

BALOO

BASIC ADULT LEADER
OUTDOOR ORIENTATION



BOY SCOUTS OF AMERICA®



THANKS TO YOU,
MILLIONS OF SCOUTS ...

- ... Develop self-reliance
- ... Learn to work well with others
- ... Are better citizens
- ... Learn life skills
- ... and have fun!!

You have our unending thanks for
helping make this a reality!

The Boy Scouts of America welcomes your comments and suggestions on how to improve this resource. Please email your thoughts to myscouting@scouting.org.

NOTE:

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

The in-person syllabus is facilitated by the council training committee and **the syllabus must be followed to include the overnight portion of the training. Otherwise the training code will not be awarded.**



BALOO

WELCOME

Welcome to BALOO training! It is the Cub Scout leader training required for any Cub Scout den or pack outdoor event, including pack camping overnights and Webelos den overnights.

This training should be presented by council or district level training teams as needed. Councils may decide to require periodic refreshers based on local situations.

BALOO training has two components—an online component and a practical, hands-on component. Both components must be completed to qualify as a “TRAINED” Cub Scout outdoor leader.

The online component must be completed prior to the practical component. The online training contains introductory and basic information that will be built upon during the practical training.

A WORD ABOUT YOUTH PROTECTION

Child abuse is a serious problem in our society and, unfortunately, it can occur anywhere. Because youth safety is of paramount importance to Scouting, the Boy Scouts of America continues to strengthen barriers to abuse through its policies and leadership practices, through education and awareness for youth, parents, and leaders, and through top-level management attention to any reported incidents.

Key to Success: Leadership Education and Training

New leaders are required to complete Youth Protection training prior to completing the registration process. Parents, guardians, and any adults working with youth (whether in Scouting or not) are also encouraged to take the training.

To take the training online, go to my.scouting.org and establish an account. If you do not yet have your membership number, be sure to return to My.Scouting later and sign in or create an account. This site will not work properly unless you have the latest version of Google Chrome, Mozilla Firefox, Safari, or Internet Explorer v11.

The training must be retaken periodically to remain current. Some regions require that it be retaken annually. The BSA requires that it be retaken at least biennially, or every two years. If a volunteer does not meet the BSA’s Youth Protection training requirement at the time of charter renewal, the volunteer will not be reregistered.

BSA Youth Protection Training

The BSA created Youth Protection training to address the needs of different age groups as follows:

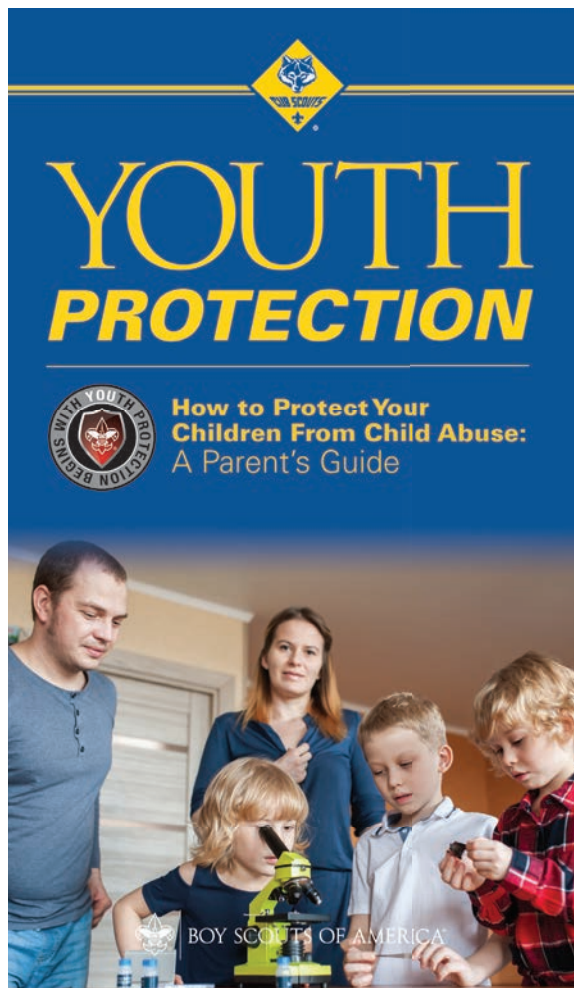
- **Youth Protection Training for Volunteer Leaders and Parents**—Adults come away with a much clearer awareness of the kinds of abuse, the signs of abuse, and how to respond and report in case a situation arises.
- **Youth Protection Guidelines: Training for Adult Venturing Leaders**—Designed to give guidance to the leaders in our teenage coed Venturing program. Supervision and relationship issues have a different focus regarding personal safety with this age group.
- **It Happened to Me**—Developed for Cub Scout–age children from 6 to 10 years old and their parents. It addresses the four rules of personal safety: Check first, go with a friend, it’s your body, and tell.

