or unit items at an auction held once a year. Real money is never used. The only way to earn bucks is through roundtable attendance. Auction items are donated and collected throughout the year. (Note: Be sure to have solicitations of local businesses preapproved by your district or council before you ask a business for a donation.)
- **Door Prizes or Special Drawings**—These awards should be useful to unit leaders. Use program-oriented handicraft items or kits. If you have built a special piece of equipment to demonstrate a game or ceremony, give it away as a prize. The lucky recipients can use it in their unit activities. You may want to choose your winners in different ways each month—draw names of those attending from a hat, mark name tags in a special way, or randomly place a tag under the participants' chairs. Don't forget to post an announcement and pictures of the winning item on your district or council website as promotion and encouragement for others to see.

---

---

# Roundtable Commissioner's Notebook

---

---

Roundtable commissioners need to track a large amount of information. Good notes can make this much easier. The following pages include several forms that will help you organize information and ideas.

## ROUNDTABLE TEAM MEMBERS

The roundtable team members for \_\_\_\_\_ district:

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_

Additional information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

Phone number \_\_\_\_\_

Email address \_\_\_\_\_

Email address \_\_\_\_\_

Roundtable position \_\_\_\_\_

Roundtable position \_\_\_\_\_

Training completed \_\_\_\_\_

Training completed \_\_\_\_\_

Additional information \_\_\_\_\_

Additional information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RESOURCES, CONTACTS, SPEAKERS, MATERIALS, AND SUPPLIES

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

Company name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone number \_\_\_\_\_ Email address \_\_\_\_\_  
Fax number \_\_\_\_\_ Contact's name \_\_\_\_\_  
Type of resource \_\_\_\_\_

# TRAINING COURSES

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

Type of training \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_  
Place \_\_\_\_\_  
Cost \_\_\_\_\_ Course director \_\_\_\_\_  
Staff members who need to attend \_\_\_\_\_  
\_\_\_\_\_

## INTERNET REFERENCES

1. Name of resource Cub Scouting home page  
Website address <https://cubscouts.org/>
2. Name of resource *Guide to Advancement*  
Website address [www.scouting.org/scoutsource/GuideToAdvancement.aspx](http://www.scouting.org/scoutsource/GuideToAdvancement.aspx)
3. Name of resource *Guide to Safe Scouting*  
Website address [www.scouting.org/scoutsource/HealthandSafety/GSS.aspx](http://www.scouting.org/scoutsource/HealthandSafety/GSS.aspx)
4. Name of resource Forms such as incident information reports, first-aid logs, etc.  
Website address [www.scouting.org/scoutsource/HealthandSafety/Forms.aspx](http://www.scouting.org/scoutsource/HealthandSafety/Forms.aspx)
5. Name of resource Roundtable support page including best practices  
Website address [www.scouting.org/scoutsource/Commissioners/roundtable.aspx](http://www.scouting.org/scoutsource/Commissioners/roundtable.aspx)
6. Name of resource Journey to Excellence home page  
Website address [www.scouting.org/jte.aspx](http://www.scouting.org/jte.aspx)
7. Name of resource ScoutSource page  
Website address [www.scouting.org/scoutsource.aspx](http://www.scouting.org/scoutsource.aspx)
8. Name of resource Guide to Awards and Insignia  
Website address [www.scouting.org/scoutsource/Media/InsigniaGuide.aspx](http://www.scouting.org/scoutsource/Media/InsigniaGuide.aspx)
9. Name of resource Adult training page  
Website address [www.scouting.org/training/adult.aspx](http://www.scouting.org/training/adult.aspx)
10. Name of resource Bryan on Scouting  
Website address <http://blog.scoutingmagazine.org>
11. Name of resource Program updates  
Website address [www.scouting.org/scoutsource/programupdates.aspx](http://www.scouting.org/scoutsource/programupdates.aspx)



# ROUNDTABLE ATTENDANCE RECORD



Unit leader present



Total number people present

Unit No.	ATTENDANCE											
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.

## GETTING TO KNOW YOU

Welcome to our district's roundtable, and congratulations on taking that extra step to be an informed leader. Please fill out this form and return it to a roundtable team member tonight. This information will help the roundtable team to get to know you and better meet your needs.

Your name \_\_\_\_\_

Home address \_\_\_\_\_

Phone number (H) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

Email (H) \_\_\_\_\_ (B) \_\_\_\_\_

Pack or Troop No. \_\_\_\_\_ of (town) \_\_\_\_\_

Chartered organization \_\_\_\_\_

Registered position \_\_\_\_\_

What Scouting training have you attended? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Previous Scouting experience \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are you an Eagle Scout?  Yes or have earned the Girl Scout Gold Award?  Yes

Occupation \_\_\_\_\_

Spouse \_\_\_\_\_ Scouting experience \_\_\_\_\_

Children (please list their Scouting experience) \_\_\_\_\_

\_\_\_\_\_

How did you hear about roundtable? \_\_\_\_\_

Why did you come to roundtable? \_\_\_\_\_

\_\_\_\_\_

With whom did you come, or did you come by yourself? \_\_\_\_\_

How can roundtable help your unit program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ROUNDTABLE PROGRAM EVALUATION

Please complete this evaluation of tonight's program. Be honest! Tell us what you liked and did not like. The goal of your roundtable is to plan a program that meets the needs of our district's leaders.

Did you feel welcome and warmly received?  Yes  No

Why or why not? \_\_\_\_\_

Did you feel comfortable participating in the program?  Yes  No

Why or why not? \_\_\_\_\_

Do you plan on attending the next roundtable?  Yes  No

Why or why not? \_\_\_\_\_

Would you encourage other leaders to attend?  Yes  No

Why or why not? \_\_\_\_\_

Would you like to leave your name and email address for one of the roundtable commissioners to contact you regarding roundtable program?

---

---

---

# Parts of a Roundtable—General Session

---

Roundtables have distinct program elements that help organize the event and manage time effectively. These may be adapted to fit local needs, but all of the program portions work together to build a diverse, useful, and relevant roundtable meeting that will engage the audience, convey important information, and add to the knowledge and skills of the attendees.

## Preopening

The preopening is a definite part of the program, not just a time filler for early arrivals. Make your gathering time interesting and active. It's a way to get people to the meeting on time, and it sets the tone for the roundtable that follows.

Organize an interactive, easy-to-join opener such as a get-acquainted game. Ideas for these activities may be found in *Group Meeting Sparklers* and *Troop Program Resources*.

## Displays and Information Tables

**Parking lot**—There will be time later in the roundtable to answer any questions your participants may have. Make it easy for them to share their thoughts by creating a “parking lot”—a container, a bulletin board, or any method of collecting written suggestions or questions. Be sure to have plenty of blank cards or sticky notes and pens available.

**Information table**—The majority of interesting materials on district or council events and announcements are available here. Have copies of all relevant resources on hand, and if possible invite the appropriate persons representing that activity to discuss and share with your roundtable participants. When done properly, this should relieve the rest of the roundtable from the need for lengthy announcements.

**Other displays**—If the resources are available, set out displays that give leaders ideas for their meetings. Encourage leaders to use similar displays at parents' nights or special pack events. The possibilities are endless.

Displays might include:

- Craft/activity ideas
- Outing destinations with pictures of boys having fun
- BSA programs such as World Friendship Fund, Messengers of Peace, Nova, Adopt-a-School, and religious emblems
- Local events such as details on camporees, day camps, council camp programs, district activities, and local service opportunities
- Neckerchief slide ideas
- Games that can be made and shared

**Supplies**—Keep a supply of commonly used forms and literature on hand. These could include recruiting fliers, handbooks, leader guides, registration forms, etc.

## Registration

A roundtable team member should be assigned to greet participants individually as they arrive, help them sign in at the registration table, give them a name tag, and get them involved in the gathering activity. Getting detailed contact information from attendees is important to following up and extending invitations to future roundtables.

Pay particular attention to newcomers. Perhaps you can identify them with a special name tag. Explain the format of your roundtable, including the use of the “parking lot,” and make them feel comfortable and welcomed.

## GENERAL OPENING (ALL SCOUTING PROGRAMS)

### Welcome

A program-specific roundtable commissioner or assistant district commissioner for roundtables calls the meeting to order and starts welcoming all participants to the meeting. Start on time. It is unfair to those who arrived on time to have to wait. Beginning with an enthusiastic greeting will set the tone for a fun evening of learning and fellowship.

### Prayer

In keeping with the Scout's duty to God, include a nonsectarian prayer in the general opening session. As some people aren't comfortable praying in public, ensure success by asking a team member or participant in advance to offer the prayer. Begin with an appropriate introduction such as “prepare yourself for prayer as is your custom.”

### Opening Ceremony

Use a simple opening ceremony that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Use the U.S. flag to emphasize citizenship, respect for the flag, and character development.

Other options, such as reciting the Scout Oath or Baden-Powell words of wisdom, celebrating Scouting's birthday, or demonstrating alternate flag ceremonies, can provide unit leaders with ideas to liven up their programs.

### Introductions and Announcements

Although you have already welcomed those in attendance, extend a special welcome to newcomers. You may wish to present them with special recognition or a certificate. Make them feel welcome so they'll bring additional unit leaders with them to the next roundtable.

Be sure to explain the flow of the evening's activities. Point out the various program groups and where they will be gathering. Take care of housekeeping items such as the location of restrooms and any policies specific to the building in which you are meeting.

Next, the chairs or committee members responsible for upcoming events give brief promotional announcements. Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites. Make sure the representatives are available for questions and discussion at the preopening information table, and assure participants that the handout information will also be available to pick up at the end of the meeting.

**Do not let announcements hijack the time and program needs of units! Keep them to a minute or less, and emphasize that the fliers contain detailed information.**

### **Big Rock Training Topic**

The Big Rock topic is information relevant to all Scout leaders across BSA programs. It is important to include a Big Rock topic as part of each month's opening activity.

Big Rocks are aimed at reminding unit leaders of basic information that helps them execute a better program. While a number of Big Rocks are provided in this guide, their use is flexible based on the needs of the council or district. If a topic that is not covered needs to be addressed, use the template provided at the end of the Big Rock section to design a local Big Rock topic. Big Rocks from previous roundtable guides are archived at [www.scouting.org/Commissioners/roundtable.aspx](http://www.scouting.org/Commissioners/roundtable.aspx).

### **Commissioner's Minute**

This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to give a meaningful thought regarding a point of the Scout Law, or other significant and uplifting message. The Commissioner's Minute helps bring the general session to a close and transition to the program-specific breakouts. Explain that the next session will begin in a few minutes, and point out the locations.

## **BIG ROCK TEMPLATE**

Time Available	
Learning Objectives	
Suggested Presenter(s)	
Presentation Method	
BSA Reference Materials	
Presentation Content	

---

# Roundtable Big Rocks

---

## RETENTION

### Time Available

10 minutes

### Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand that a basic key to increased retention is to ensure Scout meetings are fun.
2. Learn when and how to provide opportunities for fun.

### Suggested Presenter(s)

Boy Scout or Cub Scout roundtable commissioner; an experienced leader of a thriving unit or district

### Presentation Method

An enthusiastic verbal presentation

### BSA Reference Materials

- Den leader guide books
- *Cub Scout Leader How-To Book*
- *Program Features for Troops, Teams, and Crews*

### Presentation Content

- What are the contributing factors to a high retention rate in a unit?
  - Fun
  - Well planned meetings
  - Year-round program
  - Consistent communication
  - Boy-run troops
  - Timely recognition
  - Outdoor emphasis/monthly outings
  - Diverse activities
  - Low cost
- What kinds of fun can happen during a unit meeting?
  - Active: Includes the boys in the activity
  - Passive: The Scouts are part of the audience

- What are the qualities that contribute to fun?
  - Uniqueness
  - Engaging
  - Challenging
  - Physically active
  - Purposeful/Learning new concepts
- Where can you put fun into your meetings?
  - Gathering period
  - Opening ceremonies
  - Skills instruction
  - Recognition ceremonies
  - Games
  - Closing ceremonies
- What does it take to make things FUN?
  - Planning
  - Preparation
  - Enthusiasm
  - Inspiration
  - Interactivity

# RECRUITING

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

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

## Suggested Presenter(s)

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

## Presentation Method

Information can be presented verbally or with slides. The presenter may incorporate audience participation by using the following opportunities for 1 to 2 minutes of input:

- Set up a recruiting table, such as one you might see at a back-to-school night.
- Ask the audience if they can name some duties of recruiters.
- At the end of the presentation, spend any remaining time asking one or two unit leaders to explain how their recruiting efforts were or were not successful.

## BSA Reference Materials

- Selecting Quality Leaders, No. 18-981
- *Troop Leader Guidebook, Vol. 1*, No. 33009
- *Troop Committee Guidebook*, No. 34505B
- *Varsity Scout Guidebook*, No. 34827A
- Selecting Quality Leaders

## Online Resources

- Selecting Quality Leaders, [www.scouting.org/Training/Adult/Supplemental/SelectingQualityLeaders.aspx](http://www.scouting.org/Training/Adult/Supplemental/SelectingQualityLeaders.aspx)
- Membership Recruitment, [www.scouting.org/Home/Membership/Youth\\_Recruitment.aspx](http://www.scouting.org/Home/Membership/Youth_Recruitment.aspx)
- Recruiting Ideas for Cub Scout Leaders, [www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf](http://www.scouting.org/filestore/membership/pdf/RecruitingIdeas.pdf)
- Year Round Guide to Scout Recruiting, [www.scouting.org/scoutsource/BoyScouts/YearRoundGuide.aspx](http://www.scouting.org/scoutsource/BoyScouts/YearRoundGuide.aspx)

## Presentation Content

- Recruiting is the lifeblood of our units.
- Units that do not recruit are not going to last for long. Units that recruit successfully will not only grow, but also benefit from more resources and more Scouts to create exciting and diverse program options.
- Use social media and the BeAScout program to help advertise your unit.
- Recruitment of youth works best when it is youth- or friend-driven
- Establish a reward system for Scouts who bring their friends to visit the unit at a meeting or who attend an activity and then join the unit. Membership growth is the objective.
  - The reward can be a “recruiter patch” or recognition at a court of honor or other event.
  - The youth who is recruited should be introduced to the unit and made to feel welcome.
  - The parents of the recruited youth should also receive a special invitation from the unit leader to join the unit by formally applying for BSA membership
- Plan fall and spring recruitment campaigns.
  - Plan a time-specific campaign for a focused effort to recruit additional unit members.
  - Develop incentives for Scouts to assist in the effort.
  - Be creative: School lists are good, but go where the Scouts are. PTA, youth sports leagues, school ice-cream nights, and local church youth groups are all great places to connect with Scout-age families, especially for Cub Scouting.
- Establish a recruitment spreadsheet of the target youth. Review it continually. Identify a reason for each family that does or does not join.
- Highlight opportunities for parents to become involved with the unit (i.e., as committee members, den leaders, assistant Scoutmasters, etc.).
- Give special recognition to Scouts who join the unit during this time period. New Scouts who are by themselves can sometimes have the hardest time identifying with the Scouting environment. Each new member should have a Scout assigned to them for at least the first few months to make certain the new member attends, gets a uniform and handbook, and starts along the advancement trail. Don't leave this to chance!



- Webelos-to-Scout transition
  - Recruiting Webelos is critical—it keeps our current members in the program!
  - Year-round recruiting is ideal even though Webelos recruiting often ties into crossover time. Use this time to get as many Webelos Scouts into troops as possible.
  - Boy Scout units should have an active program to identify Webelos leaders before the start of each Webelos Scout's second year. Call the Cubmaster to confirm the right leaders, find out how many Webelos Scouts they have, and introduce your unit.
  - Develop a relationship with Webelos II leaders. This involves getting to know these leaders beyond an introductory phone call. Meet on a one-on-one basis outside the meeting environment to learn about the leader and Webelos families.
  - Host the Webelos II patrol at a regular Scout meeting. A special "pony show" hosted for Webelos Scouts is too obvious and not usually an effective recruitment strategy.
- Make sure programs are interesting, youth-driven and appropriate for Webelos audiences.
- Include dedicated time to talk to parents about the troop and answer questions—don't be in a rush.
- Invite the Webelos patrol and parents to visit a unit activity and possibly to spend a night with the unit. Have the Webelos Scouts camp with the Scouts and participate in the activities. They should be treated as a "new boy patrol," and watched over by the troop guides or other carefully selected youth leaders of the troop.
- Send a thank you note to the leader and families, thanking them for participating with the Scout unit.
- Have a special means of welcoming new or transitioning Scouts and their parents as they enter the troop. This is a time of change for the boys and parents. Help make the transition easy with troop guides, dedicated assistant Scoutmasters for new Scouts, and other resources.
- Communicate frequently and often to ease the transition and engage the youth right away.

# DUTY TO GOD

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand the role of religion in the Boy Scouts of America.
2. Understand the increased emphasis on duty to God in all rank requirements.
3. Explore ways a boy can demonstrate his duty to God.

## Suggested Presenters(s)

Presenters could include a minister, the district religious emblems coordinator, or Scouters who are lay leaders at their place of worship and who accept the BSA's nonsectarian Declaration of Religious Principles.

## Presentation Method

Present a review of rank advancement requirements that involve a Scout's duty to God, coupled with ways in which the boys can demonstrate their duty to God.

## BSA Reference Materials

- Cub Scout handbooks
- Boy Scout 2016 rank requirements
- BSA Declaration of Religious Principles
- Duty to God religious emblems brochure
- November 2014 CubCast on Scouting.org

## Online Resources

- [www.scouting.org/filestore/pdf/2016BoyScout\\_requirementsFAQs.pdf](http://www.scouting.org/filestore/pdf/2016BoyScout_requirementsFAQs.pdf)
- Bible reading program, [www.praypub.org/biblebasics/](http://www.praypub.org/biblebasics/)
- National Catholic Committee on Scouting religious activity awards, <http://nccs-bsa.org/activities/index.php>
- National Jewish Committee on Scouting religious activity awards, [www.jewishscouting.org/store/](http://www.jewishscouting.org/store/)

## Presentation Content

- The BSA National Charter and Bylaws contain the BSA Declaration of Religious Principles. Key provisions include:
  - "The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God."
  - "The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect to the convictions of others in matters

of custom and religion, as required by the 12th point of the Scout Law, reading, 'Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.'"

- "The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, **but it is absolutely nonsectarian** in its attitude toward that religious training."
- "In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faith be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church."
- All Scouts now say the Scout Oath and Law, which include "duty to God" and "a Scout is Reverent."
- The new Cub Scout requirements contain a duty to God element at every rank. Each Cub Scout handbook includes a series of age-appropriate nonsectarian activities that help boys learn and demonstrate their duty to God.
  - Each Cub Scout handbook also includes a discussion about the importance of religion in the boy's life, together with examples of ways the boy can complete his duty to God requirement.
  - Bear and Webelos ranks include an option for the Cub Scout to complete his duty to God requirement by earning the religious emblem for his age and faith.
  - Since not all faiths have a religious emblem, and since not all congregations offer them, both the Bear and Webelos ranks have an alternate way to complete the duty to God requirement.
  - If a Scout's faith uses the same religious emblem for fourth and fifth grades, and if the Scout earns it as a Bear, he will need to complete the alternate requirement as a Webelos Scout.
- The 2016 Boy Scout rank requirements now include a duty to God element for all ranks above Scout.
  - The duty to God element is now part of the requirement to show Scout spirit:
  - "Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God. ..."
- Does including "duty to God" as a part of the Cub Scout and Boy Scout rank requirements put too much emphasis on religion? Does it create a requirement of belonging to a religion?

- Not as written. There is no requirement that a Scout identify a religious faith as part of his duty to God—although, if the Scout does have a religious faith, it is likely to be part of the self-reflection and expression. It is important to note that Scouting is nonsectarian and promotes no specific religion. In fact, a boy need not belong to any official religious institution—he could practice his beliefs privately at home.
  - However, while membership in an organized religion is not necessary or implied, a Scout does have to ascribe to the Declaration of Religious Principles, and express belief in a higher power. The parent or guardian's signature on the BSA Youth Application acknowledges this condition of membership.
  - Unlike the Cub Scout rank requirements, the Boy Scout rank requirements do not elaborate on how a Scout is to do his duty to God. Does this mean troop leaders need to examine and evaluate a Scout's Duty to God, and then determine whether it is sufficient by some standard?
    - No. The verb in the requirement is "Tell how you have done your duty to God." Not demonstrate, discuss, show, prove, etc.
    - The troop leader is merely to listen to the Scout *tell* about how he (the Scout) believes he has done *his* duty—that is the requirement. The idea is for the Scout to have a self-reflection about belief and reverence. Nothing more is required.
    - The requirement does not indicate that a discussion or a two-way conversation should take place. This is a monologue by the Scout, not a dialogue between a Scout and his leader.
    - The telling might be a very brief statement, depending on the Scout and the family's beliefs, and on where the Scout is in his development of understanding of such matters, which often evolves as the Scout matures.
  - A unit leader's beliefs about God may be different from those of the Scout. With the requirement "tell how you have done your duty to God," a troop leader might believe that the Scout should do more or do something differently to show duty to God. Can a boy be withheld from advancing for that reason?
    - No. The troop leader does not evaluate whether a Scout's expression of how he shows duty to God is sufficient by any standard. In signing off the requirement, the leader simply acknowledges that the Scout *has told* how he has done *his* duty to God. The leader should make no judgment and the Scout should not be held to any specific standard of belief or level of activity in order to complete the requirement.
  - There will often be differences of belief among troop members and troop leadership—but the troop leader's beliefs do not establish a standard for the Scout. The policy of the Boy Scouts of America is that "the home and the organization or group with which the member is connected shall give definite attention to religious life." The troop leader is to respect those differences, with no attempt to impose his or her personal beliefs on the Scout.
  - For more information on the Boy Scout duty to God requirements, see the FAQs at [www.scouting.org/filestore/pdf/2016BoyScoutrequirementsFAQs.pdf](http://www.scouting.org/filestore/pdf/2016BoyScoutrequirementsFAQs.pdf)
- Although the Boy Scout requirements do not include specific activities for demonstrating a Scout's duty to God, unit leaders should make their Scouts aware of the following *optional* religious activities and awards that can help deepen a Scout's faith:
- Earning the religious emblem for his age and faith.
    - If the religious emblem takes several months to complete, a Scout might use the continued pursuit of his religious emblem to tell how he has done his duty to God for more than one rank (if he completes one rank while pursuing his religious emblem and completes the religious emblem while working on his next rank).
    - If a younger Boy Scout is unable to earn a religious emblem, the duty to God discussions and examples in the Bear and Webelos handbooks might serve either as reminders of the things he is already doing in his faith life, or might serve as guideposts for his duty to God.
  - Serving as the troop's chaplain's aide.
  - Participating in Scout Sunday or Scout Shabbat services.
    - The Scout shops sell annual nonsectarian Scout Sunday patches for Scouts who attend services related to Scout Sunday. The National Jewish Committee on Scouting sells a similar patch for Scouts who participate in Scout Shabbat services.
  - Other religious activities and awards
    - P.R.A.Y. recently introduced the Bible Basics RP3 program to encourage more Christian Scouts to read their Bible and put what they learn into action. The Bible Basics program currently consists of four subjects, each with three Bible stories to read, discuss with parents, and put into action. A fifth subject is coming soon. A patch is available upon completion of the requirements for each subject.

- The National Catholic Committee on Scouting has three series of religious activities (with two more coming) and two international activities. The activities offer youth and adults fun, easy ways to learn more about their faith and Catholic role models, and become more aware of the faith community around the world. Several patches are available.
- The National Jewish Committee on Scouting has announced a Passover Patch, which will be available for sale through the next 10 years. Also, each year starting with 5775/2015, the NJSC will issue a “rocker” depicting one of the 10 plagues. The design of the rockers is such that they will form a mural that encircles the central 10-sided patch.
- Duty to God hike/ride.
- Some councils or districts organize a duty to God or Ten Commandments hike or ride that involves visits to several places of worship and an overview by a religious leader of key tenets of the faith practiced at each place of worship.
- Including different faiths in the program enhances the educational value of the event.
- An event that includes Christian, Jewish, Islamic, Hindu, and other places of worship would be ideal, if feasible in light of the local demographics.

# YOUTH WITH DISABILITIES

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Complete a task in a way similar to how a Scout with a special need would do it.
2. Understand that a Cub Scout, Boy Scout, Varsity Scout, Venturer, or Sea Scout with special needs can earn the appropriate advancement ranks.

## Suggested Presenter(s)

Have one or more of the following people present this topic:

- A special education teacher who is also a Scouter
- A Scout leader who currently has or has had special needs Scout(s) in their unit
- A member of the council/district advancement committee
- A member of the council special needs committee
- A parent of a special needs Scout who can provide objective experience

## Presentation Method

This presentation should focus on how someone with a physical need would complete a task in a den/patrol setting. Allow time for discussing advancement for special needs Scouts.

## Materials Needed

- The following should be displayed for all Scouts to see: *The wonderful thing about such boys is their cheeriness and their eagerness to do as much in Scouting as they possibly can. They do not want more special tests and treatment than is absolutely necessary.*—Robert Baden-Powell
- Strip of duct tape (approximately one half inch wide by four inches long), and a blank piece of paper for each table or group of Scouters
- A list of BSA resources for working with Scouts with special needs

## BSA Reference Materials

- Guide to Working With Scouts With Disabilities, No. 510-071
- *Guide to Advancement*, No. 33088 (current version)
- *Scouting For Youth With Disabilities*, No. 34059
- Application for Alternate Eagle Scout Rank Merit Badges, No.512-730
- *Disabilities Awareness* merit badge pamphlet, No. 35883
- Request for Registration Beyond the Age of Eligibility, No. 512-935

## Presentation Content

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

The answer is "d." James E. West contracted a disease as a child; one of his legs was shorter than the other, causing him to limp the rest of his life. But he is considered the architect of the BSA.

- Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers.
- The *Guide to Advancement 2015*, Section 10 identifies the procedures required. Many councils have established an advisory committee for youth with special needs.
- These policies exist to facilitate advancement (Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Sea Scouts) and need to be addressed with local advancement experts to ensure they are followed correctly.
- Scouts with "severe and permanent mental or physical disabilities may work on ranks past the chronological age."
  - Cub Scouts: Did the boy "do his best"?
  - Boy Scouts and Varsity Scouts: Send a letter to council advancement committee requesting alternative requirements.
  - Eagle Scout required merit badges: Merit badge requirements may not be modified or substituted. Use alternate badges once approved to do so, and submit the Application for Alternate Eagle Scout Rank Merit Badges to the council advancement committee.
- Scouts over age 18, if approved by the council executive board to register beyond the age of eligibility with a special needs code, may apply for the rank of Eagle Scout.—*Guide to Advancement 2015*, section 10.1.0.0, and Request for Registration Beyond the Age of Eligibility, No. 512-935
- Working with Scouts with special needs, Scouters must be:
  - Comfortable (Not everyone in the unit may feel comfortable, and that is OK.)
  - Enthusiastic
  - Patient
  - Understanding
  - Flexible
- Working with Scouts with special needs is REWARDING and a learning opportunity.

# VOICE OF THE SCOUT

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the purpose of Voice of the Scout.
2. Understand the importance of completing the Voice of the Scout survey.
3. Know how to evaluate the results of Voice of the Scout.

## Suggested Presenter(s)

There are two presenters. One or both should be a Scouter who is familiar with Voice of the Scout.

## Presentation Method

- Interactive discussion between the two presenters
- Q&A session

## Online Resources

- *Scouting Wire*, <http://scoutingwire.org>
- My.Scouting.org
- Voice of Scouting Findings and Analysis, [www.scouting.org/scoutsource/Awards/JourneyToExcellence/vos\\_findings.aspx](http://www.scouting.org/scoutsource/Awards/JourneyToExcellence/vos_findings.aspx)

## Presentation Content

- Use the script below, which is a two-person dialogue. Adapt the district name and names and positions of the presenters to fit your needs.
- After the dialogue, allow time for questions and answers, making sure not to go over the Big Rock time limit (10–20 minutes).
- If necessary, continue the Q&A or discussion later as directed by the assistant district commissioner for roundtable.

## Voice of the Scout Big Rock: A Two-Person Dialogue

**Dialogue speakers:** Ray, the council commissioner; Ann, a new Cub Scout den leader

**Scenario:** The scene opens as Ann (a Wolf den leader since September) enters a room where other Scouters are gathering for roundtable. She is greeted by Ray, who will be presenting the Big Rock this evening.

**Ray:** Good evening, Ann. Welcome to our district's roundtable. Is this your first time attending roundtable?

**Ann:** Yes, it is.

**Ray:** Roundtable is a monthly continuous training session for Scouters, and has three parts. First is the gathering period where Scouters mingle and review information

about district and council upcoming events. This is what we are doing right now. Depending on the district, the gathering period usually lasts about half an hour. The assistant district commissioner for roundtable starts the second part, which includes an opening, a few brief announcements, and the Big Rock which I am presenting tonight. The third part starts when the Cub Scouters and Boy Scouters go to separate rooms for Cub Scout or Boy Scout special interest topics and network with other Scouters so they can present the best possible program to the Scouts in their units.

**Ann:** What is the Big Rock?

**Ray:** The Big Rock is a short presentation about a topic that pertains to all levels of Scouting: Cub Scouts, Boy Scouts, Venturers, and even Sea Scouts. Tonight's Big Rock is "The Voice of the Scout."

**Ann:** What is the Voice of the Scout?

**Ray:** The Voice of the Scout was created by the BSA national office in 2012 to determine how well the BSA is communicating the principles of Scouting (character development, physical fitness, and citizenship) to the youth in the Scouting program. More than 600,000 Scouts and Scouters have responded to the Voice of the Scout to date.

**Ann:** How is the information collected?

**Ray:** In early March and early October of each year, the BSA emails an eight-question survey to many Scouts, their parents, chartered organizations, and youth-facing leaders such as den leaders, assistant Scoutmasters, and council and district volunteers. In March 2015, 1.2 million Voice of the Scout surveys were emailed. If a Scout younger than 13 is selected to receive the survey, then the survey is sent to his parents. Depending on the target audience, slightly different surveys are sent out. The respondents are asked to add comments based on their choices.

**Ann:** I'm sure they are only looking for positive responses and ignoring the negative ones.

**Ray:** The BSA national office takes all responses very seriously. The first question in the survey relates to loyalty: "Would you, our customer, recommend Scouting to friends, family, or anyone else?" The respondents are asked to score this question on an 11-point score. The responses are separated as "promoters" (9 or 10), "passives" (7 or 8), or "detractors" (zero through 6) to determine a Net Promoter Score, or NPS. This is done by subtracting the percentage of the detractors from the percentage of the promoters. The NPS is used to determine if the current Scouting program should remain the same or be modified. Respondents who score the BSA from zero through 6 on loyalty are asked if they would like someone from their council office to contact them. The goal of the Voice of the Scout is to increase the number of promoters and decrease the number of detractors.

**Ann:** If only one of the Cub Scouts' parents in my den receives the Voice of the Scout survey, can it be forwarded to the other Scouts' parents in the den?

**Ray:** No. Because of the way the survey is sent out, it cannot be forwarded to other persons.

**Ann:** Is there anything one can do to make sure they are eligible to receive the Voice of the Scout survey?

**Ray:** They have to be registered with the BSA for at least 90 days.

**Ann:** If one receives the Voice of the Scout survey, when should they expect it?

**Ray:** The survey is sent out on the first Tuesday in March and the first Tuesday in October of each year.

**Ann:** Once one receives the Voice of the Scout survey, how long do they have to respond?

**Ray:** The Scout or Scouter must return the survey within 10 days to have their responses recorded.

**Ann:** Since I am new to Scouting, why should I bother to answer the Voice of the Scout? I'm sure the responses from persons that have been in Scouting a lot longer will have better thoughts on how Scouting should be conducted in the future.

**Ray:** Regardless of how long one has been involved in Scouting, the BSA national office wants to know how they perceive the Scouting program is being presented to the youth in their unit. As more people respond to the Voice of the Scout, they are able to give the national organization more insight as to the direction the BSA should take in the future to ensure the youth get the best program. Since it was created in 2012, the Voice of the Scout has received more 600,000 responses. All of them, I'm sure, are not from seasoned Scouters.

**Ann:** What has changed in the Scouting program as a direct result of the Voice of the Scout?

**Ray:** Some of the changes include those reported in Scouting Wire, February 24, 2015:

- "Training for volunteers and professionals has been re-approached, redeveloped and consolidated into one central resource."
- "ScoutingU expands upon Learning for Life."
- At "My.Scouting.org ... members can directly access their accounts and update information using Scouting.org usernames and passwords."
- "The Boy Scouts of America's national council has restructured."
- "The main thrust of this shift is to drive resources toward providing relevant, applicable services to directly impact the unit experience."

The practices of high-performing districts and councils may be used to help other districts and councils present a better program to the youth in their districts.

**Ann:** I suppose the results are filed away somewhere at the national office, and only the national staff has an opportunity to see the results.

**Ray:** No, the results of the Voice of the Scout are available for anyone to view online. Just Google Voice of Scouting Findings and Analysis. You will find a summary for the Voice of the Scout from spring 2012 through fall 2015, and the Action Phase Worksheet for Cub Scouts, Boy Scouts, their parents, chartered organizations, youth volunteers, and district volunteers.

**Ann:** Thanks, Ray. I'll be sure to complete the next Voice of the Scout survey!

**Ray:** Would you be willing to be part of the Big Rock tonight? All you would have to do is to ask the same questions you just did.

**Ann:** Yes, if you think it will help.

**Ray:** The assistant district commissioner for roundtable just gave the Scout sign. ... Questions?

## RESOURCES

### Time Available

10 minutes

### Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand that Scouting resources exist to help all leaders put on a quality program.
2. Find and use those resources.
3. Save time, avoid reinventing the wheel, and keep the programs exciting and fun.

### Suggested Presenter(s)

Ideal presenters include:

- A leader with experience in finding and using the available resources
- A member of the training committee
- One of the roundtable commissioners or an assistant roundtable commissioner
- A successful unit leader

### Presentation Method

It would help to have displays of the various printed resources and slides listing the titles or URLs. Handouts of the slides would allow people to follow the links after roundtable is over. See a sample list of URLs and materials below.

### BSA Reference Materials

Have as many hard copies of BSA literature on hand as possible for people to examine before or after the topic is presented. This could also lead to interest topic discussions for each program on their specific manuals, online resources, or materials.

### Online Resources

Scouting has created a stronger online presence in recent years, and this allows the program to more quickly provide resources to units, leaders, and members. The ability to view activities in multimedia formats helps to address different learning styles. Providing resources electronically reduces—but does not replace—the need for hard copies of Scouting materials. Here are some official online resources for Scouts and Scouters:

- The main BSA homepage: [www.Scouting.org](http://www.Scouting.org)
- Cub Scouting: [www.scouting.org/scoutsources/CubScouts/](http://www.scouting.org/scoutsources/CubScouts/)
- Cub Scout Learning Library: <https://cubscouts.org/learning-library/>
- Boy Scout resources: [www.scouting.org/scoutsources/BoyScouts/Resources/](http://www.scouting.org/scoutsources/BoyScouts/Resources/)

- Troop Program Resources: [www.scouting.org/scoutsources/boyscouts/resources/troopprogramresources/](http://www.scouting.org/scoutsources/boyscouts/resources/troopprogramresources/)
- Venturing: [www.scouting.org/scoutsources/Venturing/](http://www.scouting.org/scoutsources/Venturing/)
- The BSA's official online store for purchasing materials, uniforms, and equipment: [www.scoutstuff.org](http://www.scoutstuff.org)
- CubCast and ScoutCast (online podcasts for Cub Scout and Boy Scout leaders providing timely information and guidance: [www.scouting.org/scoutcast.aspx](http://www.scouting.org/scoutcast.aspx))
- *Boys' Life* magazine: [www.boyslife.org](http://www.boyslife.org) (If you, as a leader, do not get your own copy, you can access *Boys' Life* materials online and see how they tie into advancement and Scouting opportunities. The magazine has two versions; one written for Cub Scouts and one for Boy Scouts.)
- *Scouting* magazine (online version of the magazine all leaders receive): <http://scoutingmagazine.org>

### Presentation Content

- No leader in Scouting should feel they have to reinvent the wheel by creating resources for activities or training. There are plenty of resources available, but leaders often do not know where to find them.
- The information in resources prepared by the BSA is accurate and does not add or subtract from what a Scout or unit needs to do in the program.
- Official BSA resources are always organized according to age and stage appropriateness.
- The online resources connect users with material that relates to their specific needs. However, Scouters need to remember that not everyone has access to online resources or even a computer.
  - Your council office can obtain copies of print resources and reproduce them as needed for training and reference.
  - Almost all printed materials can be purchased at a Scout shop or online.
  - The most important resource each youth needs is their own copy of the handbook for their particular program. Most units bundle the cost of the handbook into the youth's registration fee.
- Each online resource is the most current material, marked with the date it became available and what resource it replaces. Online updates also indicate the current ordering number for print copies and effective date of use.
- Some resources are intended to supplement but not replace face-to-face interaction. For example, workbooks for merit badges serve as an easy way for youth to keep notes, but they do not replace the need for discussions or live demonstrations of knowledge or skills.



- Official resources are checked and rechecked to ensure they are helping units deliver a quality program. The resources are checked for health and safety concerns, for meeting the stated goals of the activity, for ease of implementation, and whether they provide fun for everyone.
- Official resources should be regarded as the proper way to deliver the program, rather than relying on the attitude that “this is the way we’ve always done it.”
- Changes in how the overall Scouting program is delivered are reflected and reinforced through official resources. An increased emphasis on outdoor ethics, for example, has been accomplished through emphasizing Leave No Trace to replace older practices on how units go camping.
- Having access to the resources does not replace training. If anything, training shows a leader how to use those resources to deliver the aims and methods of Scouting, and specifically how to conduct the activity or advancement opportunity they are running. Training sessions will provide a list of resources used or referenced so that a leader can find them after the training session is completed.
- Resources are also designed to be usable in the years ahead, so that an activity done one year can be offered again in the future. Cub Scout activities are used most often, as a new group of boys joins each year. Boy Scout and Venturing activities can be reused with changes in location or the skill emphasized.
- Many online resources are collections of activities that have been successful for other unit leaders. Feel free to use these activities after confirming that they are still appropriate for Scouting.

# THE AIMS OF SCOUTING

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand how the aims of Scouting contribute to the larger “takeaway” of the Scouting program.
2. Explore ways to achieve those aims as they deliver the program.
3. Understand the role of the aims of Scouting in that delivery.

## Suggested Presenters

Presenters could include the district commissioner, the district chair, or a senior unit serving commissioner.

## Presentation Method

A facilitated discussion should focus on the aims of Scouting, how the methods of Scouting contribute to achieving those aims, and the lasting internalization of the values of Scouting as a long-term result of participation in the program.

## BSA Reference Materials

- The Aims and Methods of Boy Scouting, No. 521-042
- *Troop Leader Guidebook*, Vol. 1, No. 33009
- *Cub Scout Leader Book*, No. 33221

## Online Resources

- BSA national website: [www.scouting.org](http://www.scouting.org)
- National Eagle Scout Association: [www.nesa.org](http://www.nesa.org)
- Tufts University study of the impact of Scouting on youth character: [www.tuftscampstudy.com](http://www.tuftscampstudy.com)

## Presentation Content

- State that this discussion will be about the “takeaway” of the Scouting program. Ask participants to estimate what percentage of the Scouting program is focused on the each of the following areas: advancement, the outdoors, uniform, leadership development, and Scouting ideals. (The answer for each one should be 12.5 percent; these five methods plus the patrol, adult association, and personal growth methods make up the whole of the Scouting program.)
  - Acknowledge and record all responses on a white board or a flip chart.
  - Ask if any of the leaders present can tell the group the aims of Scouting.

- Acknowledge all responses, and write all the ones that are close to the stated aims of Scouting in another column of the chart.
- Read the aims of Scouting—character, citizenship, and fitness—as summarized on page 1 of *The Aims and Methods of Boy Scouting*, No. 521-042.
  - Ask how ask the facets of the program discussed previously contribute toward achieving these aims.
  - Discuss how achieving the aims of Scouting is the ultimate long-term takeaway from the Scouting program.
  - Discuss how internalization of the ideals of Scouting becomes apparent after five years of participation in the Scouting program.
  - Review the findings of the recent Tufts University study on the development of positive character traits after participation in Cub Scouting.
- Ask the following:
  - “How does your unit program work toward achieving the aims of Scouting?”
  - “How does your unit use the methods of Scouting to help achieve the aims of Scouting?”
    - “What importance does your unit place on striving toward achieving those aims?”
- In a new column of the chart, start a list of unit programs and activities that can help achieve the aims.
- Highlight the following:
  - Regularly reciting the Scout Oath and Scout Law can help internalize the ideals that contribute to developing positive character traits.
  - Camping and other outdoor activities can help to develop participatory citizenship.
  - Practicing leadership among one’s peers helps to develop citizenship skills.
  - The physical fitness elements of the advancement program set the foundation for developing lifelong fitness habits.
- Highlight the tendency of many units to focus on advancement while overlooking other facets of the Scouting program.
  - Summer camp choices are often made based on how they support Eagle required merit badges, while other program activities are overlooked.
  - Day camps sometimes put too much emphasis on completing achievements.

- The objective is to help unit level leaders understand that the Scouting program is about more than advancement. More than just a means of recognition for youth in the program, advancement actually helps them at every age to understand and internalize the ideals of Scouting. That is the ultimate long-term goal of the Scouting program.
- This discussion must be presented in a non-judgmental way that does not make the leaders feel they are conducting their unit programs in a negative manner.

## CUBCAST/SCOUTCAST

### Time Available

10-20 minutes depending on the agenda format being used

### Learning Objectives

At the conclusion of this session, participants will be able to:

1. Learn about CubCast and ScoutCast. What are they and where can they be found?
2. Understand how unit leaders can use CubCast and ScoutCast for program ideas.

### Suggested Presenter(s)

Roundtable commissioners

### Presentation Method

- Begin with a brief overview of the CubCast and ScoutCast philosophy and a short listing of recent topics in both programs.
- Then select one CubCast topic and one ScoutCast topic that fit the roundtable content, download them onto a portable device, and play part of each for the audience.

### Online Resource

CubCast and ScoutCast: [www.scouting.org/ScoutCast/](http://www.scouting.org/ScoutCast/)

### Equipment Needed

- Portable computer with speaker output
- External speakers with acceptable output volume

### Presentation Content

- CubCasts and ScoutCasts are monthly recorded interviews with knowledgeable Scouters—both volunteers and professionals.
  - Each month, the presenters discuss a specific topic that should enable unit leaders to better deliver the promise of Scouting to the youth in their units.
  - CubCasts involve subjects of interest to pack leaders, while ScoutCasts address troop leaders.
  - CubCasts began in 2007. There are now more than 100 archived CubCasts available for download from the website listed above.
  - ScoutCasts began in 2013. About 40 archived ScoutCasts are available on the same website. The recordings are archived at the URL listed above.
  - Beginning in 2014, the site added PDF transcripts of each CubCast and each ScoutCast.

- Select and download a CubCast that fits the Cub Scout breakout topic of the month. Use a portable device and set of exterior speakers to play a couple minutes of the CubCast. Choose a portion that the audience would find interesting.
- Do the same with a ScoutCast topic.
- Type a list of CubCast and ScoutCast topics from the last year, and use that as a handout to show the scope of topics available.
- Ask attendees to raise their hands if the samples seemed promising as a source of advice for enhancing their unit's program or performance.
- Ask the leaders to review the entire list of topics. Encourage them to listen to the recordings that interest them or that cover topics with which they aren't very familiar.
- Full-length CubCast and ScoutCast recordings can also serve as Big Rock presentations on their own merit.
  - This is especially true for topics that might make the speaker feel uncomfortable but still need to be addressed, or topics that reflect new or revised BSA policies with which the speaker is not fully acquainted.
  - As with all delivery methods, variety is a key in avoiding participant boredom. So be careful not to overuse full-length CubCast and ScoutCast recordings.
  - Remember that the purpose of the Big Rock is to discuss matters of common interest to all unit leaders from packs, troops, and crews. With that need in mind, save pack-specific and troop-specific recordings for breakout sessions where those recordings are relevant to the participants.

# CYBERBULLYING

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this training session, participants will be able to:

1. Understand that the BSA has policies against bullying of all types.
2. Understand what cyberbullying is, and signs of cyberbullying.
3. Explore cyberbullying prevention tools, including the Cyber Chip.
4. Learn about other anti-bullying resources.

## Suggested Presenter(s)

Presenters could include the roundtable commissioner, a school principal or counselor, or a Scouter who has dealt with bullying in his or her unit.

## Presentation Method

Verbal overview and presentation on bullying prevention materials

## BSA Reference Materials

- Cub Scout handbooks
- 2016 rank requirements
- *Troop Leader Guidebook*, Vol. 1, No. 33009

## Online Resources

- Bullying Awareness: [www.scouting.org/Training/YouthProtection/bullying/](http://www.scouting.org/Training/YouthProtection/bullying/)
- Cyber Chip: [www.scouting.org/cyberchip.aspx](http://www.scouting.org/cyberchip.aspx)
- BSA Social Media Guidelines: [www.scouting.org/home/marketing/resources/socialmedia/](http://www.scouting.org/home/marketing/resources/socialmedia/)
- The Scout Law and Cybersafety/Cyberbullying: [www.scouting.org/filestore/youthprotection/pdf/100-055\\_WB.pdf](http://www.scouting.org/filestore/youthprotection/pdf/100-055_WB.pdf)
- Learning for Life Anti-Bullying and Cyber-Intimidation Program: <http://learning.learningforlife.org/digital-programs/abc/>
- NetSmartz Workshop: [www.netsmartz.org](http://www.netsmartz.org)

## Presentation Content

- The BSA policy on bullying says,
  - “Bullying is prohibited in Scouting. All forms of bullying violate the Scout Oath and Scout Law. Bullying is incompatible with the principles of Scouting and should be taken seriously whenever and wherever it occurs. Unit leaders should understand how to prevent bullying and be prepared to deal with it proactively and thoughtfully.”

— Bullying of any type, including cyberbullying, can devastate the target whether a lone bully participates or others witness or join the attack.

- What is bullying?
  - *Bullying* is harassment or aggressive behavior intended to intimidate, dominate, coerce, or hurt another person (the target) mentally, emotionally, or physically. It is **not** “just messing around,” and it is **not** “part of growing up.” Bullying is a form of victimization, not conflict. It is no more a “conflict” than is child abuse or domestic violence.
- Forms of bullying:
  - Verbal: name-calling, belittling, taunting
  - Social: spreading rumors, destroying or manipulating friendships, excluding or ostracizing the target
  - Physical: hitting, shoving, kicking, using physical coercion, intimidation through gestures
  - Criminal: assault; sexual aggression
  - Cyberbullying: using digital technology such as social media, cell phones, etc., to engage in the above kinds of behaviors.
- What is cyberbullying?
  - This rapidly growing form of bullying uses the power of the Internet, cellular networks, and social media to harass the target. According to NetSmartz, a BSA partner, types of cyberbullying include:
    - \*Flaming and trolling: sending or posting hostile messages intended to “inflare” the emotions of others
    - ✓ Happy-slapping: recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing
    - ✓ Identity theft/impersonation: stealing someone’s password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information
    - ✓ Photoshopping: doctoring digital images so that the main subject is placed in a compromising or embarrassing situation
    - ✓ Physical threats: sending messages that involve threats to a person’s physical safety
    - ✓ Rumor spreading: spreading gossip through email, text messaging, or social networking sites

- Bullying prevention resources from the BSA:
  - All BSA youth handbooks feature a section on youth protection that includes a discussion on cyberbullying and other forms of bullying. Parents and Scouts are supposed to read and discuss this material together.
  - The *Troop Leader Guidebook* is a two-volume manual that replaces the *Scoutmaster Handbook*. Volume 1 contains a three-page appendix on bullying, including cyberbullying, plus bullying prevention resources.
  - The BSA Web page on bullying prevention includes 11 PDF documents on various types of bullying (including cyberbullying), bullying prevention, support for bullied children, and obligations to report bullying.
  - The BSA Social Media Guidelines set forth polices for appropriate use of social media in a Scouting context, including Internet safety and online youth protection guidance designed to prevent cyberbullying through unit websites, Facebook pages, etc.
- Cyber Chip Cyberbullying Prevention Tool:
  - The BSA has partnered with NetSmartz to develop the Cyber Chip, which aims to teach good Internet use and Internet safety. Cyber Chip is required for every Cub Scout rank, plus the Boy Scout ranks of Scout and Star. All Scouts should earn the Cyber Chip for their age.
  - There are several versions of Cyber Chip requirements, based on the Scout's age: two versions for Cub Scouts (grades 1–3 and 4–5) and two for Boy Scouts (grades 6–8 and 9–12). The U.S. Scouting Service Project website has Cyber Chip workbooks for all ages. A workbook for Cub Scouts includes both sets of Cub Scout requirements in the same book. A similar workbook exists for Boy Scouts.
  - Consider printing and distributing the following two sections to be shared within the units. Also, consider mentioning them briefly during the discussion, if time permits.
- Signs that your child may be a victim of cyberbullying:
  - The target of cyberbullying may obsess over what is posted, become depressed, avoid school or social activities, or have suicidal thoughts. In extreme circumstances, cyberbullying can lead to suicide. Parents and adults should talk with youth about their online activities and stay alert to signs of cyberbullying. Signs of cyberbullying include:
    - ✓ Avoiding the computer, cell phone, and other technological devices or appearing stressed when receiving an email, instant message, or text
    - ✓ Withdrawing from family and friends, or appearing reluctant to attend school and social events
    - ✓ Avoiding conversations about computer use
    - ✓ Exhibiting signs of low self-esteem including depression and/or fear
    - ✓ Declining grades
    - ✓ Exhibiting poor eating and/or sleeping habits
- Ways to address cyberbullying:
  - Tell your child not to respond to rude emails, messages, and comments.
  - Encourage the child to speak up immediately if he or she is the victim of cyberbullying. Assure that a young person has a trusted adult—whether parent, teacher, or Scout leader—in whom to confide.
  - Block cyberbullies by using available privacy controls such as blocked-sender lists and call-blocking.
  - If harassment is via email, social networking sites, IM, or chat rooms, instruct your child to “block” bullies or delete your child’s current account and open a new one.
  - If harassment is via text and phone messages, change the phone number and instruct your child to only share the new number with trustworthy people. Also, check out phone features that may allow an incoming number to be blocked.
  - Do not erase the messages or pictures. Save the evidence, such as email and text messages, and take screenshots of comments and images. Also, take note of the date and time when the harassment occurs.
  - Contact your Internet service provider (ISP) or cell phone provider. Ask the website administrator or ISP to remove any Web page created to hurt your child.
  - Get your child’s school involved. Learn the school’s policy on cyberbullying and urge administrators to take a stance against all forms of bullying.
  - Make a report to [www.cybertipline.com](http://www.cybertipline.com).
  - If the cyberbullying is criminal or you suspect it may be, contact the police. Areas falling under the jurisdiction of law enforcement include threats of violence, extortion, obscene or harassing phone calls or messages, harassment via stalking or hate crimes, child pornography, sexual exploitation, and taking a photo or video image of someone in a place where he or she would expect privacy.

# WEBELOS-TO-SCOUT TRANSITION: NO UNIT IS AN ISLAND

## Time Available

10 minutes

## Learning Objectives

At the conclusion of this session, participants will be able to:

1. Understand the importance of Webelos-to-Scout transition
2. Be able to evaluate their unit's Webelos-to-Scout transition to maximize the number of Webelos that join a troop.

## Suggested Presenter(s)

Presenters might include a Cubmaster, a Scoutmaster, Webelos den leader(s), a unit commissioner, or the district Webelos transition chair.

## Presentation Method

Talk and discussion

## BSA Reference Materials

- Graduate Webelos Scouts Into a Troop: [www.scouting.org/Home/BoyScouts/YearRoundGuide/graduate/](http://www.scouting.org/Home/BoyScouts/YearRoundGuide/graduate/) (One copy per participant)
- 2016 CubCast, January 2016—Preparing for the Webelos-to-Scout Transition: [www.scouting.org/Scoutcast/Cubcast/2016/](http://www.scouting.org/Scoutcast/Cubcast/2016/)
- Troop Open House: [www.scouting.org/scoutsource/BoyScouts/TroopOpenHouse/](http://www.scouting.org/scoutsource/BoyScouts/TroopOpenHouse/)
- Patrol Plus: [www.scouting.org/scoutsource/BoyScouts/Resources/PatrolPlus](http://www.scouting.org/scoutsource/BoyScouts/Resources/PatrolPlus)
- Commissioner Training—Bachelor Courses: [www.scouting.org/scoutsource/Commissioners/training/BachelorsCourses](http://www.scouting.org/scoutsource/Commissioners/training/BachelorsCourses)
- Council Membership Plan: [www.scouting.org/scoutsource/Membership/Youth\\_Recruitment/PlanningStrategies](http://www.scouting.org/scoutsource/Membership/Youth_Recruitment/PlanningStrategies)
- Training the Chartered Organization Representative—Session 2. Overview of the BSA: [www.scouting.org/scoutsource/Media/Relationships/TrainingtheCOR/02](http://www.scouting.org/scoutsource/Media/Relationships/TrainingtheCOR/02)
- 2009 CubCast, Webelos-to-Scout Transition and MyScouting Interviews: [www.scouting.org/Scoutcast/Cubcast/2009](http://www.scouting.org/Scoutcast/Cubcast/2009)
- Webinars, Podcasts & Newsletters—Webelos to Scout Transition: [www.scouting.org/Home/Membership/Podcasts](http://www.scouting.org/Home/Membership/Podcasts)
- Annual Program Planning: [www.scouting.org/scoutsource/BoyScouts/ProgramPlanning](http://www.scouting.org/scoutsource/BoyScouts/ProgramPlanning)
- 2016 JTE Troop Scorecard: [www.scouting.org/filestore/mission/pdf/2016\\_JTE\\_Troop\\_Scorecard.pdf](http://www.scouting.org/filestore/mission/pdf/2016_JTE_Troop_Scorecard.pdf)

- 2016 JTE Pack Scorecard: [www.scouting.org/filestore/mission/pdf/2016\\_JTE\\_Pack\\_Scorecard.pdf](http://www.scouting.org/filestore/mission/pdf/2016_JTE_Pack_Scorecard.pdf)
- Developing the Plan The Growth-Planning Schedule: [www.scouting.org/filestore/membership/doc/developing\\_the\\_plan.doc](http://www.scouting.org/filestore/membership/doc/developing_the_plan.doc)
- Council 013—Strategic Membership Plan “A Plan for Cub Scout Growth”: [www.scouting.org/filestore/membership/doc/membership\\_plan\\_council\\_013.doc](http://www.scouting.org/filestore/membership/doc/membership_plan_council_013.doc)
- *Webelos-to-Scout Transition DVD* and brochure, No. AV-02V012

## Presentation Content

The Chief Scout Executive recently stated that there is a 58 percent loss of boys between Webelos and Boy Scouts (though 93 percent of all Boy Scouts were Cub Scouts), and that, when asked if their son is crossing over, parents are known to reply, “We’ve ‘done’ Cub Scouts. I’m not sure we are going to ‘do’ Boy Scouts.”

When Cub Scouts was started in 1930, its main purpose was to prepare boys for Boy Scouts. It now appears that they are being thought of as two separate entities instead of one continuing program, making it very obvious that the Webelos-to-Scout Transition is more important than ever.

There are six “W’s” required for Webelos-to-Scout transition to be successful:

- The first and most important “W” is Webelos: Boys who have completed third grade but not completed fifth grade, or are age 10 but not yet 11½. They may have been a Tiger Scout or joined the pack as a second-year Webelos Scout. They have experienced Scouting in a pack (adult-run) and are ready for Scouting’s next adventure—being part of a boy-led Boy Scout troop. It is a natural progression for a boy to go from Webelos Scout to Boy Scout as he goes from elementary school to middle or junior high school.
- The second “W” is Webelos-to-Scout transition: The passage from a Cub Scout pack to a Boy Scout troop. The goal should be for all Webelos Scouts to join a Boy Scout troop.
- The third “W”—“Who is responsible for Webelos-to-Scout transition?” Answer: the Cubmaster, Webelos den leader(s), Webelos Scout parents, Scoutmaster, assistant Scoutmaster(s), unit commissioner, district Webelos transition chair.
- The fourth “W”—“When does Webelos-to-Scout transition occur?”
  - Pack: From the time a boy becomes a Tiger, Wolf, Bear, or Webelos Scout, he should be made aware of the adventures of being a Boy Scout and anticipating his turn to cross over.

- Troop: Webelos-to-Scout transition is yearlong. It doesn't start two or three months before the blue-and-gold banquet. Pass out and review "Graduate Webelos Scouts Into a Troop."
- The fifth "W"—"Where does Webelos-to-Scout transition happen?"
  - Den chiefs assisting the den leaders at den and pack meetings; joint pack and troop activities (campouts, service projects for the sponsoring institutions, etc.), camporees, the Order of the Arrow conducting bridge crossing ceremonies. Ask the participants for other examples of pack and troop activities.
- The sixth "W"—"Why bother with Webelos-to-Scout transition?"
  - Webelos Scouts have already experienced Scouting and should be eager to join a Boy Scout troop, as opposed to boys who have never been Scouts.
  - All requirements for the Scout rank must be completed as a member of a troop. If you have already completed these requirements as part of the Webelos Scouting Adventure, simply demonstrate your knowledge or skills to your Scoutmaster or other designated leader after joining the troop.

Answer any questions.



---

# Parts of a Cub Scouting Roundtable Session

---

## Opening for Cub Scout Interest Topic— Ceremony/Skit/Song/Game

Use a simple opening ceremony/skit/song/game that leaders will be able to duplicate in their units. You may wish to delegate this opportunity to a particular pack or group, or use participants if appropriate. Flag ceremonies, and reciting the Scout Oath and Law, are some of the appropriate types of opening ceremonies.

Skits, songs, or games can be tied into the monthly interest topic and are a great way to involve everyone at the meeting. Remember to provide any information needed such as song lyrics, etc., so that everyone will participate. Involve all participants in a memorable activity that they can take home and plan for their Cub Scouts. It is important to encourage everyone to participate. These activities may come from the *Cub Scout Leader How-To Book*, *Group Meeting Sparklers*, and the *Cub Scout Songbook*.

## Introductions

Although you have already welcomed those in attendance at the general session, welcome the Cub Scout leaders again and extend a special welcome to newcomers. Make them feel welcome so they'll bring additional unit leaders with them to the next roundtable. The Cub Scout roundtable team and any special guests should be introduced at this time.

Be sure to explain the flow of the evening's activities by introducing the Cub Scout monthly interest topic. Point where the breakout groups will meet if using a leader-specific breakout plan. Take care of housekeeping items such as the location of restrooms and any policies specific to the building where you are meeting.

## Cub Scouting Monthly Interest Topics and Points of the Scout Law

The interest topic is a roundtable feature designed to address Cub Scouting-specific subjects. The interest topic may be a training highlight, a review of an upcoming annual event, advancement information, or a variety of other topics related to Cub Scouting issues. Several of the Cub Scouting Interest Topics tie in to the Cub Scouting Adventures.

Several interest topics have been provided in this guide and can be used for monthly roundtable training based on council or district priorities. The topics are written as suggested outlines for a discussion or presentation, and each is customizable to local interests and resources. In other words, they are flexible to fit the local roundtable audience.

A blank template is included for developing interest topics based on local needs. Two templates are designed for 60 minutes in length—one for a combined group meeting and one for a meeting that has leader breakouts. A 90-minute template is also provided for those roundtables that have extended meeting times. The 12 interest topics selected for the 2016–2017 Cub Scout roundtable plans were based on feedback from roundtable attendees regarding what they would like to learn more about.

An interest topic overview is provided in each of the Cub Scouting roundtable plans. Ceremonies, Cubmaster's Minutes, Commissioner's Minutes, and some activities at roundtable meetings should reflect that month's interest topic. They should also reflect the point of the Scout Law being highlighted that month, which reinforces that the Scout Oath and Law are there to guide us as leaders in all that we do in Scouting.