- **A Time to Tell**—A video for Boy Scout–age youth from 11 to 14 years old—the target group for most molesters. It stresses the three R’s of youth protection: Recognize, Respond and Report.
- **Personal Safety Awareness for Venturing**—Developed for youth ages 13 through 20 in the coeducational Venturing program. It deals with issues pertinent to this age group.

The BSA has Youth Protection policies to protect youth, and these same policies help protect adult volunteers. These and other key policies are addressed in the training:

- Two-deep leadership is required on all outings and at all Scout activities and meetings.
- One-on-one contact between adults and youth members is prohibited.
- Privacy of youth is respected.
- Separate accommodations for adults and Scouts are required.
- Units are responsible to enforce Youth Protection policies.

To find out more about the Youth Protection policies of the BSA and how to help Scouting keep your family safe, see the *Guide to Safe Scouting* at www.scouting.org/health-and-safety/gss/toc/ and “How to Protect Your Children From Child Abuse: A Parent’s Guide” in any of the Cub Scouting or Boy Scouting handbooks, or go to www.scouting.org/health-and-safety/gss/.



PLAN AND METHOD

You, the Instructor

You have been chosen to train leaders on the Cub Scout outdoor program. You were selected as an instructor not only because of your knowledge and experience, but also because of your enthusiasm for the program. Now you have the opportunity to share both qualities with the people who will make a difference in your Cub Scouting program.

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

Despite these differences, the course content should be presented to the participants as outlined in this guide. Additional examples from your own experience may be added when they are supportive of the positions in the guide, and if time permits. Remember, this is a nationally developed training course presented by your region, district, or council. Ensure your presentation reflects national policy, not local practices.

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

To accomplish the objectives, use the following methods:

Discussion

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

Demonstration

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

Lecture

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

Role-Playing

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

Simulation

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

Talk

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

Use Notes, But Don't Read

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

Stick to the Time Schedule

BALOO has a very tight schedule. Fit your presentation into the time allotted to ensure adequate time for the rest of the material to be covered. Practicing your presentation in advance will help with this important consideration. Write into your notes the amount of time allotted to major items. This will help keep a schedule. Have another instructor watch the time for you, thus avoiding your constant clock watching. Arrange to be signaled by the helper when the time is up.

Stay on Track

Do not be tempted to get off the subject. This is especially true when questions are received from the floor. If the question is irrelevant to the subject, don't hesitate to say, "If you don't mind, I will discuss that with you after the session." Present to the skill level as written; resist the temptation to impress your audience with your in-depth knowledge of the subject matter.

Use Thought-Provoking Questions

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

Use Stories

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

Use Visual Aids

Overheads, PowerPoint slides, charts, posters, chalkboards, flannel boards, and flip charts help make training more interesting and reinforce the learning process. Participants have a chance to see and hear the presentation, and this aids retention.

Appendix

Each participant will be issued a copy of the appendix. All handouts are referenced in this guide. Appendix pages are provided to complement the different learning sessions and to provide a valuable tool for participants once they are on their own.