## Tips for Pack Activity

These ideas are linked to the month's interest topic, and packs might consider using them as activities at pack meetings or as part of a pack outing. A roundtable is a great place to share these tips, whether pulled from training resources, suggested by participants, or collected from commissioner observations on unit visits. Many of the books and media resources developed by the Boy Scouts of America are listed throughout this guide on the interest topic being discussed. These resources may provide tips, or roundtable leaders may even choose one or two of the resources to introduce in this part of the meeting. Explain how these materials might help the units deliver a better program for their Cub Scouts and where the resources can be obtained.

Often, leaders are looking for new resources but are simply unaware of where to find them. Keep in mind that there are also many great books, periodicals, and other media tools produced by knowledgeable groups and experts in various fields. Feel free to highlight these as well, but remember to point out any BSA policies that may be in conflict with the materials referenced.

## Cub Scout Leader Breakout Session

The Cub Scout leader breakouts separate the participants into position-specific groups for an expanded discussion of the interest topic as it relates to their positions. Encourage discussion and participation, and give concrete and ready-to-use ideas. Whenever applicable, conduct a hands-on activity or project that is related to what boys will do in the den meeting.

Advancement topics presented will benefit den leaders, as advancement also aids retention in units.

**Cub Scout den leaders**—Den leaders and assistants focus on ideas for their den meetings and outdoor activities. These ideas should come directly from the den leader guides and give leaders the tools to conduct the next month's meetings. Try to have a separate breakout for each program group: Tiger, Wolf, Bear, Webelos, and Arrow of Light.

**Cubmasters**—Cubmasters and assistant Cubmasters focus on the elements of running a fun and well-organized pack meeting, as well as outdoor pack events.

**Pack Committee Members**—The pack committee chair and committee members concentrate on ways to improve the pack's overall program.

### **Cub Scout Leader Combined Session**

Some interest topics are universal for all Cub Scout leaders and are best presented to the entire group rather than presenting the same material to smaller breakout groups. Several of the year's interest topics are offered with breakout sessions or one combined session. This allows the roundtable commissioner to determine what method works best for their meeting.

### **Q&A and Announcements**

As time permits, roundtable personnel should answer questions posted on the "parking lot" or any other questions that have come up as a result of the roundtable discussions. For unique, unit-specific questions, ask for a way to get in touch with the individual after the meeting to provide the information needed.

This portion of the meeting is also used for announcing upcoming events. Limit each announcement to a short introductory statement about the event and where more information can be found, such as fliers and websites.

**Do not let announcements hijack the time and program needs of units! Keep them to a minute or less.**

**Be sure to end the roundtable program on time as a courtesy to your attendees and presenters.**

### **Closing**

The closing should be thought-provoking and inspirational. It offers encouragement to the participants to use the skills they learned at the roundtable to provide a better program for their youth. This can serve as a model for the Cubmaster's Minute at the end of their meetings. This is the chance for the assistant district commissioner for roundtable, or others as appropriate, to offer a significant and uplifting message or meaningful thoughts regarding a point of the Scout Law. The Commissioner's Minute helps bring the general session to a close and transitions to the program-specific breakouts. Explain that the next session will begin in a few minutes, and point out the locations.

### **After the Meeting**

**Fellowship (Cracker Barrel)**—Knowing that a healthy snack or refreshing beverage awaits may be just the incentive one needs to attend the roundtable. Also, this fellowship time following the scheduled portion of the roundtable meeting is often a super opportunity for Scouters to connect with each other. It is best to keep things simple: Time constraints must be respected for those needing to clean up. Check with the venue ahead of time to make sure there are no food restrictions at the facility. Scouters should feel free to leave at their convenience.

This is a good time to collect Getting to Know You surveys or Roundtable Program Evaluation forms. These completed forms may give you ideas for planning next month's program and help ensure you are addressing the needs of the leaders in your district.

### **Team Meeting**

At the close of each roundtable, conduct a short team session to evaluate the meeting and review the plans for next month's meeting. Make sure everyone involved is ready, and ensure the availability of all necessary materials.

The roundtable commissioner and assistant roundtable commissioners should brainstorm and discuss ideas for a follow-up plan for units whose leaders are not attending roundtable.

Read and review the Getting to Know You surveys and the Roundtable Program Evaluations. The key to new ideas that will pull in new units and maintain leaders' attendance may be found in these forms.

It is acceptable to perform this function another day to better serve the roundtable team as long as these after-meeting functions take place.

# Cub Scouting Points of the Scout Law and Interest Topics

## AUGUST 2016 TO SEPTEMBER 2017

<b>Month</b>	<b>Point of the Scout Law</b>	<b>Interest Topic</b>
AUGUST 2016	Trustworthy	Internet Resources
SEPTEMBER 2016	Thrifty	Cub Scout Cooking
OCTOBER 2016	Loyal	Family Involvement
NOVEMBER 2016	Friendly	Working as a Team
DECEMBER 2016	Brave	Recognition
JANUARY 2017	Reverent	Duty to God
FEBRUARY 2017	Cheerful	STEM Activities
MARCH 2017	Obedient	Aqua Cubs
APRIL 2017	Clean	Cub Scout Hiking
MAY 2017	Helpful	Cub Scout Camping
JUNE 2017	Kind	Campfire Etiquette
JULY 2017	Courteous	Enjoying Nature

# **Cub Scout Roundtable**

---

## **Program Agenda Templates**

The following 60- and 90-minute program agendas represent best practices for an informational supplemental training. Some months have a combined group session only, and some months have the option of combined or breakout sessions for the leaders. The roundtable commissioner should choose the best option based on the size of the group attending.

Suggested times are provided for each portion of the program agenda. It is important to start and finish on time out of respect for both the attendees and the presenters. Being timely also ensures that each portion of the program will receive proper attention.

## CUB SCOUT ROUNDTABLE PLANNING TEMPLATE (60 MINUTE FORMAT)—BREAKOUT OPTION

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** \_\_\_\_\_ **POINT OF THE SCOUT LAW:** \_\_\_\_\_

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	
	Tips for pack activity	Cub Scout roundtable team or participants	
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional interest topic questions.  Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## CUB SCOUT ROUNDTABLE PLANNING TEMPLATE (60 MINUTE FORMAT)— COMBINED GROUP OPTION

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** \_\_\_\_\_ **POINT OF THE SCOUT LAW:** \_\_\_\_\_

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	
	Tips for pack activity	Cub Scout roundtable team or participants	
<b>Cub Scout leader session—all pack leaders combined</b>			
20 minutes	Cub Scout interest topic review and discussion extension—combined session	Cub Scout roundtable team	
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional interest topic questions.  Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## CUB SCOUT ROUNDTABLE PLANNING TEMPLATE (90 MINUTE FORMAT)—BREAKOUT OPTION

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** \_\_\_\_\_ **POINT OF THE SCOUT LAW:** \_\_\_\_\_

<b>Cub Scout Roundtable 90-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (20 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	
15 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	
	Tips for pack activity	Cub Scout roundtable team or participants	
<b>Cub Scout leader breakouts training option (45 minutes each group)</b>			
45 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
45 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
45 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
45 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	
<b>Cub Scout leader session—all pack leaders combined training option</b>			
45 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional interest topic questions.  Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## CUB SCOUT ROUNDTABLE PLANNING TEMPLATE (90 MINUTE FORMAT)— COMBINED GROUP OPTION

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** \_\_\_\_\_ **POINT OF THE SCOUT LAW:** \_\_\_\_\_

<b>Cub Scout Roundtable—90-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (20 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	
15 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	
	Tips for pack activity	Cub Scout roundtable team or participants	
<b>Cub Scout leader session—all pack leaders combined</b>			
45 minutes	Cub Scout interest topic review and discussion extension—combined session	Cub Scout roundtable team	
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional interest topic questions.  Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.





---

---

# **Monthly Interest Topics and Den/Pack Program Materials**

---

---

All of the materials in this section are presented by months. This allows the new roundtable commissioner to simply pull out a month's worth of materials and plan a quality roundtable. An experienced roundtable commissioner understands that the use of interest topics, in particular, is quite flexible; they may be inserted into a roundtable planning outline to fit the needs and preferences of the district or council based on the annual planning conference.

# August Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR SEPTEMBER 2016

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Internet Resources      **POINT OF THE SCOUT LAW:** Trustworthy

Cub Scout Roundtable 60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Song—Computer Pain
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Age-appropriate Internet guidelines Nationally approved online sites with Cub Scouting interests BSA's social media guidelines How to set up a Facebook page
	Tips for pack activity	Cub Scout roundtable team or participants	Cyber Chip requirements—How the pack can reinforce Internet safety
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Age-appropriate Internet guidelines and how parents can monitor time spent on the Internet
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Age-appropriate Internet guidelines and how parents can monitor time spent on the Internet Review using the Internet for adventures like Building a Better World (Arrow of Light required), Game Design, and Engineer
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	BSA social media guidelines Online communication to leaders, parents, and the public How to deal with communication when someone does not use the Internet
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Pack Facebook pages Youth Protection and BSA social media guidelines
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Internet resources—Scouting-approved/not approved BSA social media guidelines
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Should be inspirational and encourage pack leaders to participate in future roundtables

End on time			
After the Meeting	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## AUGUST CUB SCOUT ROUNDTABLE RESOURCE SHEET

### Cub Scout Adventures to Highlight

Bobcat, Tiger, Wolf, Bear, Webelos, and Arrow of Light ranks—Cyber Chip requirement (This requirement is will need to be done each year.)

### Cub Scout Interest Topic: Internet Resources

The Internet is a window in to our world that lets the Scout view and interact with people and information. Many of the purposes of Scouting come in to play here, such as character development, good citizenship, respectful relationships, personal achievement, and fun and adventure. The goal for this month is to help Scouts safely pursue those purposes online and to help the leaders who assist them.

Today's youth are spending more time than ever using digital media for education, research, socializing, and fun. It's in the best interest of Scout leaders to be familiar with the online resources available to Cub Scouts, so they can help them use the resources properly. The leaders should also be aware of online tools they can use to make their jobs easier.

There are many helpful BSA-approved online resources available to help leaders deliver an outstanding Cub Scouting program. Materials found on BSA websites such as Scouting.org are copyrighted, and are official BSA content. However, when browsing websites that are not officially tied to the BSA, be aware that material may not be approved by the Boy Scouts of America's national office.

### Interest Topic Song

#### Computer Pain

(Tune—"On Top of Old Smokey")

I bought a computer  
 To surf on the web  
 In order to find me  
 My next meeting plan.  
 I clicked and I scrolled down  
 And back up again,  
 When the smile I had conjured  
 Turned into a frown.  
 The screen had become blank.  
 There was no more response.  
 And the air had turned blue.  
 Then my hair I did yank.  
 The lesson I share here  
 To those in this room  
 In this world of computers  
 Hold your old Scout books dear.

## Tips for Pack Activity

### Cyber Chip Program

Today's youth are spending more time than ever using digital media for education, research, socializing, and fun. To help families and volunteers keep youth safe while online, the Boy Scouts of America introduces the Cyber Chip.

In developing this exciting new tool, the BSA teamed up with content expert NetSmartz®, part of the National Center for Missing and Exploited Children® and training expert for many law enforcement agencies. The Cyber Chip program guides young Scouts in how to use websites and social networking safely and intelligently. The program is set up for individual Scouts, but going to a library or a school where there are multiple computers would allow a den or pack to do it all at once.

To earn the Cyber Chip, do the following:

1. Read, commit to, and sign the Level I Internet Safety Pledge (BSA Cyber Chip blue card).
2. Watch the video "Bad Netiquette Stinks" at <http://NetSmartz.org/scouting/>.
3. On the same website, play the "Router's Birthday Surprise" interactive adventure, and print the completion certificate to give to your den leader.
4. Show and tell your family, den leader, den, or pack what you have learned.

Once a Scout completes the requirements, he is awarded a Cyber Chip card and may receive an optional temporary patch. (Show the card and patch to roundtable participants.)

### Ideas for Pack Internet Safety Review

- Create a fun challenge for youth to stump the unit leaders.
- Play a "Jeopardy!"-style game in a meeting to use what has been learned.

### Closing

Dim the lights in the room. The narrator then asks everyone to remain very quiet and allow the words he or she will speak to sink in.

**Narrator:** Trustworthy. A Scout is trustworthy. A Scout tells the truth. He is honest, and he keeps his promises. People can depend on him. He is trustworthy not because he is forced to be that way, but because he chooses to be.

## AUGUST 2016 CUB SCOUT LEADER BREAKOUT SESSIONS

**Den Leaders**—Review age-appropriate Internet guidelines. Hold a discussion on when to use computers with the Scouts. What tools or resources does the local council and district offer to units?

### Common Internet Experience Levels for Cub Scouts

#### 7 year olds

- Knows how to use a computer and a cell phone, and can play interactive computer games
- Might be frightened by images in the media
- May be unintentionally exposed to inappropriate websites via hyperlinks

#### 8-10 year olds

- Like interactive online games
- Lacks critical thinking skills for using the Internet
- May have friends who are also online and may begin to communicate with them
- May begin to be influenced by images and/or personalities online, especially if they perceive them to be older and popular
- May be unintentionally exposed to inappropriate websites via hyperlinks
- Are increasingly more vulnerable to online marketing schemes and online predators if they click on links or pop-ups, visit chat rooms, or participate in instant messaging

### Guidelines for Helping Cub Scouts Use the Internet

- Sit with your Cub Scout when he is online, and keep the computer in an open area so you can monitor their usage.
- Set age-appropriate filters and use parental controls.
- Limit usage to websites that you have approved and bookmarked for them.
- Educate them in how to protect their privacy—never give out personal information about themselves. Encourage them to come to you if any information they view is troublesome to them.
- Block pop-ups, message boards, and instant messaging capabilities.

### **Den Leaders—Guided Group Discussion Points**

- Ask participants to raise their hands if their Cub Scout-aged boys use social media to connect with family and friends.
- Ask:
  - What do your Cub Scout-aged boys do online? (Homework, play games, listen to music, and watch videos)
  - Should we look for more ways to use computers to present our program, or fewer ways?
  - Do your den families have specific rules regarding Internet usage? How will your den work within those rules?
  - Are all of the boys in your den able to complete the Cyber Chip requirement for rank? (Discuss completing the requirement as a unit at a regular meeting, then handing out the cards and patches. Review requirement waiver.)
  - Does your district or council offer a computer event that your Scouts can participate in?
- Share specific examples of why sharing too much information on social media can be dangerous.
- Review any resources the council offers to leaders and Scouts for computer use.

**Webelos Leaders**—Hold a discussion on computer and Internet usage, by using the discussion points listed above in the Den Leaders section, focusing especially on the adventures like Game Design and Engineer. Also, cover the same guided discussion points listed above for den leaders.

### **Adventures Supporting Internet Usage**

#### **Build a Better World (Arrow of Light required)**

Requirement 10d. Under the supervision of your parent, guardian, or den leader, connect with a Scout in another country during an event such as Jamboree on the Air or Jamboree on the Internet or by other means.

#### **Engineer (Webelos/AOL elective adventure)**

Requirement 1. Pick one type of engineer. With the help of the Internet, your local library, or a local engineer you may know or locate, discover and record in your book three things that describe what that engineer does. (Be sure to have your Webelos den leader, parent, or guardian's permission to use the Internet.) Share your findings with your Webelos den

#### **Game Design (Webelos/AOL elective adventure)**

Requirement 2. List at least five of the online safety rules that you put into practice while using the Internet on your computer or smartphone. Skip this if your Cyber Chip is current.

### **Webelos/Arrow of Light Helpful Hints**

- A Scouter who is also a computer expert can assist with the Internet-related requirements for the Building a Better World, Game Design, and Engineer adventures.
- Use the Cyber Chip as a foundational step in preparing for leadership positions such as the troop webmaster, who is responsible for maintaining the troop's website. He should make sure that information posted on the website is correct and up to date, and that the privacy of members and leaders is protected. A member of the troop committee may assist him with his work.

**Cubmasters**—Hold a discussion on how to communicate with Cub Scout leaders, parents, and the public via email, social media, and pack websites. Discuss national and local council rules regarding Scout privacy, as well as sharing local resources that might be available to help the pack's youth learn to use computers and the Internet.

### **Cubmasters—Guided Discussion Points**

- Review the BSA's social media guidelines (see handout at the end of this plan)
- Hold a group discussion on best practices for the following situations:
  - Keeping all parents and leaders informed when not all of them use social media, or do not use it regularly.
  - How to recruit someone to be in charge of the unit's social media
  - How to use the Scouting.org template to build a pack newsletter.
  - How to inform parents and leaders regarding Scout privacy, and how to enforce rules on privacy from the local and National Council.
  - How to hurdle the barriers of "no Internet access" (i.e. local resources).

**Pack Committee Members**—Have a "best practices" discussion on what solutions packs are using for promoting themselves online.

### **Pack Committee Members—Guided Discussion Points**

- BSA's social media guidelines (see handout at the end of this plan)
- Are they using a pack website? Is it a free solution or do they have a parent with connection? If the latter, what will happen when that parent moves up to Boy Scouting?
- How do they measure how well online promotion helps them with recruitment and retention?
- Do they use social media for communication?
- How do they monitor the pack's social media to make certain the policies regarding Scout privacy are observed?

## AUGUST 2016 CUB SCOUT LEADER COMBINED SESSION

Nowadays there is a push to do more and more things online. This could be because of local resources, parental needs, or just because it's what the boys are used to doing. The problem is, not all leaders are savvy to all the Scouting resources that are out there to help them. This session will review what resources are available on the Internet for leaders to use. We will also cover where to find information on the BSA's social media guidelines and provide some helpful tips on setting up a pack Facebook page.

### Presentation Method

It would be ideal if you have an Internet-connected computer that you can project. If not, handouts are provided at the end of this plan. If any units in the district have a Facebook page, a leader from one of those units could speak and demonstrate their page.

### National Websites Containing Cub Scouting Materials

Consider printing copies of this list and handing it out to participants.

- [www.scouting.org](http://www.scouting.org)—BSA website with all the information for the program
- <https://My.Scouting.org>—BSA portal where you manage your personal Scout leader account and take trainings for your leadership position as well as additional training opportunities offered by the Boy Scouts of America.
- <http://blog.scoutingmagazine.org>—Known as “Bryan’s Blog” after Bryan Wendell, senior editor of *Scouting* and *Eagles’ Call* magazines. The site is a blog for BSA adult leaders.
- <https://beascout.scouting.org>—Online tool for locating local packs. Use this website when recruiting new Cub Scouts and leaders.
- <http://boyslife.org>—Online version of *Boys’ Life* magazine
- <https://cubscouts.org>—BSA information portal on “all things Cub Scouts.” This site is home to Cub Scouting’s learning library and Cub Hub (official blog site).
- [www.scoutbook.com](http://www.scoutbook.com)—Online tool to help families and packs manage Cub Scouts’ advancement
- [www.scoutstuff.org](http://www.scoutstuff.org)—BSA online shopping site for all your gear and supplies.
- <http://scoutingmagazine.org>—Online version of the Scout leader magazine
- <http://scoutingwire.org>—Official blog of the Scouting movement. This website, which is home to the Marketing and Membership Hub and Brand Central, is full of resources for pack recruiting and maintaining the BSA’s brand identity.

### Overview of BSA Social Media Guidelines

Social media websites like Facebook, Twitter, and YouTube have made it possible for anyone with an Internet connection to discuss Scouting and share stories, photos, videos, and other types of media with others in an online community.

Taking part in social media is not a Scouting activity, but the interaction can be a very positive experience if one is thoughtful, careful, and responsible. For that reason, the Boy Scouts of America has developed guidelines to help you navigate the use of social media channels. These guidelines are a complement to the BSA’s existing Youth Protection policies and training. (Hand out printed copies of the guidelines at [www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx](http://www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx).)

### Social Media and Youth Protection

- First, everyone should review and strictly adhere to the terms of service and existing guidelines outlined by each individual social media channel (e.g., Facebook, Twitter, YouTube, etc.).
- All Scouts and adult leaders should abide by the Scout Oath and Law when participating in social networking.
- As with a Scouting activity, safety and Youth Protection should be a key focus.
- Scout leaders using social media must stay true to the commitment of the BSA to be an advocate for youth and to keep children and their privacy safe at all times.
- To help ensure that the use of social media remains positive and safe, the channels being used must be public, and all communication on or through them must be public. No private channels (e.g., private Facebook groups or invite-only YouTube channels) are acceptable. This will allow administrators to monitor the communication and make sure there is no inappropriate interaction between adult leaders and Scouts or between Scouts themselves.
- The two-deep leadership policy that governs all Scouting activities also applies to use of social media. There should be no private messages and no one-on-one direct contact through email, Facebook messages, Twitter direct messaging, chats, instant messaging, or other online tools.

### General Considerations for Social Media Use

The BSA expects adults using social media on behalf of Scouting to adhere to the following:

- Social media use must be monitored. A qualified staff member or volunteer should have the responsibility of monitoring social media channels daily, and backup administrators/monitors should be designated so there is no gap in the monitoring.

- Talk to your audiences, and let them talk to and about you. By posting content on a consistent schedule, you can tell your story and encourage conversations in the community.
- Social media use requires a thick skin. Don't delete negative comments unless they violate the terms laid out in the BSA Social Media Digital Contract.
- Be prepared to respond to negative or inaccurate posts if response is warranted. Some negative comments do not require a response, while others should be taken seriously and addressed. Factors such as the number of followers and the severity of the conversations should help determine your response.
- Be Scout-like. If you disagree with others' opinions, keep your response appropriate and polite.
- Build trust by being open and transparent. Share information about the challenges and opportunities for Scouting in your community.

### Facebook

- Facebook is a wonderful way to form online communities where groups of people hold conversations and share information. However, creating and maintaining a Facebook page for your unit is a big responsibility and should not be entered into lightly.
- Share with roundtable participants that Cub Scouting has its own official Facebook page: [www.facebook.com/officialcubscouts/](http://www.facebook.com/officialcubscouts/)
- Think of a Facebook page as similar to an ongoing pack meeting where members of the public may drop by and watch or participate at any time of the day or night. This is great, but the same never-ending meeting can become a problem if it is left unstructured or unattended by Scout leaders.
- Remember that Facebook requires all users to be at least 13 years of age. Before creating a Facebook page, you should educate yourself about the site and how it is used, and familiarize yourself with the Facebook terms of service.
- Designate at least two administrators who have access to the login, password, and page management/monitoring information. This conforms to the two-deep leadership policies of the BSA. At least one of these page administrators should be an employee of the BSA or the local council, or a registered volunteer who has taken Youth Protection training. All Youth Protection policies that govern the use of email should also be applied to messaging on Facebook.

### Setting up a Facebook page

If you are already registered on Facebook, after logging in go to <https://www.facebook.com/pages/create/> and select either "Company, Organization or Institution" or "Cause or Community." Then follow the instructions to create a public fan page, or you may choose to have a closed group page where you invite members of your pack to join.

### Some Do's and Don'ts for Your Facebook Page

- Do create multiple administrators.
- Do maintain two-deep leadership online.
- Do post consistently.
- Do encourage interactivity.
- Do conform to the Scout Oath and Law.
- Do check your page frequently.
- Don't post last names of youth members.
- Don't share a Scout's identifying information.
- Don't create a fan page that you can't maintain.
- Don't say anything online that you wouldn't say to a person's face.

For more information, tell participants to refer to the BSA Social Media Guidelines handout or go to For more information on the [www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx](http://www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx).

## RESOURCES FOR INTERNET RESOURCES INTEREST TOPIC

- [www.scouting.org/cyberchip.aspx](http://www.scouting.org/cyberchip.aspx)
- [www.netsmartz.org/scouting](http://www.netsmartz.org/scouting)
- Cub Scouts® Cyber Chip Emblem, Item No. 615495
- Cub Scout™ Cyber Chip Pocket Certificate, Item No. 615437
- [www.scouting.org/Home/CubScouts/Leaders/newslettertemplate.aspx](http://www.scouting.org/Home/CubScouts/Leaders/newslettertemplate.aspx)
- How to Create a Troop Facebook Page: <https://www.youtube.com/v/eFYtQGCftds>



---

# Interest Topic Handout: Boy Scouts of America

## Social Media Guidelines Overview

---

Source: [www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx](http://www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx)

**Note:** It is not the goal of this document to provide a step-by-step “how to” on creating and using the specific features of social media channels. Such guides already exist and can be found elsewhere. Additionally, social media changes regularly, so this document reflects the current guidelines as determined by the BSA and is subject to modifications and amendments from time to time as required.

### INTRODUCTION

Online social media tools such as Facebook, Twitter, and YouTube have made it possible for virtually anyone with an Internet connection to create and be part of online communities where people can discuss Scouting and share stories, photos, videos, and other types of media. Although using social media is not a Scouting activity, their use to connect with others interested in Scouting can be a very positive experience. But the creation and maintenance of these channels requires forethought, care, and responsibility. For that reason, the Boy Scouts of America has developed guidelines to help you navigate the use of social media channels. These guidelines are a complement to the BSA’s existing Youth Protection policies and training.

### SOCIAL MEDIA AND YOUTH PROTECTION

- First, everyone should review and strictly adhere to the terms of service and existing guidelines outlined by each individual social media channel (e.g., Facebook, Twitter, YouTube, etc.).
- As is true for participation in Scouting activities, all Scouts and adult leaders should abide by the guidelines outlined in the Scout Oath and Law when participating in social networking.
- As with a Scouting activity, safety and Youth Protection should be a key focus.
- Staying true to the commitment of the BSA to be an advocate for youth and to keep children and their privacy safe, both online and off, should always be at the forefront of any considerations where social media usage is concerned.
- To help ensure that all communication on social media channels remains positive and safe, these channels must be public, and all communication on or through them must be public.
- This enables administrators to monitor all communication and help ensure there is no inappropriate communication between adult leaders and Scouts or between Scouts themselves.

- Therefore, no private channels (e.g., private Facebook groups or invite-only YouTube channels) are acceptable in helping to administer the Scouting program.
- Abiding by the “two deep” leadership policy that governs all Scouting activities also applies to use of social media. As it relates to social media, two-deep leadership means there should be no private messages and no one-on-one direct contact through email, Facebook messages, Twitter direct messaging, chats, instant messaging (Google Messenger, AIM, etc.), or other similar messaging features provided through social media sites.

### GENERAL CONSIDERATIONS FOR SOCIAL MEDIA USE

For practical considerations, the BSA expects adults intending to use social media on behalf of Scouting to adhere to the following:

- Social media must be monitored. A qualified staff member or volunteer should have the responsibility of monitoring social media channels daily, and backup administrators/monitors should be designated so there is no gap in the monitoring.
- Talk to your audiences and let them talk to and about you. By posting content on a consistent schedule, you can tell your story and encourage conversations in the community.
- Social media takes a thick skin. Negative conversations are happening already, but now you have a voice in the conversation. Don’t delete negative comments unless they violate the terms laid out in the BSA Social Media Digital Contract.
- Be prepared to respond to negative or inaccurate posts if response is warranted. Some negative comments do not require a response, while others should be taken seriously and addressed. Factors such as the number of followers and the severity of the conversations should temper if and how you respond.
- Be Scout-like. When disagreeing with others’ opinions, remain appropriate and polite.
- Build trust by being open and transparent. Share information and what the challenges and opportunities are for Scouting in your community.

## FACEBOOK

- Share with the participants that Cub Scouting has its very own official Facebook page, <https://www.facebook.com/officialcubscouts/>
- Facebook is a wonderful way to form online communities where groups of people can gather to have conversations and share information. Of course, creating and maintaining a Facebook page for your unit is a big responsibility and should not be entered into lightly.
- It may be valuable to think of a Facebook page as a little like a pack meeting that is always open, always going on, and where members of the public may drop by and watch or participate at any time of day or night.
- But it's also easy to see how, if left unstructured or unattended by Scout leaders, this never-ending meeting could easily become a problem.
- When considering whether or not Facebook might be a good option for your unit, it is important to remember that Facebook requires all users to be at least 13 years of age. Before creating a Facebook page, you should educate yourself about what Facebook is and how it is used, and familiarize yourself with its terms of service.
- In addition, you should designate at least two administrators who have access to the login, password, and page management/monitoring information. This conforms to the two-deep leadership policies of the BSA. At least one of these page administrators should be a BSA employee, a local council employee, or registered volunteer who has taken Youth Protection training. All Youth Protection policies that govern the use of email are applicable to the use of the messaging capabilities of Facebook.

## Starting a Pack Facebook Page

- If you already have a personal Facebook page, after logging in go to <https://www.facebook.com/pages/create> and select either "Company, Organization or Institution" or "Cause or Community." Next, follow the Facebook instructions to create a public fan page. You may also choose to have a closed group page where you invite members of your pack to join.

## Some Facebook Do's and Don'ts

Do create multiple administrators.	Do check your page frequently.
Do maintain "two-deep leadership" online.	Don't post last names of youth members.
Do post consistently.	Don't share a Scout's identifying information.
Do encourage interactivity.	Don't create a fan page that you can't maintain.
Do conform to the Scout Oath and Law.	Don't say anything online you wouldn't say to a person's face.

*For more information on BSA social media guidelines and Internet safety, please visit [www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx](http://www.scouting.org/Home/Marketing/Resources/SocialMedia.aspx)*

# September Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR OCTOBER 2016

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Cub Scout Cooking      **POINT OF THE SCOUT LAW:** Thrifty

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Do You Measure Up Game
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Cooking is a skill Helpful tips for cooking with Cub Scouts
	Tips for pack activity	Cub Scout roundtable team or participants	Pack ideas to encourage cooking
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Cooking is a skill Helpful tips for cooking with Cub Scouts Support for Cub Scout cooking adventures
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings
1 minute	Closing	Cub Scout roundtable team or participants	Cooking area cleanup SCOUTStrong Healthy Unit Award
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

The Cub Scout adventures below offer opportunities to plan, shop, and cook or prepare food. The adventures also provide instructional support on nutrition.

**Tiger**—Tiger Bites, Family Stories (requirement 7)

**Wolf**—Running With the Pack (requirement 6)

**Bear**—Bear Picnic Basket; Bear Necessities (requirement 5)

**Webelos**—Cast Iron Chef

**Arrow of Light**—Scouting Adventure (requirement 4—participating in a Boy Scout troop's campout or outdoor activity)

All adventure requirements related to cooking encourage Cub Scouts to get involved in planning the cooking project. Tigers can help prepare a meal for their family and help shop for items on the grocery list. Wolves and Bears do the same, and then gather all the ingredients, utensils, and pots and pans when it comes time to cook. Webelos do all of the above and learn about budgeting so they can help when purchasing the items.

## Cub Scout Interest Topic: Cub Scout Cooking

Cooking is a very important life skill. If we begin with the basics at an early age, we can foster a sense of pride and accomplishment, as well as foster healthy habits that will serve our Scouts throughout their life's journey. It is important that Cub Scout cooking be taught as an age-appropriate activity, and that cleanliness and hygiene be included in the teaching.

## Cub Scout Interest Topic Game: The Measures of Cooking

**Equipment**—Two sets of the following: measuring spoons, measuring cups, and cards with measurements. For example, one card might read 1¼ teaspoon. Card samples are provided at the end of this resource sheet. The leader will judge if the correct item has been selected.

This is a relay game, so divide into two groups. The measuring spoons and cups are on a table, one set (spoons, cups, and cards) on each end. The two sets of cards are stacked face down. On "go," the first person on each team will run to the table, select the top card from their stack, find the correct item, and show it to the judge. After getting the judge's approval, they return the item to the table, put the card on the bottom of the stack, run back, and tag the next person. The first team to finish wins.

## Tips for Pack Activity

Ask the participants for ideas on ways the pack can encourage cooking. Some examples might include pack cooking contests, recipe development events, international cuisine tasting at a pack meeting, etc.

Sample recipes to share are found at the end of this resource sheet. Consider making one for the refreshment portion of this session.

## Closing

Participants may clean the cooking demonstration area during this time. Then share information on the SCOUTStrong awards for Scouts and units. (See handouts at the end of this plan).

## SEPTEMBER 2016 CUB SCOUT LEADER COMBINED SESSION

For the Cub Scout Cooking interest topic, it is recommended that the group stay together. Depending on the size of your group, you may want to establish a rotation schedule to different stations. Possible helpers for this session include

- District leaders with cooking skills
- Webelos Scouts and Boy Scouts with cooking skills (leadership opportunity)
- Local nutritionists

Teaching Cub Scouts to cook helps them to learn about nutrition and how to select healthy foods. Taking the time to cook together promotes self-confidence as Scouts accomplish tasks and each boy contributes to the activity. Cooking supports teamwork, creativity, and an introduction to basic planning skills.

Cooking with Cub Scouts creates fun experiences they can look back on as they grow older. It's also a great time to teach them about the STEM components of cooking and even the geographical origins of some recipes.

Hand out the following tips to each participant. Review the tips, but allow time as well for the hands-on portion of this session.

## Helpful Tips When Cooking With Cub Scouts

The age and ability of each Cub Scout rank is taken into consideration in every aspect of the program, including cooking and nutrition.

### **Tigers (ages 6–7)**

Tigers are developing their dexterity and awareness, but they still have short attention spans. With the help of their adult partners, the boys can build on cooking skills such as measuring by volume, washing vegetables, pouring ingredients into a bowl, sprinkling cheese, stirring ingredients, and even helping to knead a bread recipe. Starting with simpler recipes at this age helps to build their confidence and enthusiasm for cooking. Let them touch, taste, and make a mess.

### **Wolf and Bear (ages 8–9)**

Cub Scouts at this age have a longer attention span and a little more patience. Measuring and weighing ingredients reinforces what these boys are already learning in school—reading and arithmetic.

With supervision from an adult, they can handle more complex cooking tasks such as accurately measuring ingredients, using kitchen scissors to cut food, and learning how to grease and flour pans. They understand that they can grow their own herbs and vegetables to use in recipes and will be excited to explore this.

### **Webelos (ages 10–11)**

Webelos Scouts can read and understand labels, follow recipes, and prepare meals for themselves with adequate supervision. They will expand their cooking skills as you help them to feel comfortable cutting and chopping vegetables, cooking with heat, and using cooking appliances.

At this age, boys often enjoy suggesting items to add to the recipe, which will make the meal their own creation. They really like cooking outdoors using camp cooking equipment. Encourage their creativity. With our help, they'll be ready to help cook outdoors in their patrol or crew when they become Boy Scouts or Venturers.

### **Cooking Hygiene and Safety**

Making a mess is all part of cooking, even for the adults, but proper hygiene and cooking safety are very important.

- Make sure the Cub Scouts wash their hands before, during, and after the cooking process.
- Have them help keep the food preparation surfaces clean.
- Use cold water to wash vegetables and fruit before using.
- A Bear or Webelos Scout must request permission before working with a knife. Knife safety rules are to be reinforced (see *Bear Handbook*, page 35).
- Reinforce that Cub Scouts of any age should ask permission to cook and be supervised accordingly.
- Closed-toe shoes should be worn to protect feet from falling plates or hot liquid spills.

- Wear oven mitts when using an oven or microwave and when handling hot dishes.
- When cleaning up, wash all cooking utensils, dishes, bowls, pots, and pans in hot, soapy water.

### **Leave No Trace Principles (Pack and Family Campouts)**

**Know Before You Go**—Find out in advance about the place where you are going to camp. Are there rules you need to follow? Cooking policies? Is water available? Never assume that “everyone knows.”

**Trash Your Trash**—Pack it in, pack it out. Follow campground rules for handling dishwater. Pack all your trash out unless the campground has trash pickup. Keep the water in the area clean: Don't put soap or food in the lakes and streams.

**Be Careful With Fire**—Cook on a camp stove or grill whenever possible. It's easier and less messy than cooking over an open fire. Only build fires in designated fire rings. Always have someone keep an eye on your fire until it is dead out. Observe all local and state fire bans.

**Respect Wildlife**—Never feed the animals while camping. Human food is unhealthy for all animals, and feeding them starts bad habits. Protect wildlife and your food by keeping food and trash stored so that animals cannot get into them.

### **Opportunities to Learn**

Several of the Cub Scout adventures offer opportunities to plan, shop, cook, or prepare food and provide instructional support on nutrition:

**Tiger:** Tiger Bites; Family Stories, requirement 7—sharing with the den a favorite snack or dessert that reflects your cultural heritage

**Wolf:** Running with the Pack, requirement 6—helping to plan a healthy menu for a family meal and making a shopping list of the food needed for the meal

**Bear:** Bear Picnic Basket; Bear Necessities, requirement 5—planning, shopping for, and cooking a nutritious, balanced meal with your den at a campout or another outdoor event

**Webelos Scout:** Cast Iron Chef

**Arrow of Light:** Scouting Adventure, requirement 4—participating in a Boy Scout troop's campout or outdoor activity

As we cook with Cub Scouts, it's a great time to teach them about cooking techniques, the STEM components of cooking, and even about the geographical origins of some recipes.

## Planning

All adventure requirements related to cooking encourage Cub Scouts to get involved in the planning of their cooking projects. Tigers can help prepare a meal for their family and help shop for items on the grocery list. Wolves and Bears can plan a meal for their family, shop for items, and gather all the things needed when it comes time to cook, including the recipe, ingredients, utensils, and pots and pans. Webelos Scouts can do all of the above, understand budgeting, and help when purchasing the items needed.

## Hands-On Time

Demonstrate one or two recipes that a Cub Scout can cook with little or no help. (Boy Scouts can assist with this portion.)

## Resources for Cub Scout Cooking

- Local nutritionists
- Boy Scouts or Venturers
- Cub Scout handbooks
- SCOUTStrong—[www.scouting.org/Home/BSAFit/fitfuelfun/healthy\\_unit.aspx](http://www.scouting.org/Home/BSAFit/fitfuelfun/healthy_unit.aspx)
  - Includes Snack Smart tips and Healthy Unit Award trackers for for Tigers, Wolves, Bears, and Webelos Scouts
- Healthy Unit Emblem, Item No. 620583
- Demonstration recipes can be found online; search for “backpacking recipes,” “Cub Scout cooking,” etc.

## The Measure of Cooking Game

Print the following sample cards and cut apart into two sets.

<b>¼ cup</b>	<b>⅓ cup</b>	<b>½ cup</b>	<b>¾ cup</b>	<b>1 cup</b>
<b>¼ teaspoon</b>	<b>½ teaspoon</b>	<b>1 teaspoon</b>	<b>½ tablespoon</b>	<b>1 tablespoon</b>
<b>¼ cup</b>	<b>⅓ cup</b>	<b>½ cup</b>	<b>¾ cup</b>	<b>1 cup</b>
<b>¼ teaspoon</b>	<b>½ teaspoon</b>	<b>1 teaspoon</b>	<b>½ tablespoon</b>	<b>1 tablespoon</b>

## Sample Recipes to Share

### Ants on a Log

*Ingredients: celery sticks, peanut butter, raisins, crisped rice cereal, and chocolate chips*

Wash and cut celery into 2-inch sections. Spread peanut butter into the hollow of the celery. Gently press raisins, crisped rice, and chocolate chips into the peanut butter.

### Pecan Cranberry Ranch Chicken Salad

*Ingredients (serves two): 7-ounce pouch chicken breast (already cooked), ½ cup finely chopped pecans, ½ cup dried cranberries, ranch dressing to taste*

Mix pecans, cranberries, and ranch dressing in the chicken pouch. Then eat from the pouch, on a tortilla, with crackers, or on bread.

## INTEREST TOPIC HANDOUT: SCOUTSTRONG HEALTHY UNIT AWARD

Personal fitness is one of the aims of Scouting. To show a commitment to this value and earn the SCOUTStrong Healthy Unit Award, follow three healthy practices at all meetings and gatherings:

- Snack smart: Serve fruits or vegetables, when you have snacks (three meetings).
- Drink right: Make water the main beverage (six meetings).
- Move more: Include 15 minutes of fun physical activity (nine meetings).

Scouts can earn the SCOUTStrong Healthy Unit Award with their den, pack, troop, or crew. Visit <http://www.scouting.org/scoutstronghealthyunit.aspx> to record progress toward the award using the Healthy Unit Award tracker for each rank.

If you are a Cub Scout adult leader tracking progress toward the award for pack meetings, use the Boy Scout version of the tracker.


Several SCOUTStrong resources are available:

- Tips for adding healthy practices to Scout meetings
- Snack Smart: tips and ideas for healthy snacks, and letters for snack volunteers
- Drink Right: Sugar Detectives (extra activity listed on the tracker)
- Move More: ideas for active games
- Unit certificates (printable)




Once the SCOUTStrong requirements have been fulfilled, a patch is awarded in recognition of completion. The patch is available at [scoutstuff.org](http://scoutstuff.org).

The SCOUTStrong Healthy Unit Award was developed in partnership with Healthy Kids Out of School, an initiative of ChildObesity180 at Tufts University. Regional funding for Healthy Kids Out of School is provided by the Harvard Pilgrim Health Care Foundation.



# SCOUTStrong Healthy Unit Award Tracker

## TIGERS



Track your progress toward becoming a SCOUTStrong Healthy Unit

Healthy Unit Activities	Record the Meeting / Event / Outing Dates:										
<div style="display: flex; align-items: center;"> <span style="font-size: 2em; margin-right: 10px;">3</span> <div> <p>Serve fruit or vegetables at 3 meetings.</p> </div> </div>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%; border: 2px solid green;">3</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table> <div style="background-color: #70AD47; color: white; padding: 5px; border-radius: 10px; display: inline-block; margin-top: 10px;">             A healthy snack is part of Tiger adventures <i>Games Tigers Play</i> and <i>Tiger Bites</i> </div>	1	2	3							
1	2	3									
<div style="display: flex; align-items: center;"> <span style="font-size: 2em; margin-right: 10px;">6</span> <div> <p>Serve water as the primary beverage at 6 meetings.</p> </div> </div>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> <td style="width: 12.5%; border: 2px solid blue;">6</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table> <div style="margin-top: 10px;"> <p><b>Extra activity:</b> Sugar Detectives Find this activity at <a href="http://www.scouting.org/scoutstronghealthyunit">www.scouting.org/scoutstronghealthyunit</a></p> </div>	1	2	3	4	5	6				
1	2	3	4	5	6						
<div style="display: flex; align-items: center;"> <span style="font-size: 2em; margin-right: 10px;">9</span> <div> <p>Do 15 minutes of physical activity at 9 meetings.</p> </div> </div>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">6</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">8</td> <td style="width: 12.5%; border: 2px solid orange;">9</td> <td style="width: 12.5%;"></td> </tr> </table> <div style="margin-top: 10px;"> <div style="background-color: #E67E22; color: white; padding: 5px; border-radius: 10px; display: inline-block;">  Physical activity is part of Tiger adventure <i>Games Tigers Play</i> </div> </div>	1	2	3	4	5	6	7	8	9	
1	2	3	4	5	6	7	8	9			

Has your unit completed the 3-6-9 requirements? Congratulations, you are a SCOUTStrong Healthy Unit!

Help Scouts learn healthy habits by continuing these practices at meetings throughout the year. You can lead a SCOUTStrong unit every year - find trackers for each rank at [www.scouting.org/scoutstronghealthyunit](http://www.scouting.org/scoutstronghealthyunit)

# October Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR NOVEMBER 2016

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Family Involvement      **POINT OF THE SCOUT LAW:** Loyal

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Song—Scouting Is the Best (See resource sheet.)
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Family involvement in Cub Scouting—Challenge each individual to pick two items they feel would help foster family involvement in a pack. At the end of 3 minutes, share the items with the group.
	Tips for pack activity	Cub Scout roundtable team or participants	See resource sheet.
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Importance of family involvement in a successful pack How much is too much involvement? Ideas for involving parents and families
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings. Highlight those activities that are family oriented—service projects, local parades, local Good Turn activities, runs/races, sporting events, and council or district Scouting events.
1 minute	Closing	Cub Scout roundtable team or participants	Family involvement teamwork
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.



## Cub Scout Adventures to Highlight

**Tigers**—Family Stories

**Wolf**—Duty to God Footsteps

**Bear**—Paws for Action

**Webelos**—Project Family

## Cub Scout Interest Topic: Family Involvement

### Interest Topic Song

#### Scouting Is the Best!

(Tune—"Row, Row, Row Your Boat")

Scouting is the best  
Lots of fun, you see!  
As a team, we work as one,  
All of my family!

#### My Family

(Tune: "My Bonnie Lies Over the Ocean")

Scouting helps bring my family together,  
We work as a team and have fun!  
I'm so glad they come to my meetings,  
My family is sure number one!  
Scouting, family—important to me, yes, important to me!  
Scouting, family—the best fun that I've ever had!

### Tips for Pack Activity

These tips will provide participants with helpful ideas on how to keep families involved with den and pack meetings as well as pack activities. Taking every opportunity to bring the family together at Cub Scouting activities will help them understand the importance of their involvement.

- Ask: "What can we do at den meetings to include the family?" (Guide the discussion, and remember to say that while family involvement is extremely important, we must make sure we are delivering the program to Cub Scouts as it is written and helping the boys on their advancement journey.)
- Ask: "What can we do at our pack meetings to include the family? Mention the following:
  - Audience participation stories are a good way to include families.
  - Pack yells, den yells, and family yells
  - Encouraging family attendance at pack meetings by giving an award to the family that has the *highest percentage* of their family members there. (But not the *highest number*, to avoid excluding small families.)
  - How about geocaching as a family, and they share at the next meeting where they went and what they found?

— Can families help host activities (e.g., as greeters at the pack meeting, table hosts at a blue and gold banquet, game hosts at a pack meeting or pack outdoor activity, etc.)?

- What if a family is too involved?
- Other ideas?

### Closing: Family Involvement Teamwork

(From the Webelos Den Leader Guide *Project Family Adventure*, page 267)

Give each leader a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. Then they lean back carefully to form a taut circle. Explain that this represents the connection between family members as they help each other and work as a team.

## OCTOBER 2016 CUB SCOUT LEADER COMBINED SESSION

The combined session is a good way to introduce the importance of family in Cub Scouting as it relates to all of the Cub Scout ranks, the den, and the pack as a whole unit. Each member in pack leadership will benefit from the discussion and shared ideas. Suggested presenters include

- Cub Scout roundtable team
- District or council membership chair
- Successful pack leaders

Consider the use of role playing to demonstrate ways to handle the challenges that may arise from too little or too much family involvement.

Introduce the Family Involvement interest topic by talking about the Tiger program—how it is set up with the partnership between the Tiger Scout and adult partner. It is a great introduction to Scouting for a boy and his family as it emphasizes the family connection that all program levels in Scouting support.

It would be great if every boy and his family joined at this level, but that is not always how it works. Ask: *How can we make everyone understand the importance of this partnership?* Let's take a look.

First let's review Scouting's definition of *family*. Remind the leaders that family is different for many Scouts. It could be mom and dad, mom or dad, stepparents, grandparents, aunts, uncles, etc. Whoever a Scout's family is, that is who should be involved with him in Scouting. Families help provide leadership and support to ensure that their Cub Scout has a good experience in the program. Successful family involvement relies on a meaningful connection between the youth, his family, and his Cub Scouting leaders. This connection nurtures and supports the Scout, allowing him to explore and experience all the Cub Scouting program has to offer to him. It is a connection that

understands the diversity among the families in a pack and den, the differences in cultures and socioeconomic situations. It is a connection that works together to acknowledge that each boy's family can make an impactful contribution to his Cub Scouting activities and advancement.

Brainstorm or discuss how to get parents involved and keep them involved. The following are key points to cover:

- Specify exactly what you would like for them to do. Creating a list of needs for your annual program year will help families sign up for a specific responsibility.
- Make sure each family member is asked personally to help. If they sign up on the list you have created, reach out to them one-on-one, confirming their desire to help and thanking them for their support.
- Encourage them to ask questions.
- Explain how their involvement can help with the "bigger picture" of things. For example, a den leader may ask a parent to take the lead in working with the boys on their blue and gold table decorations. This allows the den leader to focus on advancement and den meetings, and assures that the den will be ready to celebrate the blue and gold banquet with all the other dens in the pack.
- When a family signs up for a task, hold them accountable by checking in with a friendly tone and asking if they have any questions. Keep that connection strong and communication lines open at all times.

### **Too Little or Too Much?**

Begin with the role-play scenarios below. Then brainstorm/discuss ways to keep a Scout active when his family is less than active, and how to help a family member who may a little too involved.

#### **Too Little Family Involvement**

*Players: 1 Cub Scout and 1 den leader*

The den Leader asks the Cub Scout if he has been ill, as he has missed two meetings. His response could be: "No, Mom has been busy on meeting night." Or, "No, TV has been really good the past few weeks so I stayed home to watch it, and Mom and Dad said that was OK." The den leader then asks to see the Cub Scout's handbook. His response could be "Oops, I forgot it." Or, "It's in my room somewhere, and I can't find it."

#### **Key Points for Too Little Involvement**

- Keep lines of communication open. A visit with the family can help answer questions about missed meetings and forgotten handbooks. There may be a sensitive situation going on at home. Try to connect with the family and gain insight on how to support them and their Scout. For example, the boy may need help with transportation to meetings for a short time while a

family member recovers from an illness. One-on-one support may encourage them to open up about what's going on.

- Families that are new to Scouting might be holding back, believing they have nothing to offer because the pack leaders have been there longer and "have it all under control." Or they may misunderstand, thinking they have to be registered leaders in order to help out.
- All family members have something to offer, and pack leadership must make opportunities available to them. Make sure that two-deep leadership is provided at all times when working with youth in the pack.

#### **Too Much Family Involvement**

*Players: Several Cub Scouts, 1 den leader, and 1 parent*

A den leader is teaching the den how to tie the bowline knot. Meanwhile, a parent keeps interrupting the den leader with different ways to tie the bowline, and asks the den leader if he or she knows how to tie a one-handed bowline.

#### **Key Points for Too Much Involvement**

- Family involvement is essential to the Cub Scouting program, but when it becomes "too much of a good thing," asking those helpers to do specific tasks may help give direction. For example, in the bowline scenario, the den leader might ask the parent, "Can you work with me at the next meeting to teach the Scouts the taut-line hitch? We will follow the directions on page 202 of their *Webelos Handbook*. Specific and detailed asks can help this situation.
- If a den leader still feels that he or she is being overrun, the Cubmaster and pack committee chair can attend a den meeting or outing and kindly remind a family member that their Scout is getting the support he needs from the Cub Scouting program and its leadership.

### **Family Involvement in Cub Scouting Advancement**

Advancement is a joint effort involving the youth members, the adult leaders, and the family. Cub Scouting uses the program delivery method of involving families in advancement. Together with the den leader, a family member signs off on advancement each step of the way in the Tiger, Wolf and Bear handbooks. In the *Webelos Handbook*, if a family member serves as a Webelos/Arrow of Light adventure counselor under the leadership of the den leader, they may sign for the requirements they helped the Scout complete.

## Reflection Exercise

Ask the participants to close their eyes for a personal reflection exercise. Explain that you will share some questions that might be asked of new volunteers in a unit. The participants are to reflect silently on each question. Ask the following:

- How were you recruited to help in your unit?
- Did you feel that by volunteering you would help your pack and your Scout at the same time?
- Was it a positive recruitment? What words were said to make you feel that way or not feel that way?
- What would you keep or change about that experience when asking the family members of your den or your pack to become involved?

Give everyone a copy of the handout, "Easy as ABC—Ways to Encourage Involvement."

## RESOURCES FOR FAMILY INVOLVEMENT INTEREST TOPIC

- Family Involvement Teamwork Closing from *Webelos Den Leader Guide*, Project Family Adventure, page 267
- District membership chair
- Pack committee chair/Cubmaster of a unit with successful parent involvement
- 26 Ways to Build Involvement (see above)

---

# Interest Topic Handout:

---

## Easy as ABC—Ways to Encourage Involvement

---

**A is for Asking for Assistance.** Everyone enjoys an opportunity to be helpful, but never assume that anyone will step up without being asked. Make it a practice to ask for help by going to someone and telling them they are needed. One of the reasons that people often give for not helping: No one asked them. (Friendly)

**B is for the Black Hole of Forever.** Some people are afraid that if they step up and say yes to an activity, they'll be pulled into that dark space called *forever*, unable to step back from the assignment. Let them know up front the amount of time the project will require. Is it a one-time project like serving as the blue and gold banquet chair, or a yearlong position such as pack advancement chair? (Courteous)

**C is for Communicating.** Today's world is full of technology, and communication is easier than ever before. Discover what method(s) of communication work best for your group, and implement those. Be sure to use a variety of methods so that you reach everyone. Remember to share not only information on upcoming events but achievements too. (Helpful)

**D is for Diversity.** Your pack may be faced with many types of diversity—family structure, culture, geography, etc. Evaluate what diversity opportunities you may have, and, as a group, develop a plan that will reach everyone. Your pack and each individual Scout will benefit from multifamily involvement. It makes our world a smaller place! (Friendly)

**E is for Evaluate.** Periodically stop and take a look at your pack and den activities to decide what's working and what isn't. Determine which programs are most successful and should stay the same—because no one wants to waste time “reinventing the wheel.” But quite often, new ideas can create new excitement for your group. (Brave)

**F is for Fun.** Every event should have a component of fun built in! Make sure your entire group finds fun in all that they do. This will go a long way toward building the desire to be involved, and it also prevents burnout. Looking back, people won't remember tiny details but they will recall how much fun they had. (Friendly)

**G is for Gentle.** Start new parents out gently in the Scouting program. Let them become comfortable in their roles. Helping your leaders and parents to be successful will aid in recruiting future leadership. Parents who come away feeling good about participating in a family event may be more likely to help with future pack activities. (Loyal)

**H is for one Hour.** Today's fast-paced world creates an environment where people worry about their time and family commitments. By using the committee approach executing pack activities, you can limit general meetings to one hour or less. This honors the time commitment of leaders, as you discussed with them when they were recruited. (Trustworthy)

**I is for Inviting.** All people appreciate being asked to do a task instead of you assuming that they will help. Take the time to extend a personal invitation, and you will be more successful in your leader recruiting efforts. Also, it's easier to recruit people when they already know someone who is active in the group. Creating that personal relationship will help them get over the jitters of being a first-time participant. (Brave)

**J is for Joining.** It is vital to the health of your unit to make sure that everyone—Scouts, parents, leaders, etc.—feel they are a part of the entire group. No cliques! (Kind)

**K is for Kudos.** Recognizing the efforts of others with awards or even a simple “thank you” is an important aspect of working with a group. Always let people know that you appreciate their help, whether they have chaired a blue and gold banquet or just greeted folks at the pack meeting. Think of this old adage: *There are three types of people who like recognition—men, women, and children.* (Friendly, Courteous, Kind)

**L is for Leading.** Demonstrate good leadership by looking into your pack's future. Has the pack made a long-range plan? If so, are steps in place to turn the plan into reality? Part of getting your parents and families excited is to share the vision of the unit and give them something to reach for. Remember to stay focused on a leadership succession plan. Who will take your place when you move on? Is that person trained and ready to take over? (Brave)

**M is for Merchandising.** Wrap the gift of Scouting, and let your community know what that gift contains. Share the values and outcome of Scouting. Demonstrate the fun your pack members are having, and what your unit does to increase participatory citizenship, education, and service to others. Your parents will want to be a part of such a successful youth program! (Cheerful)

**N is for Novice.** ALWAYS make an effort to reach out to new parents and new Scouts. They may need your help but, many times, they are afraid to ask questions. You can provide them with information about the program, the unit leaders, activities, and more. (Helpful)

**O is for Optimally Organized.** Whether your group is large or small, make sure your events are highly organized and orderly. Make sure event volunteers are in place and details are addressed. Good advance communication will prevent the disappointment of hearing that some parents and Scouts missed an event because they didn't have the information they needed or received it too late. (Helpful)

**P is for Priority.** The Cub Scouting program has many levels, from den meetings to pack and family outings. Make sure that the priority of meetings and events is established and recognized. If you know who the activities are intended for, you can better guide each event to a successful outcome. Remember that Cub Scouting is for the entire family. (Obedient)

**Q is for Qualifications.** Every person has something to offer. They are qualified to help in some way. Remember to ask not only for your volunteers' time but also for their talents. The parent talent survey sheet is a great resource to find out each person's skills. (Thrifty)

**R is for Retention.** Retaining quality leadership is essential for a unit to stay strong and healthy. Boys join because they are expecting a terrific experience, but without solid adult leadership the unit may not be able to deliver the promise of Scouting. (Loyal)

**S is for Success.** It is said that many hands make light work. By involving parents in planning, preparing, and executing meetings and activities, you will guarantee the success of the pack and delivery of the promise of Scouting. (Cheerful)

**T is for Training.** Try not to give a job or project to a volunteer when they don't have the right preparation. No one enjoys failing, and with proper training you can help everyone to do their job well. The training should communicate clearly what is expected of them, and it should give them the resources and knowledge they need to do the job. Online training in Cub Scouting has made this an easy challenge to address. (Courteous)

**U is for Undivided.** The Scouting program is designed to bridge the diversity gap of any community by recognizing and respecting our differences, and not allowing those differences to become an issue. Work together with the members of your pack and your community to make sure all activities include all people, and stay respectful of cultural differences. (Courteous, Kind)

**V is for Visibility.** Don't let Scouting be the best kept secret in your community. Do all you can to be visible to the world. Be visible through uniforming, booths, fliers, etc. at school open houses, school registration, and community activities. The Family Talent Survey Sheet may help you find a parent who can assist with media coverage and social media communication for the pack. (Helpful)

**W is for Wanted.** No one wants to feel they are imposing on an event. Do all you can to provide a warm, welcoming atmosphere. Let your families know that you want them to come and participate. Create a pack welcoming committee to greet newcomers at pack meetings and family activities, and strive to make sure they feel comfortable. (Friendly)

**X is for X-cellence.** A component of excellence in building a strong unit and parent group is to keep all things balanced. For a pack to remain strong and healthy, parents need to be involved and active. Always be planning for the future excellence of your unit. (Thrifty)

**Y is for Year.** Holding the annual pack planning conference will help keep everyone on track for the entire year. Take into consideration school, religious, and community activities. Balance your activities throughout the year so you won't see burn out in your parents, leaders, or yourself. (Helpful)

**Z is for Zoom In.** Each pack has many details to attend to. If you take some time to develop a strong parent group, you will see your pack grow and continue as a strong, healthy unit for many years to come! (Loyal, Friendly, Courteous)

# November Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR DECEMBER 2016

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Working as a Team  
**POINT OF THE SCOUT LAW:** Friendly

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Team-building activity
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Working as a team
	Tips for pack activity	Cub Scout roundtable team or participants	
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Den team Team changes
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Den team Leadership teams Boy Scouting team
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Cubmaster's role in the pack "team" Assisting teams in the pack
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Evaluating teamwork Pack committee—a high-functioning team
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Teamwork closing

End on time			
After the Meeting	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Team Tiger

**Wolf**—Council Fire

**Bear**—Paws for Action

**Webelos/Arrow of Light**—Project Family

### Cub Scout Interest Topic: Working as a Team

Working as a team is something all of us need to do to succeed in life. The Cub Scout adventure program offers many chances for the Cub Scout to be a part of a team and understand his role on that team. There are also many opportunities to demonstrate the different teams a youth will belong to as he journeys through Scouting, and that he may be on more than one team at one time.

### Team-Building Activity

**Equipment:** Building logs, blocks, etc.

Explain that every member of a team will have ideas that don't necessarily mesh with other members of the group. That doesn't mean they are bad ideas! Giving every team member the opportunity to offer input is essential for a successful outcome.

Separate the adults into two teams (if the meeting is large, create more teams). Give each team a big pile of blocks or building logs. Tell them they have two minutes to discuss what would like to build—*without touching the building materials*. At the end of the two minutes, tell them they now have two minutes to build *without talking*.

Afterward, look at the two projects and note differences in the structures. Explain that this is a perfect example of different teams finding different ways to solve the same problem—building a structure.