Avoid Arguments

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

Remember:

Support and help fellow instructors. As we help and support each other in our efforts, we also accomplish our primary purpose of providing information and inspiration to the participants.



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SAMPLE AGENDA

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

SATURDAY		
12:45–1:00 p.m.	Break	
1:00–1:25 p.m.	Campfire Planning	Den groups may start on planning their skits and songs for the evening campfire, continuing throughout the afternoon as time permits.
1:25–1:30 p.m.	Break	
Round-Robin #2. Four sessions will be offered in a round-robin format—25 minutes per session plus 5 minutes of travel time.		
1:30–1:55 p.m. 2:00–2:25 p.m. 2:30–2:55 p.m. 3:00–3:25 p.m.	Sessions: Outdoor Ethics; Cooking and Sanitation; First Aid; Practical Knife Safety for Cub Scouts	Sessions may be swapped between round-robins to accommodate your facilities and other needs, as long as all are presented.
3:25–3:45 p.m.	Break	Finalize campfire assignments within dens, approved by campfire session planner.
3:45–4:15 p.m.	Campsite Selection	When session is completed, all participants should have the opportunity to review their own campsite arrangements, and make final arrangements for the overnighiter.
4:15–4:45 p.m.	Large-Group Games	
4:45–4:50 p.m.	Break	
4:50–5:10 p.m.	Meal Planning	
5:10–5:15 p.m.	Break	
5:15–5:40 p.m.	Session: Duty to God	Plan worship service as part of this session.
5:40–5:45 p.m.	Break	
5:45–6:00 p.m.	Prepare for Dinner/ Evening Flag Ceremony	
6:00–7:00 p.m.	Dinner	

SATURDAY		
7:00–7:05 p.m.	Break	
7:05–7:25 p.m.	Outdoor Ceremonies	
7:25–7:30 p.m.	Break	
7:30–8:00 p.m.	Campfire Prep	
8:00–9:00 p.m.	Campfire	
9:00 p.m.	Cracker Barrel and Goodnight!	
SUNDAY		
8:00–8:45 a.m.	Breakfast	
8:45–9:00 a.m.	Flag Ceremony	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony.
Round-Robin #3. Two sessions will be offered in a round-robin format—25 minutes per session plus 5 minutes of travel time.		
9:00–9:25 a.m. 9:30–9:55 a.m.	Session: Stoves, Lanterns, and Fire Safety; Basic Knots for Cub Scouts	
9:55–10:00 a.m.	Break	
10:00–10:55 a.m.	Program Planning for Cub Scout Events	Present session, then work with den-size or smaller groups to plan actual overnight events using information from this training. Then present the highlights to the whole group. Time may be adjusted as needed.
11:00 a.m.	Graduation Ceremony	Present certificates to participants and recognize staff.

PLANNING YOUR BALOO TRAINING

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

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

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

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

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

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

Review the *Cub Scout Leader Book*, No. 33221, for more information and background on this outdoor activity area.

Learning Objectives

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

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

Prerequisites

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

The online portion is available through the BSA Learn Center. Log onto my.scouting.org and select the BSA Learn Center image on the right side of the home page.

Location

The best location for this training course combines an indoor facility that has adequate restroom facilities and classroom training areas with an outdoor facility capable of supporting the camping, campfire, lunch, and round-robin activities. An existing Scout camp with a training center is ideal. Select your location away from distractions and other activities. Obtain any necessary permits, including fire permits, as cooking is a

scheduled part of this activity. Arrange for wood or charcoal as necessary. Provide to your participants a version of the Suggested BALOO Training Gear List, located on page 17. Be sure to add anything else they'll need for a successful training experience.