### Tips for Pack Activity

Encourage the attending units to plan an activity that includes parents, Scouts, leaders and committee members working as a team. The group should brainstorm ideas for your local area. Examples might include participating in a physical fitness activity (5k walk/run), doing a Good Turn as a unit, etc.

## Closing

**Equipment:** Several candles (number will depend on the size of your room and the size of the candles), matches or lighter

**Setup:** Table at the center of the room, all leaders around the table, and lights off so the room is in darkness

**Narrator** (*lights the first candle*): One person working can shed a little light in a dark place, or on a problem, task, or challenge. We can now see better than a moment ago, but shadows and darkness still prevail. (*Lights two additional candles.*) But when that one person recruits help and adds members to the team, the way suddenly becomes more clear as they work together to light the way. (*Lights the rest of the candles.*) And when they increase the team even more, none of them has to work quite so hard. With the help of all, everyone can see where they are going and can arrive together as one."

## CUB SCOUT LEADER BREAKOUT SESSION

The breakout sessions may be assigned to the roundtable team, Wood Badge trained Scouters, local experts, etc. The format may be a general discussion led by the assigned person with 5–10 minutes included for small groups to meet separately, then come back together for sharing of all ideas. Flip charts or chalk boards may be used to record the ideas. Emphasize the many teams in a pack, the leader's role in the team(s), and the actions a leader can take to keep the teams and the pack strong year after year.

A helpful handout is provided at the end of this plan capturing key points from the "Working with Boys" online position-specific training module.

### Den Leaders

- Cover the types of teams in a den, and how a den leader can help each team succeed. A team may be any of the following:
  - The den as a whole
  - The den leader and the assistant den leader
  - Small groups within the den
  - A Cub Scout and his family

- Discuss as a group ways to help the Cub Scouts be successful. (Age and maturity will affect different challenges in different ways.)
- How do we handle changes in the team dynamic during the first three years? (Progression of age and maturity in the boys will be the controlling factor.)
- Teams are constantly changing. (Note for roundtable commissioner: This is a perfect opportunity for a Wood Badge trained leader to give a brief explanation of the four stages of team development as shared in Wood Badge.)
- Emphasize the reality that conflict will happen among young men. Their levels of maturity will differ. Conflict is not always bad, and it can be a means of learning the importance of teamwork as well as coping skills.
- Are there any special needs in the group that affect the team dynamic?

### **Webelos Leaders**

- Discuss the types of teams in a den (see above).
- Discuss how to encourage and empower Webelos Scouts in the fourth grade to begin a new phase of team-building with less influence from their parents.
  - Emphasize using the patrol method during den meetings and den/pack activities.
  - Suggest parent meetings to explain how the Webelos program differs from the first three years of the Cub Scouting program.
- Discuss how to prepare the Arrow of Light Scouts in the fifth grade for the change in teams as they progress toward Boy Scouting. Note: It may be helpful to have a leader from a Boy Scout troop assist with this discussion.
  - Review the Scouting Adventure and how it is intended to help with transitioning to a Boy Scout troop.
  - Suggest parent meetings and other ways to communicate about changes in den structure.
  - A Webelos leader should make sure the den has opportunities to interact with a Boy Scout troop.
  - After attending a troop meeting, the Webelos leader guides a discussion of the patrol model and how it differs from the Webelos den.

### **Cubmasters**

- Where does the Cubmaster fit in the team aspect of a pack?
  - The Cubmaster is a very high profile member of the pack. He or she is always visible and in front of the group at pack meetings and activities. Depending on the size of the local area, the size of the pack, and available troops, the Cubmaster can play a vital role in communications and pack–troop interaction.
  - Discuss ways that the Cubmaster can assist the many teams in the pack.
  - Emphasize being aware of interactions within the pack.
  - Suggest visiting with den leaders during the monthly pack meeting to see if assistance is needed.
  - Be a mentor to leaders who may be struggling.
  - Help to foster an overall feeling of goodwill between the pack and the community.

### **Pack Committee Members**

- How can members of the pack committee evaluate their work as a team?
  - Participate in a periodic evaluation of how the pack is performing in its Journey to Excellence ratings.
  - Ask their unit commissioner to visit a pack meeting or some of the den meetings and give feedback.
- How can the pack committee be empowered to become a high-functioning team?
  - Encourage all leaders to become fully trained and continue attending periodic trainings as they are offered in the area.
  - Encourage all leaders to attend Wood Badge training. Team assessment is a part of the course.
  - Make sure that all parental concerns are taken seriously and addressed.



## RESOURCES

### Interest Topic Handout: Working as a Team— Cub Scout/Webelos Scout Characteristics

There are a lot of differences between the boys in a den. Size does not mean that a boy is mature. A third-grader might be bigger than a fifth-grader, but in terms of behavior, he will act like a 9-year-old. Even though there are differences in each of the members of your den, all want to belong to the group, to be on the den team.

Understanding some of the common characteristics of Cub Scouts and Webelos Scouts with regards to working as team will help you build on those strengths and acknowledge their differences.

#### Cub Scouts (ages 7–9)

- Boys of this age get tired easily and bored quickly, which could make the den team rowdy if not redirected to a different activity.
- Like all of us, they love to win. But they also hate to lose, and they might accuse opponents of cheating. There's a good opportunity in a situation like that to discuss sportsmanship with your den members.
- Cub Scouts like to know how they're doing at a task or undertaking—so positive, constructive feedback is necessary. Team unity will be at its best when each Cub Scout knows his role in the teamwork.
- At this age, boys like to take risks. They have vivid imaginations and daydreams, and they meet life head-on. So watch out for the kid who wants to jump off the top of the fort. This is where some will deviate from the teamwork aspect. Use this opportunity to not single out the boy, but invite him to come back to the group as a member of the team.
- While the boys like being helpful, their brief attention spans restrict that help to short projects. The "Helpful" point of the Scout Law can be emphasized here: If one Cub Scout finishes a project before another, have him help others.

#### Webelos Scouts (ages 10–11)

- Boys of this age are able to do more and hike farther, and they have developed more motor skills. However, keep in mind that not all Webelos Scouts will have the same pace or abilities. Encourage teamwork between boys of different abilities.
- Webelos Scouts care about each other unconditionally for who they are and not what they want them to be. They always keep the other boy's best interests in mind. Even though they may not agree with each other's choices in life, they will be there for each other. The "Courteous" point of the Scout Law can be emphasized and recognized when one Scout is courteous to another.
- At this age, boys are beginning to understand differences but still dislike criticism and teasing, although they are more tolerant of such things. The "Kind" point of the Scout Law may be reinforced if peer criticism presents itself. Teasing and criticizing are not part of the Scouting program, and they have no place in teamwork.
- Webelos Scouts like to be part of the planning process for projects, campouts, and so on as they are more organized. Let the boys work together to voice their likes and dislikes. This teamwork models the Boy Scouting patrol method and should be encouraged.
- They are able to take on longer and more challenging projects. The "Helpful" point of the Scout Law may be emphasized: If one Webelos Scout finishes a project first, have him help the others. A little encouragement from one's peers goes a long way.

# December Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR JANUARY 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Recognition

**POINT OF THE SCOUT LAW:** Brave

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team	Cub Scout Awards game National Summertime Pack Award Ceremony
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Cub Scout immediate recognition and award recognition Pack award recognition Adult leader recognition and awards
	Tips for pack activity	Cub Scout roundtable team or participants	Turn recognition into RECOGNITION!
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Recognition—when, where, and beyond the adventure awards
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Recognition—when, where, and beyond the adventure awards
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Recognition—the what, the who, and the how
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	The value of recognition for adults
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Why, how, and when we can recognize youth and adults

Questions/answers, announcements, and closing			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Should be inspirational and encourage pack leaders to participate in future roundtables. See sample closing below.
End on time			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

### Cub Scout Interest Topic: Recognition

Immediate recognition is the key to keeping Cub Scouts engaged. When appropriate, awards at den meetings are best with subsequent pack recognition of the achievement. Some achievements, such as the Summertime Pack Award, are more appropriately given at pack meetings. For adults, Scouter recognition should be at the pack meeting. Remember that today's parents want unit leaders who are trained and knowledgeable of the program. Additionally, most BSA awards are designed to model "best practices" techniques and outcomes to provide a superior program to Scouts. By celebrating and endorsing Scouter recognition, parents can be sure of a "best practices" unit.

### Interest Topic Game

Do a matching style game where participants match a Cub Scout patch or pin with the award. (See resource section for matching game board.)

### Interest Topic Ceremony

#### Twelve Months of Scouting (National Summertime Pack Award)

Have some roundtable participants present this sample recognition ceremony for those earning the National Summertime Pack Award.

**Materials:** Holder with one candle or light, 12 boys holding flashlights standing behind the narrator, National Summertime Pack Award ribbon for each den that has qualified, and a pin for each boy who qualifies. (Note: This award is for boys only, not adults.)

**Roundtable team member acting as a unit commissioner**> (*Lights the single candle or light and has someone dim the lights in the room.*) This light represents the spirit of Scouting. These 12 boys represent the 12 months of a year in the life of an active boy. This year our pack has practiced the 12 points of the Scout Law. (*Announces each month and a point of the law practiced that month. For each month, a boy turns on his flashlight and shines it on the floor in front of him.*) This is what happens when pack leaders plan a full

12-month program of activities. If we were to take the summer off from Scouting (*have three boys turn off their flashlights*), we would have lost one-quarter of our light—and one-quarter of our boys' Cub Scout program. But by sticking to our plan (*the three boys turn on their flashlights again*), our Cub Scouts had a full year of fun and adventure. Our pack planned and conducted three pack activities that occurred in June, July, and August. I'm pleased to present this streamer we have received for our pack flag. (*Presents the streamer to the Cubmaster.*) Will the following den leaders please come forward? (*Calls the names.*) Your dens had an average attendance of at least half of your members at the three summer pack events. I would like to present you with a den participation ribbon for your den doodle. (*Presents the ribbons to the leaders.*) Will the following Scouts please come forward? (*Calls the names.*) Each of you participated in all three of the pack summertime events and has earned this pin that you can wear on the right pocket flap of your uniform. (*Presents the pins.*) Let's give our pack a special applause!

### Tips for Pack Activity: Making Recognition Become RECOGNITION

There is an old adage about recognition. Ask the question, "Who likes recognition?" The answer is three people—men, women, and children!

- During the award time, dim the lights a little bit. This makes the atmosphere feel more special and different than other parts of the meeting.
- If possible, change the location of the awards. For example, the Cub Scout World Conservation Award could be presented at the site of the project with representatives of that location in attendance. Or a bridging ceremony could be held at an actual bridge.
- Perform the presentation in costume if appropriate.
- Open the recognition presentation with a slide show of the Cub Scouts doing what they did to earn the award.

## **CLOSING: JUST AN ACKNOWLEDG'MINT**

Prepare 3.5 x 2-inch with the phrase: "This is an acknowledgment of the time and talents YOU give to our Scouting program. The \_\_\_\_\_ Council thanks you." Tape a small wrapped peppermint to each one—enough to give one to everybody at the roundtable meeting.

## **DECEMBER 2016 CUB SCOUT LEADER COMBINED SESSION**

The district training chair would be ideal for giving this presentation on training awards that Cub Scout leaders can earn.

Discuss how recognition is one of the methods of Scouting for both Cub Scouts and leaders. Impress that leader awards are meant to model "best practice" behavior.

The adventure format encourages leaders to recognize the boy as quickly as possible once he has earned the award. At times this may mean giving the recognition device at the den meeting, with a mention only at the pack meeting. Fast recognition assures the Cub Scout that he is on the right track. Waiting too long may make the recognition less meaningful as young boys tend to forget the hard work they put into something that happened several weeks or months ago.

In evaluating recognition at a pack level, keep in mind that awards for both youth and adults may be created by your unit. For example, the Unit Popcorn Kernel Award could recognize the hard work the unit did during popcorn sales time. The award could be a certificate and a box of popcorn.

The BSA offers several awards for adult leaders to earn. These awards typically require tenure as well as some items of performance. More information about these awards is available on Scouting.org.

If time permits, review the Cub Scouting training/recognition knots being worn by those in the group. Give a brief explanation of how those knots were earned.

- Cubmasters may earn the Scouter's Key medal and may wear the Scouter's Key knot with a Cub Scouting device.
- Cub Scout pack leaders may earn the Scouter's Training Award medal and may wear the Scouter's Training Award knot with a Cub Scouting device.
- Den leaders may wear the Den Leader's Training Award knot with the appropriate rank device. (Devices are available for Tiger, Wolf, Bear, and Webelos Scouts.)

## **DECEMBER 2016 CUB SCOUT LEADER BREAKOUT SESSION**

### **Den Leaders**

At a young age, children thrive on recognition and the feeling of acceptance it gives them. The Scouting program is a wonderful tool to make this happen.

Discuss immediate recognition for Tigers, Wolves, and Bears, and how to accomplish that recognition. The adventure format encourages leaders to recognize the boy as quickly as possible once he has earned the award. At times this may mean giving the recognition device at the den meeting, with a mention only at the pack meeting. Fast recognition assures the Cub Scout that he is on the right track. Waiting too long may make the recognition less meaningful as young boys tend to forget the hard work they put into something that happened several weeks or months ago.

Guide a discussion among the leaders on ways they have recognized boys at the den level in the past. Then review types of recognition that can happen at the den level if the unit insists on recognition happening at a pack meeting. As an example, a bead might be awarded for perfect attendance for one month, or a ribbon awarded for being in uniform each week.

Invite a discussion on types of recognition that can happen at the den level if the unit insists on recognition happening at a pack meeting. (i.e. Bead awarded for perfect attendance for one month, ribbon awarded for being in uniform each week, etc.)

For a hands-on activity, give the group some craft supplies and a few minutes to create a unique award and the recognition item that would accompany it.

### **Webelos Leaders**

Discuss immediate recognition and means to accomplish that for Webelos and Arrow of Light Scouts. See notes on the den leaders' session above, and hold the same discussion with the Webelos leaders.

Specific to this session, note that as a boy advances to Webelos Scouts, the requirements for his adventures/awards will become more challenging and take more time. This proves equally true when he joins Boy Scouting.

This is also a great age to recognize additional achievements they accomplish—possibly focusing on activities involving leadership. Possibilities might include "Terrific Hiking Leader" or "A Scout Is Helpful" Award for a good deed. These types of awards do not need to be fancy—something handmade (survival bracelet) or inexpensive (hiking whistle or bear bell for a walking stick) is just fine. The idea is for the boy to realize he was noticed and to have a trinket to remember that by.

For a hands-on activity, give the group some craft supplies and a few minutes to create a unique award and the recognition item that would accompany it.

### **Cubmasters**

Discuss how to present awards and give recognition at pack meetings for Scouts and Scouters. The Cubmaster of a pack has the distinct honor of being able to recognize both youth and adults at the monthly pack meeting.

Many types of recognition can be given: youth advancement awards or the mention of advancement achievement if the award has been presented at a den meeting, or special awards for achieving high goals such as Top Popcorn Seller for the unit. The list could go on and on.

The pack meeting is also a great place to recognize your adult leaders for their hard work in the pack. Simple certificates showing appreciation for chairing pack activities go a long way toward spreading cheer and goodwill. Leader training knots may also be awarded at pack meetings.

Give some thought to those in the community who have been helpful to the pack. Invite them to a meeting, and have the boys show how much they appreciate the help.

Once you decide on who you want to recognize, put some real effort into how the recognition is given. Simple ceremonies which include candles, speaking parts by youth, etc., are easy to put together and go a long way in making the award feel even more special.

For a hands-on activity, give the group some craft supplies and a few minutes to create a unique award and the recognition item that would accompany it.

### **Pack Committee Members**

Discuss adult recognition, emphasizing that it is not just a knot one wears but a “best practice” recognition. Review the pack trainer’s role on the pack committee—someone whose goal is to make sure that 100 percent of the pack leaders are trained and receive training recognition. (The pack leader position description can be found in the *Cub Scout Leader Book* on page 54.)

Play Adult Knot Match (see resources). Open a dialogue with the group by asking them if anyone in the room has ever walked away from an activity or organization because they did not feel appreciated. (Note: No one needs to tell their story; asking the question will open the topic on the importance of recognition.)

Points to be made include

- Pack leaders can earn training knots for their Scouting position. Once earned, these knots are worn on the adult leader uniform and tell the Scouting community how dedicated that adult leader is. Remind them that these knots are a confirmation of a leader who exhibits Scouting’s best at all times. As some of the training knots require one or two years of service in the position, the pack may wish to ask an adult to organize and keep a record of leader training knots.
- Be mindful of the adults and leaders in the pack who may not wish to work on a training knot—how can they be made to feel valuable to the unit? Certificates of appreciation are a simple but thoughtful way of expressing thanks for hard work, dedication, donations of funds or supplies, or possibly even a meeting place.
- Handwritten thank you notes are a novel idea in today’s world—and are something that can be kept as a keepsake.

For a hands-on activity, give the group some craft supplies and a few minutes to create a unique award and the recognition item that would accompany it.

## RESOURCES

### Youth Recognition Awards Match

The BSA has a variety of award and achievement recognitions for Cub Scouts. These are in addition to the normal rank requirements.

- Print out the cards on pages 78 and 79 in color, and cut along the lines. Heavier card stock will make for more durable cards. If your roundtable serves several pack committee members in the breakout session, consider printing more than one set and have them gather in groups of 2–4 for this activity.
- Once cards are ready, lay them out facedown in a grid with award and name cards paired but in a random order, so that not all of the pairs are matching.
- Have the roundtable participants take turns and turn two cards over. If the image and the name match as shown below, the participant gets to keep the pair and play again.
- Play continues until all cards are correctly matched.
- As a bonus, briefly discuss the requirements for each award.



**World Conservation Award**



**Super Nova Award**



**Emergency Preparedness Award**



**Cub Scout Outdoor Activity Award**



**Nova STEM Award**



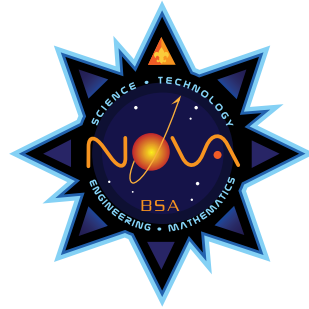
**Summertime Pack Award Pin**



**Journey to Excellence**



**Cub Scout Shooting Sports Award for Bear Rank**



**World  
Conservation  
Award**

**Super  
Nova  
Award**

**Cub Scout  
Outdoor Activity Award**

**Nova STEM  
Award**

**Journey to Excellence**

**Cub Scout  
Shooting Sports  
Award for  
Bear Rank**

**Emergency  
Preparedness  
Award**

**Summertime  
Pack  
Award Pin**



## Adult Recognition Knots Match

BSA adult recognition awards are given for training or service that leads to a superior program for Scouting youth. The knots themselves are uniform patches that represent the award. Rank-specific devices for den leaders are pinned on the Den Leader Training Award Knot once the progress card has been completed for that rank year.

- Print out the cards on pages 81 and 82 in color, and cut along the lines. Heavier card stock will make for more durable cards. If your roundtable serves several pack committee members in the breakout session, consider printing more than one set and have participants gather in groups of 2–4 for this activity.

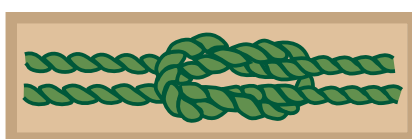
- Once cards are ready, lay them out facedown in a grid with award and name cards paired but in a random order, so that not all of the pairs are matching.

Have the roundtable participants to take turns and turn two cards over. If the image and the name match as shown below, the participant gets to keep the pair and play again.

- Play continues until all cards are correctly matched.
- If you have time, review the intent of each award when a successful match is made.



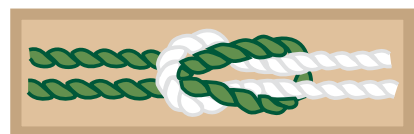
**Den Leader's  
Training Award**



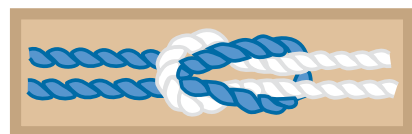
**Scouter's Training Award  
for Cub Scouting**



**Cub Scout Leader Award**



**Scouter's Key Award**



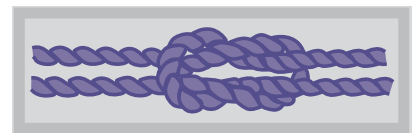
**Silver Beaver Award**



**Tiger Den Leader  
Knot Device**



**Philmont Training  
Center Master's Knot**



**Adult  
Religious Emblem**



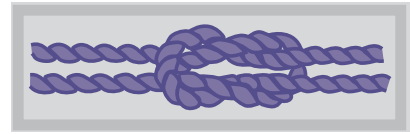
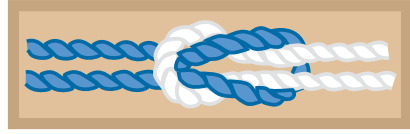
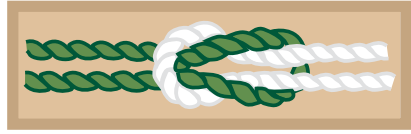
**Unit Leader's Award of Merit**



**District Award of Merit**



**Webelos Leader  
Knot Device**



<b>Den Leader's Training Award</b>	<b>Scouter's Training Award for Cub Scouting</b>	<b>Cub Scout Leader Award</b>
<b>Scouter's Key Award</b>	<b>Silver Beaver Award</b>	
<b>Philmont Training Center Master's Knot</b>	<b>Adult Religious Emblem</b>	<b>Tiger Den Leader Knot Device</b>
<b>Unit Leader's Award of Merit</b>	<b>District Award of Merit</b>	<b>Webelos Leader Knot Device</b>

## Interest Topic Handout: Adult Recognition Ceremony for Pack Meeting

Use this ceremony to say “thank you” to a special leader. You will need one narrator, 11 Cub Scouts, and the person to be honored.

**Equipment:** Large cards, each printed with a letter of the word APPRECIATION; paper or plastic flowers and a background, or real flowers and a vase or basket.

If paper or plastic flowers are used, cut a large circle from heavy cardboard for the bouquet background. Paint the circle green or cover it with green paper. Make a decorative border by gluing paper doilies on the back all around the outer edge. If using plastic flowers, punch holes in the background so the stems can be inserted. Paper flowers can be thumb-tacked to the background. The bouquet background can be hung on a wall or supported on a stand.

To really show appreciation to the leader, the boys can handcraft and sign paper flowers as special keepsakes.

**Setting:** Each of the 11 Cub Scouts holds a flower and a card which is turned to conceal the letter. (One boy has two cards—the two P’s in the word.) The boys line up in the appropriate order to spell the word. In turn each boy recites his verse, adds his flower to the bouquet, returns to his place in line, then reveals the letter side of his card.

**Narrator:** We gather here today with much anticipation to extend to our leader our deep appreciation. For her (*or his*) diligent efforts, we wish to say thanks. And for her patience and help as we’ve come through the ranks, we offer our greetings in a remembrance bouquet and give her our “thank you” for her help on the way.

**Cub Scout #1:** A is for affection that we feel in our hearts. And with this orchid, the bouquet I’ll start.

**Cub Scout #2:** P is for personality and the patience our leader has had. These roses, we hope, will make your heart glad.

**Cub Scout #3:** R means reliable and a most willing worker. Here’s a carnation to one who’s a hard worker.

**Cub Scout #4:** E is for the effort of one who’s not lazy. I’ll add to the flowers by placing this daisy.

**Cub Scout #5:** C means she’s cheerful, the best way to be. So in tribute I add this bright peony.

**Cub Scout #6:** I is for industrious, she’s the most yet. So here is my token, this shy violet.

**Cub Scout #7:** A is for attention to all of our needs. Let me add a tulip to say thanks for kind deeds.

**Cub Scout #8:** T is for thoughtful, she is, of us all. My flower’s a pansy, so bright and so small.

**Cub Scout #9:** I is for interest in people and our city. Here are lilies of the valley, so white and so pretty.

**Cub Scout #10:** O is for others of whom she is ever aware. I offer these lilacs to show that we care.

**Cub Scout #11:** N stands for her name, (*recipient’s name*), the one we honor today. I’ll add an iris to complete this bouquet.

After the last verse is said, the lettered cards spell out the word APPRECIATION. At the end of the ceremony, the bouquet is presented to the person being honored.

## Pack Award Ceremonies

### World Conservation Award

**Materials:** World Conservation Award for each boy

**Narrator:** In his last letter to Scouts around the world, Lord Baden-Powell, the founder of Scouting, wrote, “Try to leave the world better than you found it.”

**Den leader:** Today, we are honoring some Scouts who have worked hard to fulfill the requirements of the World Conservation Award. Will the following boys please come forward? (*Call the names.*) These boys have completed achievements and electives related to the outdoors in addition to completing a den conservation project. Would you like to explain your project to our pack? (*Let the boys share the explanation of their project.*)

**Narrator:** Thank you for helping make our world a better place for all of us. (*Present the awards.*)

### National Den Award

**Materials:** National den award ribbon for the den

**Narrator:** Cub Scouting happens in the den. We have a den that has been on the ball with a year-round fun and quality program. Will the Cub Scouts and leaders of Den (*number*) please come forward? (*Pause.*) The boys in this den have attended den meetings and pack meetings, or pack activities, each month of the year. They have also had a denner, gone on field trips, attended camp, and had fun in a den conservation or service project. On behalf of the pack committee for pack (*number*), I am pleased to present them with this National Den Award ribbon for their den flag. Let’s congratulate them with an applause. (*Lead an appropriate applause.*)

# January Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR FEBRUARY 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Duty to God

**POINT OF THE SCOUT LAW:** Reverent

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Faith Bingo Founder's Prayer Philmont Grace
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Offering the Duty to God adventures as a pack program versus keeping it in the family BSA religious emblems programs
	Tips for pack activity	Cub Scout roundtable team or participants	Interfaith Hike Pack support of BSA religious emblems programs Leadership position for Duty to God pack-level support
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Offering the Duty to God adventures as a pack program versus keeping it in the family BSA religious emblems programs Resources needed: <ul style="list-style-type: none"> <li>• Copies of the Duty to God brochure, No. 512-879</li> <li>• Cub Scout handbooks</li> <li>• Internet access for showing links if using as part of the presentation</li> <li>• Religious square-knot pictures</li> </ul>
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings
1 minute	Closing	Cub Scout roundtable team or participants	Camping prayer
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

The Cub Scout adventures below offer opportunities to plan, shop, and cook or prepare food. The adventures also provide instructional support on nutrition.

**Tiger**—My Family's Duty to God

**Wolf**—Duty to God Footsteps

**Bear**—Fellowship and Duty to God

**Webelos**—Duty to God and You

**Arrow of Light**—Duty to God in Action

### Cub Scout Interest Topic: Duty to God

Being reverent helps a Scout connect with his family, his community, and his world. The terms *reverent* and *Duty to God* ask a boy to reflect on his own belief and what it means to have inner strength and confidence based on his trust in God. With their family guiding them, Cub Scouts will grow stronger in their faith. The boys will learn through den and pack activities to understand and respect people whose faith is different from their own.

This Duty to God session will focus on the balance between working on the Duty to God adventures in the pack versus giving parents guidance on helping their Scouts to complete the Duty to God adventures at home. We will also discuss how you as a leader can guide a boy and his family when you hear the words, "My family does not have a place of worship."

### Interest Topic Game: Faith Bingo

#### Faith Bingo

**Instructions:** Give each person a bingo playing board (see sample in resources). Participants are to go around and meet people. After learning someone's name, they ask that person to sign a box that matches what he or she has done. Each person can only sign one box. This is not a speed contest. Participants should take time for personal introductions before signing so they can start getting to know each other.

### Duty to God Prayers

#### The Founder's Prayer

*Written by Baden-Powell*

Father of us all, we meet before Thee here today, numerous in the lands we come from and in the races we represent, but one in our Brotherhood under Thy Divine Fatherhood.

We come before Thee with hearts grateful and gladdened by the many blessings Thou hast granted us and thankful that our Movement has prospered as acceptable in Thy

sight. In return we would lay on Thine Altar, as our humble thank-offering, such sacrifice as we can make of self in service to others. We ask that during our communion here together we may, under Thy Divine Inspiration, gain a widened outlook, a clearer vision of all that lies open before us and of our opportunity. Thus we may then go forth with strengthened faith to carry on our mission of heightening the ideals and powers of manhood, and of helping through closer understanding to bring about Thy happier Rule of Peace and Goodwill upon Earth.

#### Philmont Grace

For food, for raiment

For life, for opportunity

For friendship and fellowship

We thank thee, O Lord.

### Tips for Pack Activity

- Provide a way to offer a cross-cultural interfaith hike.
  - One suggestion is to have the hikers visit five different houses of worship to hear a brief talk about that faith. An introduction to the Religious Awards Programs may also help participants gain a greater understanding of other faiths.
  - At each stop, the Cub Scouts meet for a few minutes with a member of the clergy, or a youth minister or Scout leader who belongs to that tradition, to discuss the basic theological tenets of their religion as well as the architectural and historical aspects of their house of worship.
  - Gather the Cub Scouts after the hike for a snack or an interfaith activity or game.
- Develop a packwide program where Cub Scouts can work on earning religious emblems.
- Create a position for a parent or leader to assist the pack with its Duty to God program. This would work well for a unit that has affiliation to a specific religious institution—for example, a unit that is chartered by a Presbyterian church and all members of the unit practice the Presbyterian faith.

### Closing: Camp Prayer

God, we thank you for this beautiful weekend. The smiling faces we see and the laughter we hear echoing through the trees fill our hearts with gladness and remind us that, in this fast-paced world of ours, there are times when we all need to pause and refresh ourselves in nature's calm and beauty.

## JANUARY 2017 CUB SCOUT LEADER COMBINED SESSION

This interest topic will help educate leaders on what the pack can do to support the Duty to God Cub Scout adventures. They will also discuss the BSA's Duty to God religious emblems program. It is recommended that the group stay together in a combined training for this interest topic.

### Offering the Duty to God Adventures as a Pack Program Versus Keeping It in the Family

Each Cub Scout pack across the United States is different. We have different leaders, different chartered organizations, and access to different resources. Each family involved in Cub Scouting is unique as well with regards to its faith.

"The Boy Scouts of 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 absolutely nonsectarian in its attitude toward that religious training.** Its policy is that the home, in conjunction with the organization or group with which a member is connected, will give definite attention to religious life." —*BSA Declaration of Religious Principle (boldface added for emphasis)*

The Cub Scout Duty to God adventures help the Scout become more aware of his Duty to God and what it means to be reverent.

Families are encouraged to help their Scout complete the Duty to God adventure for his rank and sign off on its completion. However, not all families have the time or the ability to do this. A portion of the requirements may also be completed in den meetings if desired.

*Ask: How can packs provide these Duty to God adventures in a way that respects different religions and faiths? Allow time for brief feedback from the participants.*

Depending on their rank, in completing their Duty to God adventures, boys will participate in

- Worship experiences
- Service projects
- Visits to religious sites or monuments where people might show reverence
- Learning about the faith beliefs of their family
- Opportunities to study people in history who have shown great faith in God

*Ask: Are interfaith activities included in the Cub Scouting Duty to God adventures? They are included, and a Scout's participation in them is primarily up to the boy and his family.*

For example, one of the Tiger requirements in the My Family's Duty to God adventure calls for a boy to participate in a worship experience or activity with his family. He could meet that requirement at his family's place of worship or by attending an interfaith service.

The Webelos Scout Duty to God and You adventure, requirement 2a, asks the Scout to help plan, support, and participate in a service of worship or reflection. This requirement can be fulfilled at the Scout's own faith organization, as a family reflection, or as an interfaith service.

Could your pack hold an interfaith service to help the Scouts earn these requirements—perhaps on pack camping outings? Do units in your pack participate together in a Scout Sunday worship service? These are ways to show support for the Duty to God adventures at the pack level.

Continue to review the activities involved in the Duty to God adventures. Allow time for more brainstorming on how the pack could help Scouts complete the requirements. A handout that lists each rank's Duty to God adventure requirements would be helpful in leading this discussion; the complete requirements can be found at [www.scouting.org/programupdates](http://www.scouting.org/programupdates) or in the rank handbooks.

You may be asking, "How can I as a leader evaluate a Scout for his Duty to God adventure, especially if he and I have different beliefs?" Consider asking the Scout how his family or faith group defines duty to God and how he is living up to that definition. Let the Scout speak and share. Remember that the focus is on the Scout's understanding of his duty to God, not the leader's concept of what it should be.

### The Duty to God Program and the Religious Emblems

(Have copies of the Duty to God brochure, No. 512-879, for distribution during this part of the session.)

"A Scout is Reverent." All Scouts show this by being faithful in their duty to God. Some Scouts go further and give special service. This faithfulness and service can help them to qualify them for a religious emblem in the Duty to God program.

To encourage members to grow stronger in their faith, religious groups have developed the religious emblems programs. The Boy Scouts of America has approved of these programs and allows the emblems to be worn on the official uniform. The various religious groups administer the programs.

*Ask: Do Scouts have to earn the religious emblem for their faith? The answer is no. Not every youth is a member of a faith group, and not all faith groups offer religious emblems. Earning one is not a requirement.*

The BSA's Duty to God program is introduced in the Duty to God adventure pages in the Tiger and Wolf handbooks. Earning the religious emblem of one's faith is an optional requirement in the Duty to God adventures for Bear and Webelos Scouts.

## The Emblems

A majority of religious groups support the religious emblems for the Cub Scouting program. The youth religious emblems are conferred on a Scout by his religious leader after the Scout has completed the curriculum for the award. More information can be found at [www.scouting.org/scoutsource/Awards/ReligiousAwards.aspx](http://www.scouting.org/scoutsource/Awards/ReligiousAwards.aspx) or in the Duty to God brochure.

Most of the religious emblems for Cub Scouts consist of a bar pin and pendant, and are worn on the uniform above the left pocket on formal occasions. The adult religious recognition award is presented by nomination only. The recognition is presented to worthy adults for their outstanding service to youth both through their religious institution and one of the national youth agencies. Recipients of these awards are unaware that they are being nominated.

You may be wondering if youth must belong to a religious institution to earn that institution's award. It depends on the religion. Please check the eligibility requirements for a specific religious program.

## Religious Emblem Recognition Square Knot

The religious emblem square knot may be worn on the uniform over the left pocket by youth who have completed the requirements for their religious emblem awards. Only one knot is awarded. However, one or more miniature devices are affixed to the knot to indicate which level(s) of the award the youth has completed: Cub Scout, Boy Scout, Venturer. Scouts can earn all levels of their religious emblems program.



The cloth, silver knot on purple, No. 05007, may be worn by youth or by an adult member who earned the knot as a youth, above left pocket.



The cloth, purple on silver, No. 05014, may be worn by adult members presented with the recognition, above the left pocket. Adults may wear both knots if they satisfy qualifying criteria. (See the *Guide to Awards and Insignia*, No. 33066.)

Note: When a cloth badge is worn, the medal award is not worn.

Further information on the Duty to God program and the religious emblems is available at these websites:

- [www.scouting.org/Awards/ReligiousAwards.aspx](http://www.scouting.org/Awards/ReligiousAwards.aspx)
- <http://bsaseabase.org/home/awards/religiousawards/faq.aspx>

## Other links

- BSA Duty to God Flyer: [www.scouting.org/filestore/pdf/512-879\\_WB.pdf](http://www.scouting.org/filestore/pdf/512-879_WB.pdf)
- Overview of Duty to God : <http://scoutingmagazine.org/2015/02/new-requirements-explore-duty-to-god>
- Guide to Awards and Insignia: [www.scouting.org/Media/InsigniaGuide.aspx](http://www.scouting.org/Media/InsigniaGuide.aspx)
- P.R.A.Y. Publishing: [www.praypub.org](http://www.praypub.org)
- National Catholic Committee on Scouting: [www.nccs-bsa.org](http://www.nccs-bsa.org)
- National Jewish Committee on Scouting: [www.jewishscouting.org](http://www.jewishscouting.org)
- National Islamic Committee on Scouting: <http://islamiccouncilonscouting.com>



## RESOURCES

### Sample Faith Bingo Card

A bingo card can be easily created in Microsoft Word by using the table feature. You may choose to print and, if desired, add items to this sample card.

<b>Earned the religious emblems award as a youth.</b>	<b>Has read about God.</b>	<b>Has done an act of service for a family member or someone in the neighborhood or community.</b>	<b>Says grace at meals.</b>	<b>Has taken a class to learn more about a religion.</b>
<b>Tell this bingo player one thing that will bring you closer to doing your Duty to God.</b>	<b>Has thanked God for the beauty of the earth.</b>	<b>Has helped a Scout earn his religious emblem award.</b>	<b>Has attended an interfaith service.</b>	<b>Has felt close to God while being out in nature.</b>
<b>Can name a religious painting.</b>	<b>Has learned about a faith different than their own.</b>	<b>FREE SPACE! Sign your name here!</b>	<b>Celebrates a religious holiday with their family.</b>	<b>Has visited a religious monument or site where people show reverence.</b>
<b>Has attended an interfaith service while camping.</b>	<b>Has listened to a song about God.</b>	<b>Share with this bingo player, a person whose faith and Duty to God you admire.</b>	<b>Has volunteered with a group or event at a church or a religious institution.</b>	<b>Has received the adult religious emblem recognition for their faith.</b>
<b>Has helped a Cub Scout with the required Duty to God adventure for his rank.</b>	<b>Has offered a prayer, meditation, or reflection at home.</b>	<b>Participated in a worship experience or activity with their family.</b>	<b>Refrains from certain foods or beverages as part of their religious faith.</b>	<b>Shared with a Webelos Scout den the requirements of the chaplain's troop position for a Boy Scout troop.</b>

# February Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR MARCH 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** STEM Activities **POINT OF THE SCOUT LAW:** Cheerful

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	“Science Is Fun” themed skit
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	STEM themes and opportunities in Cub Scouting
	Tips for pack activity	Cub Scout roundtable team or participants	Age-appropriate science projects
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Review STEM requirements within the appropriate ranks.  Wolf: 8½×11 sheets of paper for paper airplanes; obstacle course items if doing obstacle course  Bear: Balloons and testing items for static electricity demo. Provide as many as needed for your breakout group.  If you choose other STEM associate requirements for the hands-on portion of this breakout, you will need to gather those items needed.
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Review STEM requirements within the appropriate ranks.  The items below will make two homemade musical instruments: a bottle organ and a shoe-box guitar. • 5 matching plastic soft drink bottles, water • Sturdy shoe box, 8–10 rubber bands of varying widths, pencil  Provide as many of these items as needed for your breakout group. Or have a few sets on hand for both instruments, and divide up the group members to make one instrument or the other.  If you choose other STEM associate requirements for the hands-on portion of this breakout, you will need to gather those items needed.
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Discuss STEM importance and give an overview of the Cub Scouting STEM Nova and Supernova awards

20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Discuss STEM importance and give an overview of the Cub Scouting STEM Nova and Supernova awards
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Overview of the Cub Scouting STEM Nova and Supernova awards Guest speaker opportunity
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings
1 minute	Closing	Cub Scout roundtable team or participants	Should be inspirational and encourage pack leaders to participate in future roundtables.
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Backyard Jungle; Curiosity, Intrigue, and Magical Mysteries; Sky Is the Limit

**Wolf**—Adventures in Coins; Air of the Wolf; Code of the Wolf; Council Fire; Digging in the Past; Germs Alive!; Grow Something; Motor Away

**Bear**—Baloo the Builder; Forensics; Fur, Feathers, and Ferns; Make It Move; Robotics; Super Science; A World of Sound

**Webelos Scout/Arrow of Light**—Adventures in Science; Build It; Earth Rocks!; Engineer; Into the Wild; Into the Woods

## Cub Scout Interest Topic: STEM Activities

STEM (Science, Technology, Engineering, and Mathematics) is receiving more and more attention in our advancing world. To empower today's youth to meet the challenges of tomorrow's world, many Cub Scout adventures have STEM components built in. The more exposure a boy receives at an early age to fun activities, the easier learning about STEM will be for him as he advances in his education.

As Cub Scouts explore the STEM-related adventures, they learn that remaining Cheerful is a big part of the "try, try again" philosophy when things don't work just right the first time.

## STEM Activities Skit: Measurement Problem

**Players:** Three people—two acting as older Scouts and one as a Cub Scout

*The two older Scouts enter carrying a long pole. They prop it up, then stand back and look at it.*

**Scout #1:** Now, there are several ways we can figure out the height of this pole. How do you want to start?

*The Scouts unsuccessfully try various methods of estimation to calculate the height of the pole. The conversation goes something like:*

**Scout #1:** According to my calculations, that pole is about 2-feet high.

**Scout #2:** There's no way. It has got to be shorter than that. Just look at it.

*This sort of exchange is repeated several times, and the Scouts become more and more exasperated. Then a Cub Scout strolls onto the stage.*

**Cub Scout:** Hi! (He watches a bit.) What are you guys trying to do?

**Scout #2:** We're trying to measure the exact height of this pole.

**Scout #1:** We haven't had too much luck yet, but we'll get it.

**Cub Scout:** Why don't you just lay the pole on the ground and measure its length?

**Scout #1** (sighs): Cubs!

**Scout #2:** I'll say. (To the Cub Scout.) Didn't you hear right? We want to know how tall the pole is—not how long it is!

## Tips for Pack Activity

If your pack has utilized the Family Talent Survey, the information you gathered could be very helpful in recruiting adult volunteers who work in STEM professions to register as Nova counselors with the Boy Scouts of America. They can help lead the Nova and Supernova awards program.

A round-robin format showcasing several of the adventure requirements that support STEM could be a fun pack meeting activity. The Pack might also consider using these requirements as demonstrations on recruitment nights.

For one example, try demonstrating to the participants requirement 6 of the Wolf adventure, “Adventures in Coins”—to create a balance scale (*Wolf Handbook*, pages 137–138).

## Closing

**Players:** One narrator plus four volunteers to speak the parts

**Narrator:** We know that STEM stands for Science, Technology, Engineering, and Mathematics. What would we have if we applied those four letters to our boys?

**Speaker #1:** S is for the Scouts. May we always remember they are the reason we are a part of this great program.

**Speaker #2:** T is for Teaching. Let’s strive daily to use the Scout Oath and Law to guide our Scouts on the right path.

**Speaker #3:** E is for Empowering. Remember that everything we do in Scouting is preparing them for the world of tomorrow.

**Speaker #4:** M is for Magic—that wonderful experience that transfigures a group of people into a Scouting family.

## CUB SCOUT LEADER BREAKOUT SESSION

While there are many Cub Scout adventures that support the science and math parts of STEM, learning about STEM doesn’t just mean carrying out science investigations or solving math problems. Engineering is also important for a full appreciation of STEM, with its opportunities for applied problem solving and technology. In STEM-related Cub Scout adventures, boys can create items from wood, calculate ingredients for a new recipe, or even build Rube Goldberg–like machines, marble roller coasters, and robotic hands. At the end of this plan, you will find a few suggested adventures with STEM elements.

Encouraging boys to investigate these adventures outdoors and indoors, and to ask a lot of questions, helps to build their confidence. Instead of “Why” questions, they will start to ask the “What” questions in STEM learning: Not “Why does that airplane need to fly so high?” but “What are the forces needed to keep the plane in the sky?”

## Den Leaders

Set up one or two STEM-related requirements from the Cub Scout handbooks with hands-on activities that you would like the leaders to experience. Use at least one example from each handbook. Here are some examples:

## Tiger

• **Curiosity, Intrigue, and Magical Mysteries (Science):** Requirement 7. With the help of your adult partner, conduct a science demonstration that shows how magic works.

— **Materials:** Candle (taper or small tea light); matches; clear glass jar large enough to go over the candle

— Light the candle. Place the jar over the lit candle, and the flame dies. This is a demonstration that even nonliving things need air to survive. Air exerts, or uses, its strength in all directions: up, down, and all around. Air is important for everything we do.

## Wolf

• **Air of the Wolf (Science, Engineering):** Requirement 1c. Conduct at least one of the following investigations to see how air affects different objects:

I. Make a paper airplane and fly it five times. Make a change to its shape to help it fly farther. Try it at least five times.

II. Make a balloon-powered sled or a balloon-powered boat. Test your sled or boat with larger and smaller balloons.

III. Bounce a basketball that doesn’t have enough air in it. Then bounce it when it has the right amount of air in it. Do each one 10 times. Describe how the ball bounces differently when the amount of air changes.

IV. Roll a tire or ball that doesn’t have enough air in it, and then roll it again with the right amount of air. Describe differences in how they move.

• **Motor Away (Science, Engineering):** Requirement 1a. Create and fly three different types of paper airplanes. Before launching them, record which one you believe will travel the farthest and what property of the plane leads you to make that prediction.

— These two Wolf adventures demonstrate that the structure of a plane can influence its properties of flight. This provides an opportunity to see how Bernoulli’s principle works in practice.

— An idea for combining the requirements into a fun and instructive activity is to create an airplane obstacle course. For each station in the course, choose a different paper airplane design from the Motor Away adventure and provide prediction note-cards (sample found at the end of this guide). Have the leaders fold the station’s airplane design, write down their predictions, and then fly their planes. Next have the leaders adjust that design and fly it again to see if they are closer to their initial prediction. If you have a big group of Wolf leaders, have them buddy up to conduct the investigation.

— The course could include:

✓ Setting up a folding chair that the airplane must be thrown under.

- ✓ A helper holding a hula hoop at a station for the leaders to fly their airplanes through.
- ✓ A hula hoop on the ground as a landing circle station; leaders could try to land their airplanes within the circle. Predictions for this station are how far the airplane needs to fly to land in the circle.
- ✓ Create an airplane launching station with several pool noodles (see instructions in resources).

— Helpful Hint: Use a piece of painter’s tape or masking tape to mark the launch line for each of these obstacle stations.

## Bear

Have fun with Bear leaders investigating balloons and static electricity!

- **Super Science (Science).** 1. Make static electricity by rubbing a balloon or a plastic or rubber comb on a fleece blanket or wool sweater. Explain what you learned. 2. Conduct a balloon or other static electricity investigation that demonstrates properties of static electricity. Explain what you learned.
  - Using the Balloon Electricity Prediction Sheet (see resources), have the leaders conduct the investigation using items from pages 270–271 of the *Bear Handbook*. If you have a big group of Bear leaders, have them buddy up to conduct the investigation.
  - To begin the prediction part of the investigation, ask: “What will happen when we touch the balloon to these objects?” Have leaders write down their predictions for each item.
  - After all of the items have been tested, debrief the investigation with these questions:
    - ✓ Did any of these items create a “pop” when touched to the balloon (or comb)?
    - ✓ What object(s) had more protons than electrons when touched to the balloon? What is your evidence?
    - ✓ What object(s) had more electrons than protons when touched to the balloon? What is your evidence?
    - ✓ What did you learn about charged objects when carrying out this investigation?
  - Have the group brainstorm other items that could be investigated, using the More State Electricity Tests portion of the prediction card. Ask: Will these items produce more protons or electrons when touched to a balloon full of static electricity? Gather predictions from the group for these additional items.

## Webelos Scout Leaders

See resources for instructions to make a bottle organ and a shoe-box guitar. Note: Pages 482–483 of the *Webelos Handbook* and page 255 of the *Webelos Den Leader Guide* provide additional ideas for homemade musical instruments.

- **Webelos/Arrow of Light—Maestro! (Science, Engineering).** Requirement 2a. Make a musical instrument. Play it for your family, den, or pack.
  - What did you hear with each instrument?
  - On the bottle organ, what is the connection between the pitch of the sound (how high or low the sound is) and the amount of water in the bottle?
    - ✓ We understand that when we blow air across the mouth of a bottle, it causes the air in the bottle to vibrate. You can think of this like a spring, with the air in the space vibrating back and forth.
    - ✓ The special name for the vibration of air in a bottle is called resonance. The resonance depends on the amount of space in the bottle. A smaller space causes the air to vibrate faster. A larger space causes it to vibrate more slowly.
    - ✓ Guitar strings behave in a similar way. A short string will vibrate faster than a longer string.
    - ✓ The technology of making musical instruments depends on understanding the science of vibration. Certain sets of vibrations can be used to create musical notes. The high A—a musical note—vibrates back and forth 440 times every second. Other musical notes vibrate faster or slower.

## Cubmasters and Pack Committee Members

Set up Web access to [www.scouting.org/stem.aspx](http://www.scouting.org/stem.aspx), and review Nova Awards program support with the Cubmasters and pack committee members in a combined breakout session. Note: If Web access is not available, print and distribute the Nova Awards handout in resources.

- The Boy Scouts of America’s Nova Awards program incorporates learning with cool activities for Cub Scouts, Boy Scouts, and Venturers. The hope is that the requirements and activities for earning these awards will stimulate interest in STEM-related fields and show how science, technology, engineering, and mathematics apply to everyday living and the world around us. Counselors and mentors help bring this engaging, contemporary, and fun program to life for youth members.
- While many of the adventures support STEM elements, Cub Scouts and Webelos Scouts also have the opportunity to work on Nova and Supernova auxiliary awards. Each award covers some component of STEM:

- There are seven Nova Awards for Cub Scouts and Webelos Scouts: 1-2-3 Go!, Down and Dirty, Nova WILD, Out of This World, Science Everywhere, Swing!, and Tech Talk. For their first Nova Award, Scouts earn the distinctive Nova award patch. After that, a Scout can earn three more Nova Awards, each one recognized with a separate pi ( $\pi$ ) pin-on device that attaches to the patch. The patch and the three devices represent each of the four STEM topics—science, technology, engineering, and mathematics.
- The Supernova awards have more rigorous requirements than the Nova awards. The requirements and activities were designed to motivate youth and recognize more in-depth, advanced achievement in STEM-related activities. Wolf and Bear Scouts can earn the Dr. Louis Alvarez Supernova Award. For Webelos Scouts, there is the Dr. Charles H. Townes Supernova Award.
  - The Nova and Supernova Awards offer opportunities for volunteer positions. A Nova counselor can be any registered adult age 21 or older. They must be registered under the new non-unit position, and no fee is required. The Nova counselor code is 58. Supernova mentors must be 21 or older and be subject matter experts in a STEM field. They must be registered under the new Supernova Mentor position code 52. This is a non-unit position and requires no fee.
  - In addition to the BSA Adult Registration form, mentors must complete the Supernova Awards Mentor Information application. All Nova

counselors and Supernova mentors must have current BSA Youth Protection training and certification appropriate for the programs being administered. This training can be taken online at [www.scouting.org/Training/Adult.aspx](http://www.scouting.org/Training/Adult.aspx).

- All requirements may be found in the Nova awards guidebook (show the *Cub Scout Nova Awards Guidebook*, No. 34032) or online at [www.scouting.org/stem.aspx](http://www.scouting.org/stem.aspx). The requirements may be completed with a parent or an adult leader as the counselor (for the Nova Awards) or mentor (for the Supernova Awards). Each guidebook includes a section for the counselor and mentor.

## CUB SCOUT LEADER COMBINED SESSION

Using the same content as the breakout section above for Cubmaster/pack committee members, cover the Cub Scouting STEM Nova and Supernova awards. Discuss the leadership needed for that program and show the actual awards. Review with the group how the awards are earned.

To begin the session, you may invite a STEM career professional to share with the group about his or her career and how STEM connects to that field. Allow 5–10 minutes for this talk, and then review the STEM Nova and Supernova awards. If you lack Internet access to visit [www.scouting.org/stem.aspx](http://www.scouting.org/stem.aspx), print and distribute the Nova Awards handout in resources.

### Ideas for STEM-related career professionals to invite include

Aerospace Engineers	Biochemists and Biophysicists	Computer Hardware Engineers
Agricultural and Food Science Technicians	Biofuels/Biodiesel Technology and Product Development Managers	Computer Programmers
Agricultural Engineers and Technicians	Biological Science Teachers	Conservation Scientists
Anthropologists and Archeologists/Teachers	Biological Scientists, Technicians and Engineers	Cost Estimators
Architectural Drafters	Biostatisticians	Curators
Architectural and Engineering Managers/Teachers	Cartographers	Dietetic Technicians
Archivists	Chemical Engineers and Technicians	Dietitians and Nutritionists
Astronomers	Chemistry Teachers	Economists/Economics Teachers
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	Chemists	Education, Training, and Library Workers
Automotive Engineering Technicians and Engineers	Civil Drafters	Ergonomists
Biochemical Engineers	Civil Engineers	Electrical Drafters
	Computer and Information Research Scientists	Electrical Engineering Technicians
		Electrical Engineers
		Electronics Engineering Technicians and Technologists

Energy Engineers	Life, Physical, and Social Science Technicians	Park Naturalists
Engineers	Logistics Engineers	Petroleum Engineers
Engineering Teachers	Manufacturing Engineering Technologists	Photonics Engineers
Engineering Technicians	Manufacturing Engineers	Physical Scientists
Environmental Economists	Mapping Technicians	Physicists
Environmental Engineers	Marine Architects	Physics Teachers
Environmental Restoration Planners	Marine Engineers and Naval Architects	Product Safety Engineers
Environmental Scientists and Specialists	Market Research Analysts and Marketing Specialists	Psychologists
Epidemiologists	Materials Engineers and Scientists	Quality Control Analysts
Family and General Practitioners	Mathematicians	Remote Sensing Scientists and Technologists
Fire-Prevention and Protection Engineers	Mathematical Science Teachers	Robotics Engineers
Food Science Technicians	Mechanical Engineers	Software Developers
Fuel Cell Engineers and Technicians	Medical Scientists	Solar Energy Systems Engineers
Geneticists	Microbiologists	Statisticians
Geographers	Microsystems Engineers	Survey Researchers and Mapping Technicians
Geography Teachers	Mining and Geological Engineers	Technical Writers
Geoscientists	Molecular and Cellular Biologists	Transportation Engineers
Health and Safety Engineers	Museum Technicians and Conservators	Vocational Education Teachers
Health Specialties Teachers	Natural Sciences Managers	Water Resource Specialists
Hydrologists	Nuclear Engineers	Water/Wastewater Engineers
Industrial Ecologists	Nuclear Technicians	Wind Energy Engineers
Industrial Engineers		Zoologists and Wildlife Biologists

## RESOURCES

### Prediction Sheets

#### Air of the Wolf/Motor Away

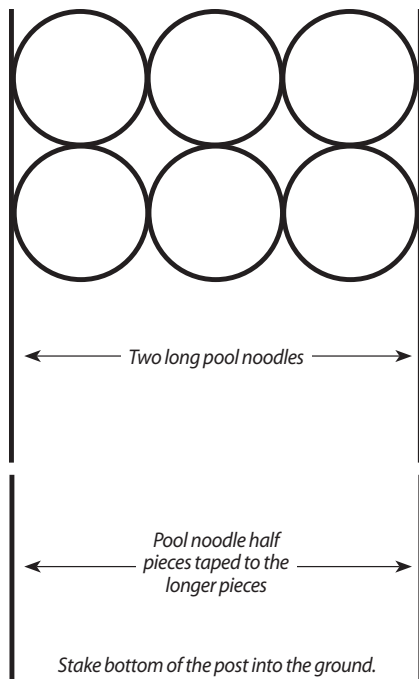
Airplane design	
Distance prediction	Actual distance
Design adjustment made	
Second distance prediction	Actual distance
More accurate <input type="checkbox"/>	Less accurate <input type="checkbox"/>

### Testing Static Electricity

Which of these objects will stick to a balloon or comb?  
Write down your prediction, and then write down what actually happened.

Object	Prediction	Result of Investigation
Tissue paper		
Aluminum foil		
Cardboard scrap		
Paper scrap		
Yarn or string		
Pompom		
Chenille stem		
Ribbon		
Cloth		
Foam		
Coin		





## Pool Noodle Launching Station for Paper Airplanes

### Materials Needed

- Nine pool noodles (Any size can be used, however all nine should be the same size. Use different colored noodles for the rings and the posts, if you like.)
- Duct tape
- Wooden or garden stakes

### Instructions

- Take six of the pool noodles and tape the ends of each one together to form six individual rings.
- Tape the rings together side by side and on top of one another as shown in the illustration. To provide stability, make sure to tape over the seams you created when making the individual rings.
- Tape two of the remaining noodles to the ring outsides.
- Cut the last noodle exactly in half, and use the two halves to make the posts.
- Drive the two stakes into the ground, and push the two posts onto the stakes to complete the launching station.

## Homemade Musical Instruments

### Bottle Organ

**Materials:** five matching plastic soft drink bottles, water

**Instructions:** Fill the bottles with different amounts of water. Blow across the top of each one to make sounds. You may have to practice a few times to learn how to produce a nice tone. Try to play a song on your bottle organ.

### Shoe-Box Guitar

**Materials:** Sturdy shoe box, 8–10 rubber bands of varying widths, pencil

**Instructions:** Cut a circular hole in the lid of the shoe box. Wrap the rubber bands around the box, with thicker ones at one end and thinner ones at the other end. Insert the pencil underneath all the rubber bands, perpendicular to the box and similar to the bridge on a guitar. Pluck the rubber bands with your fingers to make sounds.

## The Nova and Supernova Awards

There are seven Nova Awards for Cub Scouts. Each award covers one component of STEM—science, technology, engineering, or mathematics.

### Cub Scout Nova Awards

- 1-2-3 Go!
- Down and Dirty
- Nova WILD
- Out of This World
- Science Everywhere
- Swing!
- Tech Talk

For their first Nova award, Scouts earn the distinctive Nova award patch.

After that, a Scout can earn three more Nova awards, each one recognized with a separate pi ( $\pi$ ) pin-on device that attaches to the patch. The patch and the three devices represent each of the four STEM topics—science, technology, engineering, and mathematics.

The Supernova awards have more rigorous requirements than the Nova awards. The requirements and activities were designed to motivate youth and recognize more in-depth, advanced achievement in STEM-related activities.

Wolf and Bear Scouts may earn the Dr. Louis Alvarez Supernova Award.

Webelos Scouts may earn the Dr. Charles H. Townes Supernova Award.

For earning the Supernova Award, Scouts receive a medal and certificate.

All requirements may be found in the Nova Awards guidebooks available through local Scout shops—one for Cub Scouts, one for Boy Scouts, and one for Venturers. The requirements can be completed with a parent or an adult leader as the counselor (for the Nova awards) or mentor (for the Supernova awards). Each guidebook includes a section for the STEM Nova counselor and mentor.



# March Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR APRIL 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Aqua Cubs

**POINT OF THE SCOUT LAW:** Obedient

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Swimming Pool Song
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	BSA policies and procedures on aquatics
	Tips for pack activity	Cub Scout roundtable team or participants	Swimming tags and buddy system
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Tiger, Wolf, and Bear aquatic adventures reviewed
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Webelos/Arrow of Light aquatic adventure reviewed
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	All rank aquatic adventures reviewed Supporting dens with aquatic locations and pack activities
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Review aquatics safety section in <i>Guide to Safe Scouting</i>
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Review aquatic adventures for all ranks Supporting dens with aquatic locations and pack activities Review aquatics safety section in <i>Guide to Safe Scouting</i>
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Have the group perform the Cub Scout Water Safety Chant.

End on time			
After the Meeting	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Floats and Boats

**Wolf**—Spirit of the Water

**Bear**—Salmon Run

**Webelos/Arrow of Light**—Aquanaut

### Cub Scout Interest Topic: Aqua Cubs

Safety around water is extremely important for everyone. We have many opportunities in Scouting to help teach water safety and swimming skills to our families. The buddy system, buddy tags, and Safe Swim Defense are essential tools that we can use to keep our Scouts and their families safe around the water.

The BSA Safe Swim Defense guidelines strongly recommend that all Scouting units engaging in swimming activities of any kind “have at least one adult or older youth member currently trained in BSA Aquatics Supervision: Swimming and Water Rescue or BSA Lifeguard to assist in planning and conducting” the activities Leaders should complete the Safe Swim Defense training available at [my.scouting.org](http://my.scouting.org), carry their certification card (No. 34243), and agree to enforce the Safe Swim Defense plan. The plan applies to any place where Scouts may swim: at a beach, private or public pool, wilderness pond, stream, lake, or anywhere else.