Scheduling

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

Target Audience

Ideally, your target participant is a parent who is not already part of a pack leadership team. This position should be similar to the person in charge of the pinewood derby, blue and gold banquet, or other special pack activity. He or she must also complete the BSA's Youth Protection training before becoming active in this assignment. He or she will be responsible for the success of this important pack camping activity and should be given adequate time to prepare. That is not to say that pack leaders are not welcome, but it will be important for you to convey this message as part of your promotion and planning. This person should be selected in plenty of time to complete the prerequisite training in preparation for the practical, hands-on sessions.

Advance Registration

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

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

Handouts

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

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

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

Health and Safety

The health and safety of participants and staff is of primary importance. Be sure the staff is exhibiting the standards they will be teaching, especially regarding the use of chemical fuels, stoves, and fires in general. Give consideration to potential safety hazards during and between the activities. Be prepared for emergencies. (See the *Cub Scout Leader Book*, No. 33221, for information on how to handle emergencies.)

It's not possible to learn to swim sitting in the classroom. You have to get wet.
—A. Wiseman

Campfire

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

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

Round-Robins

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

Evaluation

You should decide which type of feedback will be most useful to you and your staff in evaluating the BALOO training and preparing for the next course. Consider preparing written forms for the participants to complete at a designated part of the day. In addition, self-evaluations may help you and your staff continue to develop as trainers. Consider distributing the forms at the beginning for participants to fill out as they have time during their breaks. Sample evaluation forms can be found on pages 198 and 199. Schedule time after the course to review the feedback with your staff.

Local Considerations

This training course will be more impactful to the participants if you and your staff personalize your camping areas. A sample schedule has been provided for your use. You may decide to adjust the order of presentations based on your location and schedule. All topics must be completed as called out in this syllabus.

Timing

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

Attitude

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

BEFORE THE TRAINING

Purpose

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

Physical Arrangements—Indoors

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

Physical Arrangements—Outdoors

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

Exhibits

- Set up displays related to the presentations.
- Put up training posters and any additional posters you plan on using.
- Set up a resource table with all BSA or other literature used as material for this course. Campsite maps, local information sheets, and pictures of previous outings are all possibilities for this table.

- Display fliers or posters for other training opportunities: Cub Scout Leader Position-Specific Training, Youth Protection, Safe Swim Defense, Safety Afloat, and first-aid classes are all possibilities.
- Have on hand a current, printed copy of the *Guide to Safe Scouting* for reference purposes.

Last-Minute Check

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

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

Attendance and Registration

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

- Greet everyone warmly. Ask them to sign in on a prepared form, listing their name, address, phone, pack, and position as listed on official registration forms—information you will need to transfer to the training attendance report later.
- Furnish everyone with a name tag. Consider using these tags to identify them as members of different training dens for later on.
- If part of your plan, distribute handout packets now. Consider including blank sheets of paper for taking notes. Have pencils available for participants who did not bring one.
- Once participants are finished at this station, direct them to their camping areas. Routes should be manned by staffers or well-marked to avoid any problems. Let participants know where and when they should gather for the training kickoff.
- When everyone has signed in, transfer the information to the training attendance report. Type or print legibly. Distribute copies according to your local procedure. Also use the information to prepare any certificates or cards you will be presenting upon completion. Prepare a list of participants who have completed the online component, so they can receive a certificate as established by the council or district at the end of this event.
- Plan for a few late arrivals. Have name tag materials and den assignments readily available so they can jump right into the course. Assign a staff member to stay in the area and watch for latecomers.
- Settle any unpaid fees at this time.

Gathering-Time Activity

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

Cooking

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

Suggested BALOO Training Gear List

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

OPENING ASSEMBLY

Purpose

- To welcome participants to the BALOO training session
- To introduce the staff (but avoiding extended biographical introductions)
- To get the training off to a good start
- To set the tone for the rest of the day

Trainer Preparation

- Study this outline.
- Prepare introductory information on staff, including yourself.
- Review with staff the proper flag ceremony you will be using. Be sure they practice.
- Select patriotic music or a song for the flag ceremony as appropriate. This should be a song that everyone is familiar with.
- Select a lively song as an icebreaker. Prepare words, if necessary, on a handout or flip chart.