The following information is specific to Cub Scout swimming activities:

- The buddy system is critically important, even in a public pool. Remember, even in a crowd, you are alone without protection if no one is attentive to your circumstances. At Cub Scouting events where parents participate with their children, parent and Cub Scout should be paired as buddies.
- At large water parks where several activity features are spread over a large area, unit leaders should base supervision on age. Den leaders should accompany Cub Scouts from area to area, serve as lookouts, and assemble everyone before moving en masse to the next feature. Although it may not be practical for the entire den to line up together for each activity, buddies should be in line together.
- In pool environments, stick to the rule that people swim only in water suited to their ability and with others of similar ability. Most public pools divide shallow and deep water, and this may be sufficient for defining appropriate swimming areas.

- Aquatics activities for dens often are held in backyards with swimming pools. Safe Swim Defense must apply. A certified lifeguard, though highly recommended, is not required. A qualified supervisor must be present. It is critical that the swimming activity be supervised by a conscientious adult who knowingly accepts the responsibility for the members involved in the activity.
- Free-flowing rivers are not recommended sites for Cub Scout swimming.

### Interest Topic Song

#### Swimming Pool Song (Tune—“Sailing, Sailing”)

Swimming, swimming in my swimming pool,  
When days are hot, when days are cold,  
in the swimming pool.  
Sidestroke, breaststroke, fancy diving too.  
I’ll bet you wish you never had  
anything else to do, but . . .

Sing the song seven times, each time replacing a phrase with one of the actions below.

- Swimming, swimming: Imitate swimming action.
- In my swimming pool: Trace outline of pool.
- Days are hot: Wipe hand across forehead.
- Sidestroke: Do the sidestroke.
- Breaststroke: Do the breaststroke.
- Fancy diving: Imitate diving action.

*Always end the song with the word “but,” and then repeat the action silently.*

### Tips for Pack Activity

Practice filling out swim tags and buddy up. Divide the floor into three sections, and assign Scouters to nonswimmers, beginners, and swimmers. Have them pretend to swim and yell “Buddy up.”

## **Closing: Cub Scout Water Safety Chant**

"S" is someone's watching,  
never swim alone.

"C" is check the rules,  
know where you can roam.

"O" is only buddies  
should go far from the shore.

"U" is know what you can do,  
don't do any more

"T" is tell a grown-up  
if someone's in need.

SCOUT shows safety.

Now you take the lead.

## **MARCH 2017 CUB SCOUT LEADER BREAKOUT SESSION**

### **Den Leaders**

Review individual rank requirements pertaining to swimming. Allow time for questions and answers to ensure all participants understand the requirements. Then have the group share ideas for activities that will include boys who do not swim.

### **Tiger Elective Adventure: Floats and Boats**

1. Identify five different types of boats.
2. Build a boat from recycled materials, and float it on the water.
3. With your den, say the SCOUT water safety chant.
4. Play the buddy game with your den.
5. Show that you can put on and fasten a life jacket the correct way.
6. Show how to safely help someone who needs assistance in the water, without having to enter the water yourself.
7. Show how to enter the water safely, blow your breath out under the water, and do prone glide.

### **Wolf Elective Adventure: Spirit of the Water**

1. Demonstrate how the water in your community can become polluted.
2. Explain one way that you can help conserve water in your home.
3. Explain to your den leader why swimming is good exercise.
4. Explain the safety rules that you need to follow before participating in swimming or boating.
5. Show how to do a reaching rescue.

6. Visit a local pool or public swimming area with your family or Wolf den. With qualified supervision, jump into water that is at least chest-high, and swim 25 feet or more.

### **Bear Elective Adventure: Salmon Run**

1. Explain the safety rules that you need to follow before participating in boating.
2. Identify the equipment needed when going boating.
3. Demonstrate correct rowing or paddling form. Explain how rowing and canoeing are good exercise.
4. Explain the importance of response personnel or lifeguards in a swimming area.
5. Show how to do both a reach rescue and a throw rescue.
6. Visit a local pool or swimming area with your den or family, and go swimming.
7. Demonstrate the front crawl swim stroke to your den or family.
8. Name the three swimming ability groups for the Boy Scouts of America.
9. Attempt to earn the BSA beginner swim classification.

### **Webelos Leaders**

Review individual rank requirements pertaining to swimming. Allow time for questions and answers to ensure all participants understand the requirements.

### **Webelos/AOL Elective Adventure: Aquanaut**

Complete 1–5 and any two from 6–10.

1. State the safety precautions you need to take before doing any water activity.
2. Recognize the purpose and the three classifications of swimming ability groups in Scouting.
3. Discuss the importance of learning the skills you need to know before going boating.
4. Explain the meaning of "order of rescue" and demonstrate the reach and throw rescue techniques from land.
5. Attempt the BSA swimmer test.
6. Demonstrate the precautions you must take before attempting to dive headfirst into the water, and attempt a front surface dive.
7. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or elementary backstroke.
8. Invite a member or former member of a lifeguard team, rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had.

9. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Show how the life jacket helps keep your head above water by swimming 25 feet. Get out of the water, remove the life jacket, and hang it where it will dry.
  10. If you are a qualified swimmer, select a paddle of the proper size, and paddle a canoe with an adult's supervision.
- Review individual rank requirements pertaining to swimming. Allow time for questions and answers to ensure all participants understand the requirements.
  - Have the group share ideas for water activities that will include boys who do not swim.
  - Do council and district events provide opportunities for units to participate in water activities? Discuss ways to support dens with aquatic locations and pack activities.

### **Cubmasters**

Review the requirements for all the rank adventures above. Make a list of local swimming areas for Cub Scouts to visit, including camps, but also discuss how they might have swimming outside of camp activities. Review all BSA swimming policies regarding training, tour plans, etc., and any additional policies at the local council or district level.

### **Pack Committee Members**

Safety is of paramount importance at any BSA water activity. During the annual pack planning meeting, leadership should address all proposed water activities to be certain all required trainings will be completed before each event, that all boys will have the opportunity to participate in some manner, and that BSA policies are understood and followed.

- Refer leaders to the most current BSA policies in the *Guide to Safe Scouting* regarding any water activities.
- Review the training requirements before a water activity can be executed. (Safe Swim Defense training, etc.)
- Review administrative paperwork needs (tour and activity plans, permission slips, etc.)
- Review any policies specific to the local council regarding water activities.

## **MARCH 2017 CUB SCOUT LEADER COMBINED SESSION**

Safety is of paramount importance at any BSA water activity. During the annual pack planning meeting, leadership should address all proposed water activities to be certain all required trainings will be completed before each event, that all boys will have the opportunity to participate in some manner, and that BSA policies are understood and followed.

- Refer leaders to the most current BSA policies in the *Guide to Safe Scouting* regarding any water activities.
- Review the training requirements before a water activity can be executed. (Safe Swim Defense training, etc.)
- Review administrative paperwork needs (tour and activity plans, permission slips, etc.)
- Review any policies specific to the local council regarding water activities.
- Review the pack's buddy tag system and ensure that the necessary supplies are available to all units.

## **RESOURCES**

- Aquatics Safety, [www.scouting.org/HealthandSafety/GSS/gss02.aspx](http://www.scouting.org/HealthandSafety/GSS/gss02.aspx)
- *Aquatics Supervision*, No. 34346
- Safe Swim Defense, [www.scouting.org/OutdoorProgram/Aquatics/safe-swim.aspx](http://www.scouting.org/OutdoorProgram/Aquatics/safe-swim.aspx)
- Safe Swim Defense Pocket Certificate, No. 34243
- Safety Afloat, [www.scouting.org/HealthandSafety/Aquatics/safety-afloat.aspx](http://www.scouting.org/HealthandSafety/Aquatics/safety-afloat.aspx)

# April Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR MAY 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Cub Scout Hiking **POINT OF THE SCOUT LAW:** Clean

Cub Scout Roundtable—60-Minute Format			
Time Allotted	Activity	Assigned to	Content
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Cub Scout Outdoor Knowledge
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Adventures that include hiking Outdoor Code and Leave No Trace Principles for Kids Cub Scout hiking tips
	Tips for pack activity	Cub Scout roundtable team or participants	Where to hike in your area
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Tiger, Wolf, and Bear hiking distances Outdoor Code Cub Scout Six Essentials Being prepared to hike Cub Scout hiking tips
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Webelos hiking distance Hiking first-aid kit Nutritious lunch for the hike Leadership roles on the hike Service projects while hiking Cub Scout hiking tips
20 minutes	Cubmasters 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Supporting den leaders and Scouts in hiking Outdoor Code Leave No Trace Principles for Kids Cub Scout hiking tips
20 minutes	Pack committee members 1. Position/unit-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Supporting den leaders and Scouts in hiking Ideas on where to hike Helping arrange transportation tour and activity plan, No. 680-014 activity consent form, No. 680-673 Cub Scout hiking tips

<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Proper equipment for hiking What to do if lost in the woods Buddy system How to get the most out of a hike Service projects while hiking Cub Scout hiking tips
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Review answers for the opening activity Recite the Outdoor Code
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Backyard Jungle

**Wolf**—Paws on the Path

**Bear**—Fur, Feathers, and Ferns

**Webelos**—Webelos Walkabout

## Cub Scout Hiking

Being outdoors is an essential part of the Scouting program. Each level of the program provides fun opportunities for hiking.

In Cub Scouting, Tigers start with a 1-foot hike. Wolf and Bear Scouts go on a 1-mile hike and learn about the Cub Scout Six Essentials. Webelos go on a 3-mile hike and are asked to recite the Outdoor Code and Leave No Trace Principles for Kids.

Make sure that you are familiar with the area where you will be hiking and that everyone is prepared. Abide by the Outdoor Code and Leave No Trace Principles for Kids.

### Interest Topic Game:

#### Cub Scout Outdoor Knowledge

As participants enter the room, hand everyone a piece of paper with three column items across the top: Cub Scout Six Essentials, Outdoor Code, and LNT Principles for Kids. Ask them to write down the elements of each item as completely as they can, and to keep the papers for review during the closing. (See resources for the correct answers.)

## RESOURCES

### Cub Scout Six Essentials

First-aid kit

Flashlight

Filled water bottle

Trail food

Sun protection

Whistle

### Outdoor Code

As an American, I will do my best to—

Be clean in my outdoor manners

Be careful with fire,

Be considerate in the outdoors, and

Be conservation minded.

### Leave No Trace Principles for Kids

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.

## Tips for Pack Activity

- Have participants brainstorm about where dens and packs can hike in your area.
- Determine which hiking trails are accessible to Scouts with special needs.

## Closing

- Review the Cub Scout Outdoor Knowledge quiz from the opening. Recognize those who gave the most complete answers.
- Ask the group to show the Scout sign, and recite the Outdoor Code together.

## APRIL 2017 CUB SCOUT LEADER BREAKOUT SESSION

### Den Leaders

*Ask: What are some things leaders can do to ensure that they and their Cub Scouts will be prepared for a hike, physically and mentally? After a few participants have answered, review the following:*

### Hiking Distances

Hiking can be a very rewarding physical activity. The hikes planned for Tigers, Wolves, Bears, and Webelos Scouts in the rank handbooks are each designed for the skill and ability levels of their age groups, starting with the hiking distance. Tigers hike the distance of 1 foot, and Wolf and Bear Scouts hike for 1 mile. We all know that Tigers can hike much farther than a single foot, but to stir some enthusiasm for hiking in these young Scouts, we start them off with the world's shortest hike in the Backyard Jungle adventure. Then they go on a short hike with their den or family in the Tigers in the Wild adventure.

The key to each of the Cub Scout hikes is for leaders to embrace the pace that the boys themselves set. Encourage their interest in what they see around them, and allow them to explore with frequent stops and snacks. If hiking were treated as a must-do or a workout to complete a requirement, their enthusiasm would drop immediately.

### Who's Hiking?

It is important to know who will be attending the hike. Is it a den-only activity or is it meant to include families?

### Equipment for the Hike

Short day hikes do not require much in the way of equipment. However, there are some basics that need to be addressed. The Cub Scout Six Essentials list is a great place to start in getting the boys ready to go. Pages 97-98 of the *Wolf Handbook* provide a good breakdown of these essentials.

- First-aid kit. Include a few adhesive bandages, some moleskin (a sticky bandage that you can put over a blister to keep it from getting worse or rubbing), and soap or hand-sanitizing gel.

- Flashlight. Check your batteries to make sure they have plenty of juice. Your flashlight will be used only in an emergency, so save the batteries for times when you really need them!
- Filled water bottle. The boys should bring enough water to drink through the whole hike and back. Everyone should make sure their bottles are full when starting out! It is not safe to drink water you find along the trail. Den leaders should help decide how much water to bring.
- Trail food. Trail mix or a granola bar will provide quick energy when you need it.
- Sun protection. Sunscreen should be SPF 30 or greater. A hat is good to have, too!
- Whistle. It's only for emergencies, but a whistle will last longer than your voice.
- Other Equipment. Proper fitting shoes or boots will also be needed as well as the proper clothing for the weather. You may also want to pack an extra pair of socks in case your feet get wet or it rains. A rain poncho, waterproof jacket, or even a large plastic garbage bag with holes cut out for your head and arms will keep you dry if it rains.

### Hiking Rules

Review the basic hiking rules, emphasizing that all items should be discussed in the weeks prior to the hike and right before the hike begins.

- One adult should be in the front and one in the back, with slower hikers toward the front.
- Always use the buddy system.
- If you are trail-hiking, always stay on the trail.
- Keep with the den.
- Be courteous to other hikers.

### Outdoor Code and Leave No Trace Principles for Kids

Learning both of these is a great activity for the boys to do at a den meeting before the hike. As a leader, you can use teaching opportunities during the hike to help reinforce the ideals in the code and principles. Reinforcing "Trash Your Trash" ties into the "Clean" point of the Scout Law.

### Emphasizing Fun

Enjoy every moment of hiking with Cub Scouts. Explore their sense of wonder and curiosity. Try some of these fun hike ideas:

- Select a topic—trees, for example. Encourage the Scouts to look for five different trees and help educate them on the types of trees found. Once they have found five trees, stop the hike and have everyone give each other a high five. Then move on to another topic, such as animals, colors, or sounds.



- Choose a letter of the alphabet, and have the boys look for things along the hike that start with that letter.
- If your den likes to sing, then sing!
- Share with the den leaders a list of hiking and outdoor resources that are specific to your area. These may include:
  - Members of a local hiking club
  - Search-and-rescue team members
  - Boy Scouts from local troops
  - Parks and recreation departments
- Hiking trail maps
- U.S. Forest Service
- Arbor Day Foundation

### Webelos Leaders

Review the requirements in the Webelos Walkabout adventure.

Do all of these:

1. Create a hike plan.
2. Assemble a hiking first-aid kit.
3. Describe and identify from photos any poisonous plants and dangerous animals you might encounter on your hike.
4. Before your hike, plan and prepare a nutritious lunch. Enjoy it on your hike, and clean up afterward.
5. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them on your Webelos adventures.
6. With your Webelos den or with a family member, hike 3 miles (in the country, if possible).
7. Complete a service project on or near the hike location.
8. Perform one of the following leadership roles during your hike: trail leader, first-aid leader, lunch leader, or service project leader.

Webelos Scouts and Arrow of Light Scouts have many chances for hiking and developing leadership skills during the activity. A simple service project performed during a hike may give them a sense of ownership of the outdoors and how they can help keep it beautiful for those who come behind.

As leaders, it is important to spend time before the hike preparing everyone—the Scouts, but also yourselves—physically and mentally. You should also know who will be attending the hike: only the Scouts and adult leaders, or will families also be going?

### Outdoor Essentials

Extra clothing	Pocketknife
First-aid kit	Rain gear
Flashlight	Sun protection
Map and compass	Trail food
Matches and fire starters	Water bottle

**Other equipment.** Review with the Webelos leaders proper fitting shoes or boots (see page 113 of the *Webelos Handbook*) and proper clothing for the weather and possible weather changes. A whistle isn't on the Scout Basic Essentials list, but it might be appropriate to bring on a hike. You might also want insect repellent.

### Outdoor Code and Leave No Trace Principles for Kids

Ask participants to share ideas about reinforcing the code and principles (see den leaders session) with Webelos Scouts while on a hike.

### How to Hike

Review this information from page 114 of the *Webelos Handbook*:

Here are some things that make hiking easy and fun:

- Look around. Unless the trail is rocky or uneven, stop looking at your feet and start looking at the world around you. Spread out on the trail so you can see more than your buddy's back.
- Take breaks. Plan to stop for 10 minutes after every 30 minutes of hiking. Stretch your muscles and study the world around you. Make sure everyone gets to rest. If possible, take breaks after you climb big hills—not before—so the hiking will be easy when you start up again.
- Stay on the trail. Don't go around muddy spots or take shortcuts. That makes trails wider and damages the environment.
- Walk in single file. If you're hiking along a road, stay in single file on the left side. Wear white or reflective clothing or carry a flashlight.
- Respect other hikers. Don't be too noisy. If you meet other people, give them the right of way, especially if they are going uphill or are on horseback.

Then review the leadership opportunities from page 116.

- Trail leader: Responsible for calling breaks, following the map, setting a comfortable pace, and pointing out hazards to other hikers
- First-aid leader: Responsible for carrying the first-aid kit (or assigning someone else to carry it) and helping to give first aid if needed

- Lunch leader: Responsible for assigning Scouts to carry food, identifying a lunch spot, and supervising cleanup
- Service project leader: Responsible for helping with service project assignments and carrying tools and other supplies

Share with the group the list of hiking and outdoor resources at the end of the den leaders' session.

### Cubmasters

Open a dialogue with the group by asking the question, "How can a Cubmaster assist a den or the pack with a hiking activity?" Answers might include:

- Offer to attend the hike with the den.
- Offer to find and share contact information of local stores that sell hiking equipment to arrange a demonstration of simple day-hiking equipment.
- Making sure the pack follows the ideals in the Outdoor Code as well as the Leave No Trace Principles for Kids.
- Set a great leadership example in being prepared for a hike, and being a good hiker.
- Confirm with the leaders that someone has recently hiked the same route and that the area is in safe condition.

Share with the group the list of hiking and outdoor resources at the end of the den leaders' session.

### Pack Committee Members

A pack committee plays an important role in BSA activities. The organization has many policies in place to keep its members, both youth and adults, safe and enjoying the program they love.

Many things need to be done prior to a hiking activity. These may include

- Provide the pack or dens with ideas of where to hike.
- Help to arrange transportation.
- Complete tour and activity plans.
- Make sure permission slips and health forms are on file.
- Ensure leaders have weather hazard training.
- Ensure BSA leadership policies are followed and that all leaders going on the hike are aware of them.
- Confirm with the leaders that someone has recently hiked the same route and that the area is in safe condition.

Discuss any additional requirements or information that your local district or council may require for hiking activities.

Share with the group the list of hiking and outdoor resources at the end of the den leaders' session.

## APRIL 2017 CUB SCOUT LEADER COMBINED SESSION

Discuss topics that relate to hiking at all levels of Cub Scouting. Point out that the basics of hiking are the same for each of the Cub Scout age groups. However, as the Cub Scout grows in age and maturity, more challenges exist—longer distances, possible rougher terrain, etc.

Have the group share ideas about similarities and differences in what should be prepared for a den or pack hike. Make sure that these items are covered:

- The need for proper hiking equipment (e.g., proper fitting shoes, appropriate clothing for the weather)
- The buddy system in Scouting and what Cub Scouts should be taught to do if they become lost in the woods
- The Outdoor Code and Leave No Trace Principles for Kids, and the importance of abiding by them while hiking
- How Scouts and leaders can get the most out of their hike: Stop, look, and listen. What do you see? What do you hear?
- Simple service projects that can be performed during a hike—cleaning up areas or planting trees
- Documents and forms that must be in place prior to going on a hike: tour and activity plans, the *Guide to Safe Scouting*, a list of emergency numbers, health forms, etc.
- Hiking when you have Scouts with special needs
- Any additional requirements in your local district or council

Share with the group a list of hiking and outdoor resources that are specific to your area. These may include

- Members of a local hiking club
- Search-and-rescue team members
- Boy Scouts from local troops
- Parks and recreation departments
- Hiking trail maps
- U.S. Forest Service
- Arbor Day Foundation

# May Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR JUNE 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Cub Scout Camping      **POINT OF THE SCOUT LAW:** Helpful

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Cub Scout Six Essentials
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Defining Cub Scout camping
	Tips for pack activity	Cub Scout roundtable team or participants	Cub Scout Camping BSA informational links
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Camping's best practices
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings
1 minute	Closing	Cub Scout roundtable team or participants	Favorite camping memory Outdoor Code
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Wolf**—Call of the Wild

**Bear**—Bear Necessities

**Webelos/Arrow of Light**—Camper, Castaway

### Cub Scout Camping

This Cub Scout interest topic will share the BSA policies regarding Cub Scout camping. You will also have the opportunity to showcase your district and council Cub Scout camping activities as well as places to camp. You may wish to establish a show-and-tell area with handouts about various camping activities specific to your area.

Takeaways for this session should be an understanding of what an age-appropriate Cub Scout camping activity is, what activities are offered by your council and district, what personal and unit equipment needs may exist, and leader training needs to be completed prior to Cub Scout camping.

### Interest Topic Game: Cub Scout Six (Based on Kim's Game)

Materials: Small stack of index cards or blank paper; pencils or pens; 10 to 15 small outdoor items that include the Cub Scout Six Essentials: First-aid kit, filled water bottle, flashlight, trail food, sun protection, and whistle.

Have a display of the six essentials plus five or six randomly arranged items that are NOT essentials. Ask participants to name the actual six essentials in the display. You may award a prize to those who answer correctly.

### Tips for Pack Activity

The roundtable commissioner will share the BSA camping links provided below. Have printed samples of each website's content for review, or handouts on those general topics.

#### Age-Appropriate Guidelines for Scouting Activities

[www.scouting.org/filestore/pdf/34416\\_Insert\\_Web.pdf](http://www.scouting.org/filestore/pdf/34416_Insert_Web.pdf)

#### Cub Scout Outdoor Activity Award

[www.scouting.org/Home/CubScouts/Leaders/Awards/CSOutdoorActivityAward.aspx](http://www.scouting.org/Home/CubScouts/Leaders/Awards/CSOutdoorActivityAward.aspx)

#### Cub Scout Camping

[www.scouting.org/CubScouts/Activities/Adults/camping.aspx](http://www.scouting.org/CubScouts/Activities/Adults/camping.aspx)

#### Tour and Activity Plan FAQs

[www.scouting.org/HealthandSafety/TourPlanFAQ.aspx](http://www.scouting.org/HealthandSafety/TourPlanFAQ.aspx)

You may also choose to share the following information from your local council or district:

- Council or district calendar with camping dates indicated (day or twilight camps, resident, district, etc.)
- Training dates for BALOO

- List/maps of your council-approved camping sites
- Specific information for units about how your council approves a camping site for BSA camping

### Closing

Have each person share a favorite memory about a Cub Scout camping activity. Then recite the Outdoor Code together:

*As an American, I will do my best to—*

*Be clean in my outdoor manners.*

*Be careful with fire.*

*Be considerate in the outdoors.*

*Be conservation minded.*

## MAY 2017 CUB SCOUT LEADER COMBINED SESSION

Cub Scout camping offers many learning opportunities for leadership, skill development, meeting new challenges, and family and peer bonding—as well as the chance to reinforce the ideals contained in the Scout Oath and Law. Camping is fun and can be very successful provided the units follow the policies given by the Boy Scouts of America. It is important that all units have leaders who are aware of the policies and have strong camping skills to keep the Scouts safe and having fun.

The adventures that touch on camping for Cub Scouts are

**Wolf**—Call of the Wild

**Bear**—Bear Necessities

**Webelos/Arrow of Light**—Camper, Castaway

With the group:

- Review the BSA rules regarding Cub Scout camping. Also share any specific council or district requirements your area may have.
- Discuss what BALOO training is and the requirement for a BALOO-trained leader, and share some specifics of what that training will equip the leader to do.
- Review Tour and Activity Plan requirements.
- The BSA has definite rules regarding what activities may be offered as Cub Scout camping activities. The following are the camping opportunities available for Cub Scouts:

### Day or Twilight Camps

Day camp lasts for one day to five days. It's for Tigers, Wolves, Bears, and Webelos Scouts. Day camps are held during the day or early evening. Campers do not stay overnight.

## Council Resident Camps

A council resident camp is an activity offering multiple nights of camping. Generally these are three-day, two-night events, but each council may vary the length. Every year, the resident camp has a different theme and different adventures. These camps are to be directed by council-approved, nationally certified volunteers with the help of council personnel. This is a great chance for a Cub Scout to experience an overnight campout as well as a stepping stone in preparation for Boy Scout summer camp in the future.

## Webelos Den Overnight Campouts

Webelos dens go on overnight campouts. Each Webelos Scout camps with his parent or guardian. The campers learn the basics of Boy Scout camping under the direction of the Webelos den leader. Sometimes, leaders from a Boy Scout troop may join you. A Webelos den leader who has completed Cub Scout leader position-specific training and Outdoor Leader Skills for Webelos Leaders is trained to take his or her Scouts camping as a den. Webelos dens also have joint overnight campouts with a Boy Scout troop. Each Webelos Scout also has a parent or guardian with him on these joint campouts.

## Pack Camping

Packs on their own can hold overnight campouts for the families in the pack. Cub Scouts' brothers and sisters can go on these pack overnights. In most cases, each Scout will camp with a parent or guardian. Every young camper is responsible to a specific adult. Each family will probably furnish their own camping equipment, and depending on the decision of the pack may need to furnish and cook their own meals.

## Council or District Family Camping Activities

Family camps are overnight camps for more than one Cub Scout pack. You may hear these events called "parent-pal weekends" or "adventure weekends." Each Cub Scout camps with a parent or guardian.

- Display any informational fliers and/or event promotion for Cub Scout camping opportunities in your area, as well as any council online registration information you have available.
- Share some camping best practices.

## Camping Best Practices

This portion of the meeting is a great time to showcase camping equipment from local outfitters and/or sporting goods stores with assistance, if desired, from local Boy Scout troops. Multiple styles of tents and cooking equipment may be shown and demonstrated.

Allow time for a roundtable discussion of best practices for camping with one or two ideas for each of the following topics. (Much of this information is included in BALOO training.)

- Site selection and camp layout
- Properly pitching a tent using a ground cloth and a rain fly
- Arranging tents with a large group
- Setting up a group cooking area and/or individual cooking areas
- Hygiene and cleanup
- Program/activities during the campout
- Campsite rules—at the site and within the pack

## Campsite Layout

Going camping with a group can create some challenges, but some precamp planning can help you avoid most of the potential problems.

Even in commercial campgrounds, you usually have some flexibility in how to lay out your campsite. Making everything as kid-safe and kid-friendly as possible is your first step to ensuring a safe and enjoyable camping trip for everyone.

Your site will probably have the following distinct areas:

- Sleeping (tents)
- Eating (picnic or camp table)
- Campfire
- Camp kitchen (designated cooking area)
- Hand-washing station
- First-aid area
- Gathering (probably the same as the campfire or eating area)
- Entrance/exit to campsite

It is always a good idea for someone from your unit to visit the proposed camping area for planning purposes, and to make a second visit just a few days before the scheduled campout. The second visit will alert you to any changes in the site that may have been brought about by weather or some other unforeseen issue.

When thinking of layout, you should focus first on where most of the activity will be—usually the campfire and table areas—and then look at the traffic patterns that link them with the rest of the campsite areas: sleeping, cooking, campsite entrance(s), etc. Next consider the Cub Scouts' traffic patterns from their tents to the food, to the campfire, running in and out of the campsite, getting drinks, and so on. This will give you a good idea of how to lay out your campsite to avoid potential hazards (e.g., a hot camping stove, repeated forays into the food coolers, or, even worse, tripping through the campfire while playing. This shouldn't require any major or inconvenient reorganization.

Sometimes just moving something like the campfire, tables, and tents a few feet one way or the other can make a huge difference in the flow of traffic through camp. Perhaps place the coolers at the edge of the cooking area instead of right next to the grill or stove. Or angle the table so that the campfire is off the end of it instead of broadside to it.

The campfire and eating area will be major gathering points in your campsite. Cub Scouts should not have to trample around the tents or through the cooking area to get to them. (A separate drinks-only cooler by the table or campfire will reduce traffic to the storage or cooking areas.). If there are water stations near your site, establish your drink stations close to them to make carrying water easier.

Most of the heavy, potentially hazardous equipment will be in the cooking area, so save your back by setting up your camp kitchen and food coolers close to the entrance and vehicles, but within the perimeter of your campsite. This will shorten the distance the gear has to be carried and reduce the chance of Cub Scout traffic through the area which will also be your spot for “gray-water” disposal and major trash collection.

In the planning phase, you will also decide what type of cooking to do (charcoal, propane camp stoves, etc.) as well as what to cook. Very large groups may wish to have multiple cooking areas. Deciding these details ahead of time will help determine the size and layout of your camp kitchen and keep the cooking and cleanup safe and easier for everyone.

BALOO training and Leave No Trace principles reinforce the importance of hygiene, cleanup, and leaving the site in the best condition possible. Plan for trash and waste to be removed after each meal to a secure area. Dispose of wash water correctly—do not dump it in nearby streams, rivers, or lakes.

Unless wind direction makes it unworkable, the openings of the tents should face the campfire from a safe distance. This allows Cub Scouts to finish their day and start a new one with a view of what some consider the best part of camping—the campfire. It will also give younger campers a feeling of security: They can see camp activity when they look out of their tent, instead of woods or brush. Check the area above the tents to make sure there are no dead or precarious branches that may be dislodged during strong winds. Look at the lay of the land to be sure the tents are not being pitched in a place that would allow water to either collect or run through a tent in the event of rain. A properly folded ground cloth with the extra amount tucked under the tent, and a taut rain fly to prevent condensation inside will ensure that everyone stays comfortable throughout the campout. As you are planning, keep in mind the estimated number and sizes of the tents you will have. The need for a proper layout with room for extra tents will be a strong factor in your choice of campsite. Obviously,

a pack camping with 25 tents needs a much larger site than a Webelos Scout den with six or eight tents.

Mark all tent or tarp guy lines for visibility. A strip of white paper towel or a small square of foil, tied about a foot above ground, makes guy lines easy to spot and less of a tripping hazard. Small foil flags will even reflect moon or campfire light at night. Reflective tape flags work well too. Mark any hole or deep depression in the ground with an upright pole—also flagged with a white paper towel or other visible material.

Rope off any hazardous spots such as poison ivy or oak, briar patches, wood chopping areas, etc., again flagging the ropes. Keep a clear campfire area with at least 6 feet—10 feet is better—of cleared ground around it, and make sure there are no low-hanging tree branches over the fire. You should also have a filled bulk-water container near the campfire, such as a 5-gallon bucket.

The first-aid area should be well marked and as centrally located as possible. If you have an extremely large group camping, consider having multiple first-aid areas located around the camp. At night, consider leaving a low-burning lantern at the first-aid station as well as the latrines to make them easier to find.

### **At the Campground**

Upon arrival at camp, involve the Cub Scouts in picking tent sites, pitching the tents, setting up the cooking area, carrying gear, etc. Draw up a duty roster so everyone knows who is responsible for cooking, washing dishes, keeping the campsite clean, and other chores. Establish camp rules. Walk the boundaries of your campsite with the boys so everyone knows where they’re allowed to go and what places are off-limits. Use the buddy system to make sure they never wander off alone, and make sure they know they always have to tell an adult if they’re going somewhere out of eyesight.

Also make sure that everyone understands the rules of the site you are using. Establish ground rules regarding electronic devices. The easiest solution is to leave the gadgets at home. After all, you’re there to enjoy the outdoors. If that seems too severe, perhaps you can restrict access to one hour a day before dinner, or better yet after KP (kitchen patrol) is done. If you do bring the devices, consider educational opportunities such as an app that identifies constellations or plants, birds, and animals native to your location.

Finally, be flexible when camping with Cub Scouts. Odds are, your outing isn’t going to go exactly the way you planned it. Maybe someone in your group just isn’t good at getting going in the morning, or an afternoon rainstorm disrupts your plans. Roll with it. Nature is often unpredictable. The point is not to stress out about putting a checkmark next to every single thing on your wish list, but to

enjoy being outdoors with the Scouts. If you're not enjoying the experience, it will be hard for them to.

- Share some camping activities with the group.
  - Once everything is set up, it's time to start the activities you have planned. Hiking, fishing, bike riding if your campground allows, even just exploring the surroundings, are all great ways for Cub Scouts to get out and enjoy nature. If someone likes to take photos, have them record their finds with a camera. Many national parks offer Junior Ranger programs that give young people the chance to take part in educational programs and activities. Keep in mind, when planning activities, to be inclusive of any special needs within your group.
  - It's always good to have a plan B in case rain or thunderstorms disrupt your planned activities. You might be totally content to spend long afternoons in a camp chair with a good book, but Cub Scouts will probably need more stimulation. Tuck away a Frisbee, a deck of cards, and a board game or two for the downtime.
  - Scavenger hunts provide a wealth of opportunities for active fun. A well thought-out hunt offers ways to teach the boys a few things about the outdoors. Coming up with ideas on what to search for isn't too difficult; all you really need to do is look around you. Have the Scouts search for common outdoor objects that won't be difficult or frustrating to find. Of course, safety and supervision are of utmost importance: Assign adults to each small group of boys, and maintain two-deep leadership and the buddy system. The job of the adults will be to provide guidance, give a hint or two, and keep watch over the boys.
  - Remember, the scavenger hunt objects don't have to be "found" items. Experiential lists can be just as fun. Here are two examples:

**Scavenger Hunt 1** (items in a deciduous forest, where leaves fall off every year): An oak leaf, an acorn, a dandelion, a pinecone, raccoon tracks, deer tracks, a piece of pine bark, a "helicopter" maple seed, and one human trash item that can be brought back for recycling.

**Scavenger Hunt 2:** Catch a fish (pan fish are typically easiest), skip a rock, hang from a low tree branch (for the younger Scouts, tippy-toes count), hike to the top of a hill, see a squirrel, hear a birdsong, and cross a creek bed without getting wet feet.

## RESOURCES

Make a list of items that would most likely be found in the area where you are camping. Below are some suggestions. You will need to select items that are age-appropriate. Be creative. This activity is a lot of fun for everyone.

Wild flowers	Rocks with many colors
Dead tree	Different shades of green or brown
Pinecone	Dew on a flower or leaf
Berries	Fungus on a tree
Vine	Signs of the next season coming
Poison ivy	Animal tracks
Stream or creek	Worm
Blade of grass	Caterpillar
Clover leaf	Squirrel
Moss	Bird
Pine tree	Ant
Seeds or seed pod	Butterfly or moth
Eroded soil	Snail
Smooth/shiny rock	Beetle
Mud	Feather
Grain of sand	Lizard
Fern	Ladybug
Y-shaped twig	Spider web
Trash	Bird's nest
Pine needles	Insects on a tree
Acorn or other nuts	Deer tracks
Tree with blossoms	Animal hole in the ground
Hole in a tree	Deer
Ponded area in a creek	Frog
Dark or light green leaf	Leaf with insect holes
Small pebble	Evidence of the presence of animals
Unusual shaped leaf	Evidence of the presence of people

**Listen to:**

Leaves under your feet  
Wind in the trees  
Sound of a bee  
Birds singing  
Cricket  
Water running in a creek  
Noises in the woods

**Feel:**

Tree bark  
Prickly plant  
Wet mud  
Rotten wood  
Wind blowing on face  
Texture of various rocks

**Smell:**

Pine tree  
Flower  
Mud  
Green grass  
Fresh air  
Cedar tree

**Watch:**

Animals eating  
Leaf falling to the ground  
Spider web with insect  
Ant moving something  
Wind blowing the leaves  
Fish jumping  
Clouds going by  
For something funny  
For something unusual  
Sunlight coming through trees  
Sunrise or sunset  
Stars in the sky  
Lightning bugs  
Reflection in the water  
Trail markers  
Animal homes or shelters  
Trail markers  
Animal homes or shelters

**Persons Who Might Help With This Roundtable Session**

- Local district executive, camping chairman, etc.
- Local outdoor or camping store employee for an equipment display
- Boy Scout with Camping merit badge
- BALOO staff trainer



# June Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR JULY 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Campfire Etiquette **POINT OF THE SCOUT LAW:** Kind

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Skit—local favorite
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	Campfire safety and planning Campfire presentation materials
	Tips for pack activity	Cub Scout roundtable team or participants	Reviewing campfire etiquette Campfire challenges
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Local fire regulations Safe lighting and extinguishing of a campfire Safety for participants How to plan a campfire Acceptable campfire presentation material Hands-on activities
<b>Questions/answers, announcements, and closing</b>			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings
1 minute	Closing	Cub Scout roundtable team or participants	Cubmaster's Minute Patriotic song
<b>End on time</b>			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Tiger Theater

**Wolf**—Call of the Wild

**Bear**—Bear Necessities, Grin and Bear It, Roaring Laughter

### Campfire Etiquette

Campfires are fun and a wonderful part of camping tradition. It is a chance for the Cub Scout to learn and experience public speaking, acting, being part of a group, and using their imagination to create skits, songs, and jokes. It is also a chance for them to understand that kindness is important when developing material, and that bullying and hazing are not to be tolerated.

### Interest Topic Skit

Have the group perform a short skit or song that is a local favorite. An artificial fire can be lit or, if your facility allows, an outdoor meeting can be held with a real fire.

### Tips for Pack Activity

Lead a discussion to find solutions for the following challenges that might occur when conducting a campfire:

#### What do you do if someone presents an inappropriate skit or song?

*Possible answer: The emcee steps up and thanks the performers, then calls up the next group. An explanation can be given later about why they were escorted off the stage. Do not humiliate or criticize anyone in front of the group.*

#### What if there is a fire ban where we wanted to have our campfire?

*Be sure and check before you go, and remember that a campfire program does not need actual flames to be a fun and memorable activity.*

#### It's raining. What do we do?

*Is there an indoor area, or a large dining fly that can be used for cover?*

#### Our unit is not allowed to camp, or many of our Cub Scouts leave an event before time for a campfire.

Hold your campfire activity before breakfast or right after lunch to allow those Scouts who cannot stay overnight to participate in the fun.

### Closing

Sing a patriotic song while the campfire (real or artificial) is being extinguished, or use a Cubmaster minute such as the following:

*Our Scout Law point this month is Kind. Let me share with you what the Boy Scouts of America says about that word. A Scout is Kind. A Scout knows there is strength in being gentle. He treats others as he wants to be treated. Without good reason, he does not harm or kill any living thing.*

Remember this point when you are planning your campfire material: We would never want laughter to cover up the hurt we inflict on someone by not being kind.

## JUNE 2017 CUB SCOUT LEADER COMBINED SESSION

This topic should be presented to all pack leaders as a group instead of breakout sessions. The guidelines for campfire etiquette are the same for all ages of Scouting.

This topic may be presented in two segments:

### I. Fire Etiquette and Safety

In the United States, nine out of 10 forest, grass, and brush fires—all known as wildfires—are caused by people being careless. Following these helpful campfire tips can help prevent forest fires:

#### Reinforcing Leave No Trace Principles in Campfire Programs

**Know Before You Go** should be followed when conducting a pack campfire program. Research your local county and state fire restrictions. If there are fire bans—meaning no open flames—an artificial fire can be used.

**Trash Your Trash**—Pack it in, pack it out. It is your responsibility to pack out everything that you packed in.

**Be Careful With Fire**—Only build fires in designated fire rings. These pits should be on gravel or dirt, never on grass. Always have someone keep an eye on your fire until it is out.

#### Campfire Safety

Campfires can be very dangerous if safety rules are not followed. Below are some tips to ensure that this favorite camping tradition is safe and fun for all!

- Clear the area of any dry leaves and sticks, and make sure that vehicles, clothing, camping gear, and other flammable items are placed at a considerable distance from the fire.
- Check the weather forecast. Even a small amount of wind can blow burning debris or sparks onto a flammable surface or YOU!
- Never cut live trees or branches for the fire.
- Only wood should be placed in the campfire pit area. Never place in the fire pit:
  - Containers that have had chemicals in them (creating dangerous gases)
  - Items with glass (Glass does not burn. It heats up and explodes.)
  - Aerosol cans (possible explosion)
  - Aluminum cans (Aluminum cans do not burn, but only break into smaller and smaller pieces, creating aluminum dust which is harmful to breathe.)

- Establish a campfire safety circle around the fire. The recommended distance from the edge of the fire is 4 feet to establish a clear boundary for the Scouts. Adults only may enter into the circle to tend to the fire.
- Circle the campfire pit area with rocks.
- Do not sit on the fire ring or on the rocks around the campfire. They heat up quickly and stay hot for a long time
- Keep a bucket of water and a fire extinguisher nearby in case of emergencies.
- Never leave the campfire unattended. Remember that if it is too hot for you to touch with your hand, it is too hot to be left unattended.
- Stack extra wood upwind and away from the fire.
- Never ever use flammable liquids to ignite a campfire. Serious accidents and injuries can occur from using the dangerous liquids.
- After lighting the campfire, do not discard the match until cold, and discard it into the fire.
- Once the fire is lit, keep it small, using three to four logs, and never rush to use additional logs that might fuel a larger fire than intended or is necessary.
- When placing the large pieces of wood on the fire, point them inward and use another piece of wood to shift them to their desired spot.
- Extinguish the campfire with water by completely drowning all coals and embers, not just the red ones. Campfire coals and embers that are not completely cooked while extinguishing can remain hot and are still capable of causing serious burns. To make sure they are out, keep pouring water, stir the ashes, then pour water and stir the ashes again. Do not bury the coals and embers. Burying them can keep them hot.

### **Artificial Fire Alternative**

Combine orange and yellow tissue paper, small logs, and a light, and you have an indoor campfire. You may add a very small fan to blow the tissue paper, which creates the appearance of moving flames.

## **II. Campfire Program Material**

Let's begin with understanding exactly what a campfire is. The content should be fun and entertaining, and everyone should remember to keep the campfire KIND at all times. It is important that everyone remains respectful to the "on stage" acts. There should be no talking while a performance is going on. Flashlights should not be shined into the eyes of those on the stage. Enthusiastic clapping and cheering are always welcome, as is joining in during audience participation.

There are some definite elements that we need to remember about campfires:

### **What Campfires Are Not**

- A chance for frustrated adult comedians and musicians to perform for a captive audience, or an opportunity for adults to showcase their individual talents
- A chance for discipline to be meted out
- A good place for unit announcements
- A spectator sport

### **What Campfires Are**

- A way to develop leadership skills in youth
- A way to highlight and showcase the events of the day
- A time to unwind, relax, and enjoy nature and each other
- A chance to encourage the creativity of the Cub Scouts
- A chance to "deliver the promise" of Scouting

Planning a campfire is a fun activity, but does require a little preparation as well as cooperation from the group. As you arrange the different skits, songs, stories, etc., try to place them in an order that will follow the flames of your campfire. When the flames are high, the energy is high—action songs and loud stunts get everyone into the mood. As the fire dies down, so does the tone: Move to more quiet, reflective songs, a good story, and a Cubmaster's Minute to close the evening. There should be no reason for adding firewood—let the fire die to embers, and follow the flames with the pace and tone of your program.

The ideal campfire is 45 to 60 minutes long! Plan your program well, do it, then send the Cub Scouts off with their memories.

Hand out the Campfire Program Planner, No. 33696A, as a reference for how a campfire may be planned. Now let's discuss the content of the campfire material:

- What material is acceptable for a campfire skit, song, etc.?
- Use of BSA materials that are approved by the national office
- Caution against Internet material: Not all of it is good.
- Be certain to approve all material beforehand, even if you are familiar with the proposed skit or song.
- Take time to listen to the entire number, making sure it has not been changed
- We must strive to make sure that all have fun, but never at another person's expense. Scouting is governed by the Scout Oath and Law where everyone should feel physically and emotionally secure.

- Share with the group the BSA resource on positive values for activities—*Group Meeting Sparklers*, No. 33122. If time permits, review the content on pages 2 and 3 of this publication:

### Positive Values

Fun is an important element of Scouting. But we must remember that everything we do with our Scouts should be positive and meaningful. Activities should build self-esteem, be age-appropriate, and should not offend participants or the audience.

As leaders of the Boy Scouts of America, it is our responsibility to model the values of the organization and set a high standard for appropriateness in all Scouting activities. When making decisions, resolve to follow the high road—“If in doubt, take it out.”

These are some of the things that can make activities inappropriate and unacceptable:

- Name-calling, put-downs, or hazing
- References to undergarments, nudity, or bodily functions
- Cross-gender impersonation that is in any way derogatory, rude, insulting, or lewd. (This is not to suggest that boys cannot dress for and play female roles when needed in a skit or play, as long as good taste prevails.)
- Derogatory references to or stereotyping of ethnic or cultural backgrounds, economic situations, or disabilities
- Sensitive social issues such as alcohol, drugs, gangs, guns, suicide, etc.
- Wasteful, ill-mannered, or improper use of food or water
- “Inside jokes” that exclude some of those present
- Cultural exclusion—emphasis on the culture or faith of part of the group while ignoring that of the rest of the group
- Changing lyrics to patriotic songs (“America,” “America the Beautiful,” “God Bless America,” “The Star-Spangled Banner”), or to hymns and other spiritual songs

### Hands-On Activity Ideas

The RTC can act as the campfire emcee and make use of the campfire program planner. As time permits, divide the participants into groups of two or three persons. Assign each group a part for a campfire program.

Preselected material may be used, or the leaders may be allowed to share their own material. Ideally, you will have an opening, a few skits and songs, a few run-on gags, a Cubmaster’s Minute, and a closing. This is a good time for the group to use the principles of being kind during a campfire program as each small group presents and the other leaders react as a campfire audience.

### Resources for Campfire Etiquette

- Campfire Program Planner, [www.scouting.org/filestore/cubscouts/pdf/33696.pdf](http://www.scouting.org/filestore/cubscouts/pdf/33696.pdf)
- *Group Meeting Sparklers*, No. 33122—page regarding appropriate material for BSA activities.
- Local Boy Scouts and Scout leaders
- Park ranger
- Fire department personnel

# July Roundtable

## CUB SCOUT INTEREST TOPIC AND SCOUT LAW CONNECTIONS FOR AUGUST 2017

Cub Scout roundtable is a form of commissioner service and supplemental training for volunteers at the den and pack level. It is intended to give leaders supplemental training on BSA policies and procedures, as well as Cub Scout interest topics and ideas for program such as songs, skits, games, and ceremonies. The Cub Scout roundtable also provides an opportunity to share experiences and enjoy fellowship with others.

District: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

**CUB SCOUT INTEREST TOPIC:** Enjoying Nature      **POINT OF THE SCOUT LAW:** Courteous

<b>Cub Scout Roundtable—60-Minute Format</b>			
<b>Time Allotted</b>	<b>Activity</b>	<b>Assigned to</b>	<b>Content</b>
<b>20 minutes from start time</b>	<b>General Session</b>		
2 minutes	Travel from general session to Cub Scout leader session		
<b>Cub Scout Leader Session—Under leadership of Cub Scout roundtable commissioner (15 minutes)</b>			
5 minutes	Ceremony/skit/song/game	Cub Scout roundtable team or participants	Nature Matching Game
10 minutes	Cub Scout interest topic review and discussion	Cub Scout roundtable team	How can learning about nature be made fun and educational for Cub Scouts?
	Tips for pack activity	Cub Scout roundtable team or participants	Plan nature activities that can include everyone—Scouts, parents, leaders, and committee members
<b>Cub Scout leader breakouts training option (20 minutes each group)</b>			
20 minutes	Den leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Nature is a “NATURE-al” part of Scouting Encouraging nature enthusiasm Adventure requirements providing opportunities to connect with nature Nature activities
20 minutes	Webelos/Arrow of Light leaders 1. Rank-specific discussion of Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Nature is a “NATURE-al” part of Scouting Encouraging nature enthusiasm Adventure requirements providing opportunities to connect with nature Outdoor nature activities
20 minutes	Cubmasters and pack committee members 1. Position-specific discussion on Cub Scout interest topic 2. Hands-on activities	Cub Scout roundtable team	Nature is a “NATURE-al” part of Scouting Encouraging nature enthusiasm Adventure requirements providing opportunities to connect with nature Outdoor activity safety Outdoor pack activities
<b>Cub Scout leader session—all pack leaders combined training option</b>			
20 minutes	Cub Scout interest topic review and discussion extension	Cub Scout roundtable team	Nature is a “NATURE-al” part of Scouting Encouraging nature enthusiasm Adventure requirements providing opportunities to connect with nature Outdoor activity safety Outdoor pack activities

Questions/answers, announcements, and closing			
2 minutes	Questions/answers Announcements	Cub Scout roundtable team	Opportunity to answer any additional questions related to the interest topic Share upcoming local Scouting events, activities, and trainings.
1 minute	Closing	Cub Scout roundtable team or participants	Cubmaster's Minute
End on time			
<b>After the Meeting</b>	Refreshments and fellowship for all	Cub Scout roundtable team or participants	Time for fellowship before cleanup is encouraged
	Team meeting for Cub Scout roundtable		Can be conducted now or at another time preferred by the team. Evaluate the current meeting; review attendance and plans for next meeting.

## Cub Scout Adventures to Highlight

**Tiger**—Backyard Jungle, Tigers in the Wild

**Wolf**—Call of the Wild, Grow Something, Paws on the Path

**Bear**—Fur, Feathers, and Ferns, A Bear Goes Fishing

**Webelos/Arrow of Light**—Webelos Walkabout, Into the Wild, Into the Woods

## ENJOYING NATURE

The Cub Scouting program provides many opportunities for Scouts to get outside and to experience nature. Spending time in nature is an essential investment in our health and well-being. Scouts are able to explore their curiosity and develop their balance, agility, coordination, and motor skills. Enjoying nature outdoors benefits the mental health of Scouts, too, by building on their inventiveness, understanding, focus, and concentration.

Our role as their leaders is to help them discover all there is to enjoy in nature and to teach them how to respect and care for it.

### Interest Topic Game: Nature Matching

**Materials:** Nature picture cards, and description cards to be matched to the pictures.

- You may use anything in nature—pictures of trees, birds, reptiles, animals, etc. Consider using pictures that are specific to your area.
- Each picture should have a separate card with the corresponding name printed on it. You can make the game more challenging by using species that look similar but have subtle differences.
- Scatter the pictures and the names on a table, and have the group match the correct name to each picture.

### Tips for Pack Activity

A large portion of our Scouting activities are in the outdoors. Being outdoors offers many opportunities for learning as well as having fun.

Likewise, nature offers many ways to help us in planning these activities. Birds, animals, trees, water, weather, earth, sky ... the possibilities are endless! Brainstorm with the group what types of pack and den activities can be planned that are twofold—educational and fun! Encourage the attending units to plan an activity that includes parents, Scouts, leaders, and committee members.

Here are a few ideas:

- Nature hikes
- Planting butterfly gardens
- Pack outdoor picnics
- Pack campouts
- Attending day camp or Cub Scout resident camp
- Visiting a zoo, nature center/observatory, or bird sanctuary for a pack outing

Next, have the participants think about who in your pack or local area can bring expertise to the activity. Ask: *Who in our area can help us share nature with our Scouts?* If time allows, have them share their ideas with others.

### Closing

**Cubmaster's Minute:** Have you ever tried to put together a puzzle, and found you had missing pieces? Maybe you are trying to bake a cake and don't have eggs. You can continue with the puzzle or the cake, but what you get in the end isn't quite as awesome as it might have been.

As Scouts and Scouters, taking care of nature is a responsibility we are all charged with. When we go out to enjoy nature and end up removing items, leaving trash, and otherwise letting everyone know that SOMEONE was there, we are essentially "removing puzzle pieces" or "using the last egg in the carton." The next person will probably enjoy nature, but it won't be quite as good as might have been.

So as you enjoy nature, remember to *leave the puzzle pieces where they are and don't take the last egg from the carton.*

## JULY 2017 CUB SCOUT LEADER BREAKOUT OR COMBINED SESSION

The general session may be assigned to the roundtable team, a local nature expert, member of a bird-watching club, etc. Several suggestions are listed in the resources for this roundtable to help you find those in your community who have a passion for nature and want to share it with our youth.

Assign a roundtable team member to prepare a handout that lists contact information for local nature groups. This can be distributed at the end of the meeting.

### All Den Leaders

Nature is a “NATURE-al” part of Scouting! Bringing the wonders of nature into a Scout’s world is easy. You may be thinking that we need to travel to a forest to do this, but even the busiest city has nature all around it—creeping, crawling, blooming, and making noise. The Cub Scouting adventures provide opportunities to enjoy nature while completing requirements.

What is nature? Nature is everything that is not man-made. Nature is:

- Plants
- Animals
- Insects
- Food
- Geological formations, rocks, stones
- Weather
- Outer space

Where do we find nature? Ask: *When you hear the word nature, what places and things come to your mind?* Allow time for sharing answers.

### Key Points

- Nature is a part of every season and can be found everywhere.
  - In a desert: animal evidence, water sources if there are any, plants that grow in desert conditions, birds, feathers, reptiles
  - In wooded areas: trees, plants, animal evidence (tracks, gnawed trees, holes in trees), birds, feathers, insects, reptiles, amphibians
  - In a vacant lot: weeds, animal evidence
  - At a pond or stream: fish, tadpoles, birds, dragonflies, insects, plants
  - At the beach: crab tracks, birds, feathers, shells

— In our own backyards: grass, flowers, rocks, feathers, insects, reptiles, amphibians, animals (deer, elk, squirrels, rabbits, foxes)

— In the sky: clouds, rain, storms, stars, wind, snow, ice

- How can we encourage Scouts to participate in nature, and keep their enthusiasm growing?
- Stewards of the land: Scouting teaches that we should be servant leaders, giving in all that we do. Scouts should learn that by caring for and respecting nature, they are being servant leaders and responsible *owners* of the land.
- Fun activities: Always emphasize the fun of learning about nature. Section 5 of the appendix in the den leader guides gives us several ideas on engaging our Scouts in the outdoors.
- Letting Scouts explore nature will support their curiosity and creativity. If being in nature is taught only as a “must” to earn a requirement, that support will be lost.
- Do you have to be a nature expert to help the boys learn? You do not. However, preparing yourself ahead of time by researching local plants, insects, amphibians, reptiles, and wildlife will give you knowledge to share with your Scouts about the things they find in nature. You will also know how to keep them safe, away from poisonous plants or creatures that could harm them.
- With permission from their parent or guardian, Scouts may use electronic media to help identify the bird sounds they hear. Listening to recordings can help them learn about many types of birds. For example, one bird sounds like it’s singing “drink your teeeeeeeaaaaa” all summer. And another sounds like a wild monkey—that one is a pile-ated woodpecker, which is as big as a small monkey!
- Simply taking a walk outdoors allows us to see the nature around us. Scouts can use their senses of sight, hearing, smell, and touch to gain a deeper awareness of nature. (Pass out the Nature Senses Activity handout from the resource section of this plan.)

### Webelos Den Leaders

Webelos Scouts are ready for more extended times in nature. Camping and experiencing all-day events in the outdoors helps to build their appreciation for nature and taking care of the environment.

Encourage Webelos Scouts to use a journal for recording notes and drawing what they see and experience in nature. At this age, Scouts are becoming more conscious of the earth and the need to protect it. Their outdoor adventures support being in nature, learning about how it works, and how Scouts can be of help.

## Key Points

- Hiking and camping help Scouts maintain a link with nature.
- Encourage the Scouts to record their nature observations. Obtain field guides for your local area that Scouts can use when exploring nature; libraries are a great source for this.
- Encourage recycling, cleanup service projects, or volunteering at local animal shelters or nature centers.

## Cubmasters and Pack Committee Members

Nature is a “NATURE-al” part of Scouting! Bringing the wonders of nature into a Scout’s world is easy. You may be thinking that we need to travel to a forest to do this, but even the busiest city has nature all around it—creeping, crawling, blooming, and making noise. The Cub Scouting adventures provide opportunities to enjoy nature while completing requirements. Packs can support these requirements and provide fun outdoor pack activities for families at the same time.

## Safety and Outdoor Activities

### Two-Deep Leadership Required

It is the policy of the Boy Scouts of America that trips and outings may never be led by only one adult. At a minimum, two registered adult leaders or one registered adult leader and a parent of a participant, one of whom must be at least 21 years of age, are required for all trips and outings. Sufficient adult leadership must be provided on all trips and outings based on the total number of youth attending.

### Safety Tips

Obtain permission from parents or guardians for activities that are held away from the regular unit meeting places.

- Understand the local council’s policies regarding filing tour plans for unit outings.
- Be sure to have enough adult leaders for the activity. If feasible, check out the site before the activity. Check on reservation procedures, restrooms, availability of adequate drinking water, and any potential hazards.
- Use the buddy system. Coach the boys in advance on what to do if they get lost.
- Carry a first-aid kit and make sure someone is qualified to use it. Be prepared with emergency procedures.
- Arrange adequate and safe transportation.
- Always leave a site in its natural condition.

For more safety tips, review the *Guide to Safe Scouting* and the Sweet Sixteen of BSA Safety, [www.scouting.org/HealthandSafety/Sweet16.aspx](http://www.scouting.org/HealthandSafety/Sweet16.aspx).

## Taking Care of Nature

Every Scouting activity should be planned with Leave No Trace principles in mind. An emphasis on Leave No Trace prepares Scouts to make ethical choices in the outdoor environment and to respect the rights of others in the outdoors, as well as future generations. Leave No Trace is an awareness and an attitude rather than a set of rules. It applies in your backyard or at a local park as much as in the wilderness.

*Ask: How can we encourage Scouts to participate in nature and keep their enthusiasm growing? Have group members share ways they have emphasized the Leave No Trace Principles for Kids and the Outdoor Code during outdoor Scouting activities.*

- Stewards of the land: Scouting teaches that we should be servant leaders, giving in all that we do. Scouts should learn that by caring for and respecting nature, they are being servant leaders and responsible owners of the land.
- Fun activities: Always emphasize the fun of learning about nature. Section 5 of the appendix in the den leader guides gives us several ideas on engaging our Scouts in the outdoors.
- Letting Scouts explore nature will support their curiosity and creativity. If being in nature is taught only as a “must” to earn a requirement, that support will be lost.
- Expand now on the pack activities that the group developed earlier. As a resource, refer to sections 3 and 6 of the *Cub Scout Leader How-To Book*, No. 33832, and print out any information you would like to share about bike rides, fishing derbies, water days, etc.

## RESOURCES

- *Cub Scout Leader Book*, No. 33221
- Den leader guides for Wolf (No. 37004) and Bear (No. 37001): appendix pages A47–A48.
- *Cub Scout Leader How-To Book*, No. 33832
- Boy Scouts who have earned nature-related merit badges
- Local fish and game biologists
- Local college students or professors whose field of study includes the environment or animals
- National or state park interpreters
- Members of local bird-watching clubs
- Arbor Day Foundation
- Sierra Club
- Parks and recreation departments



## **Nature Senses Activity**

Below are simple questions to help your Scouts use their senses of sight, hearing, smell, and touch when exploring nature.

### **Sight**

Walking slowly, look at everything!

What color is the sky?

What does the ground look like?

What wildlife do you see?

Are there insects in view?

How many different trees and flowers do you see?

Do you see the homes of things in nature (bird's nests, spider webs, trees)?

### **Hearing**

What wildlife do you hear?

What weather elements of nature do you hear (wind, water running, and maybe rain)?

Do you hear man-made things (traffic, construction)?

Can you hear any wind?

### **Smell**

What does the world outdoors smell like today?

Are there flowers along the way? What do they smell like?

Can you smell how the sun heats up the pavement or asphalt?

Do dirt and grass have a smell? What do they smell like?

### **Touch**

What does the bark of a tree feel like?

What do the stones and rocks feel like?

Does the weather feel warm or cold?

Do you feel a breeze on your face?

How do dirt and mud have a different feel?



**Prepared. For Life.®**



Boy Scouts of America  
1325 West Walnut Hill Lane  
P.O. Box 152079  
Irving, TX 75015-2079  
<http://www.scouting.org>

510-714  
2016 Printing