Materials

- U.S. flag and flagpole
- Music, as planned
- *The Jungle Book* by Rudyard Kipling

Handouts

- Copies of song, if needed
- Outdoor Flag Ceremonies (Appendix LL)

Time

The time available is 15 minutes. (Make sure to start on time and end on time.)

Opening Ceremony

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

Welcome and Introductions

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

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

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

Explain that today’s training is designed to provide the introductory level skills required for a successful first-time overnight campout. While there is a considerable amount of training available in each subject presented, today’s focus will be on the basics.

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

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

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

Song

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

Closing Thought

Point out that this training will give Cub Scout leaders the tools they need to successfully lead a pack camping program in their units. The leaders can then give Cub Scouts the basics *they* need to be introduced to the BSA progressive camping program.

Wish everyone a great day and direct them to the first session.



HEALTH AND SAFETY

Rationale

This session is intended to provide information on health and safety policies of the BSA and the importance of following these policies on all Cub Scout outdoor activities.

Learning Objectives

- Explain why all outdoor activities should meet the guidelines in the *Guide to Safe Scouting*.
- Identify why advance planning minimizes—but can never eliminate—risk.
- Describe why special attention should be paid to planning for situations unique to outdoor settings (e.g., water safety, fire safety, weather considerations, and Youth Protection guidelines).

Considerations

- Review items A through H and RR in the appendix:
 - Pack Overnighter Site Approval Form (A)
 - Campout Safety Checklist (B)
 - Leadership Requirements for Trips and Outings (C)
 - Excerpts from the *Guide to Safe Scouting* (D)
 - The Sweet Sixteen of BSA Safety (E)
 - BSA Annual Health and Medical Record (F)
 - Annual Health and Medical Record Information and FAQs (G)
 - General Fire Safety Rules (H)
 - Unit Fireguard Plan (RR)
- The BSA requires that all registered adults have training in Youth Protection. Verify that all of the participants have completed this training, which will help facilitate their learning in this session.
- Make sure all participants are familiar with and have access to the *Guide to Safe Scouting*. All leaders must have a good knowledge of safe Scouting because not all parents or other adults on an outdoor trip will be registered BSA members, and therefore may not have taken Youth Protection training or be aware of all BSA Health and Safety policies and guidelines.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

30 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

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

Remember to use common sense. For example, fire safety is not specifically called out in the *Guide to Safe Scouting*, but it is always a good idea to keep a fire area free of any combustible

Note to instructor: Remind participants that much of the material in this session is also covered in the online training. Address any of their questions or concerns, and have copies of the following appendix items available for review:

- Pack Overnighter Site Approval Form (A)
- Campout Safety Checklist (B)
- Leadership Requirements for Trips and Outings (C)
- Excerpts from the *Guide to Safe Scouting* (D)
- The Sweet Sixteen of BSA Safety (E)
- BSA Annual Health and Medical Record (F) and Annual Health and Medical Record Information and FAQs (G)
- General Fire Safety Rules (H)
- Unit Fireguard Plan (RR)

materials, including overhanging foliage. Fire extinguishers or water buckets should also be present for use if necessary—and to reinforce the importance of safety for all campers.

The Pack Overnighter Site Approval Form (A), Campout Safety Checklist (B), and the Sweet Sixteen of BSA Safety (E) are excellent places to begin the planning process. They will help direct you in making sure your campout runs as safely as possible.

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

Excerpts from the *Guide to Safe Scouting* (D) and the Sweet Sixteen of BSA Safety (E) are good for a quick look at safety concerns, but they cannot replace the *Guide to Safe Scouting* itself. Take time to become very familiar with the entire guide, not just for camping but for all activities.

Annual Health and Medical Record Information and FAQs (G), along with the BSA Annual Health and Medical Record (F) for each camp participant, should be kept in a secure place. Make sure that everyone knows where to find these documents in case of an emergency.

General Fire Safety Rules (H) will provide you with a quick checklist of things to look out for when setting up and using a campfire. The Unit Fireguard Plan (RR) includes additional information about fire safety. While much of the content may seem like common sense, a regular reminder is always a good idea.

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

1. Larry Loner is a parent with a Cub Scout in the pack. Larry is unable to attend the upcoming pack campout but wants his child to go without him. The Friendly family offered to bring Larry's child with them. They have a big family-style tent, and plan for all of the kids to bunk with them. Issue? Solution? Documentation?
2. Pack 913 has a number of families that struggle financially. They have no personal camping gear, and purchasing camping equipment is cost prohibitive. Issue? Solution? Documentation?

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

Answer Key to Senarios

1. Only an adult’s own children can share a tent with him or her. The solution is to provide a separate tent for several Cub Scout–aged children to share with Loner’s child. (Addressed in Youth Protection Training and in Appendix C, Leadership Requirements for Trips and Outings.)
2. During your informational meeting with the pack, or in a newsletter/email regarding the campout, list contact information of troops that would be willing to loan camping equipment. No undue attention should be drawn to any individual family that uses borrowed equipment. During the pack’s yearly planning meeting, it’s a good idea to remind new families that camping events are on the calendar so they’ll have enough time to search thrift stores or garage sales for less costly alternatives to purchasing new equipment. (Addressed in the Gear Selection session.)
3. Picturesque or not, fire safety regulations should be followed carefully. Since Cub Scouts are not encouraged to cut down branches from live trees, the fire ring may need to be relocated to be in compliance. (Addressed in Appendix H, General Fire Safety Rules.)
4. Again, fire safety regulations should be followed to the letter. The length of time it would take for someone to take a bucket to the lake, fill it, and return could quite literally make the difference in stopping a fire or even saving someone’s life. Don’t cut corners on safety issues. (Addressed in Appendix H, General Fire Safety Rules.)
5. While primitive campsites provide unique learning opportunities and have a certain appeal, remember that packs tend to have first-time campers. This type of camp facility may not be the best choice for beginners. Use the Pack Overnighter

Site Approval Form (Appendix A), which is designed to collect information on the camping site for evaluation of site suitability in the Cub Scout camping program. (Appendix A, Pack Overnighter Site Approval Form, standards 4, 8, 14, and 15)

6. If separate changing areas are not provided, separate times must be posted and strictly monitored. (Addressed in Appendix C, Leadership Requirements for Trips and Outings, No. 8.)
7. Mr. Ford would be violating the one-on-one policy if he and Willie were the only two people in the vehicle riding from Willie's home to the pack meeting place. Other arrangements must be made to include another youth or adult to be in compliance with Youth Protection policies. (Addressed in Appendix C, Leadership Requirements for Trips and Outings, No. 3.)
8. Don't let the excitement over Stan's celebrity status cloud the issue, which is complying with the Safe Swim Defense and Safety Afloat policies. Stan's personal swimming expertise doesn't change the rules. While Stan has addressed the issue of personal safety equipment by providing a life jacket for each participant, he has not completed the required training for a BSA group to engage in this activity. (Addressed in Appendix D, Excerpts from the *Guide to Safe Scouting* (Safe Swim Defense, Safety Afloat) and Appendix E, The Sweet Sixteen of BSA Safety, No. 6.)

Summary

Adequate planning can reduce risks and increase safety at any outdoor activity. This is important to ensure that everyone involved has a great time while experiencing the outdoors. Scouting provides many resources to educate leaders on health and safety issues including the *Guide to Safe Scouting*, Scouting's Barriers to Abuse, and Youth Protection Training, as well as training geared toward specific outdoor activities such as Safe Swim Defense, Weather Hazards, Climb On Safely, and Safety Afloat. Using checklists such as the Pack Overnighter Site Approval Form (Appendix A) and the Campout Safety Checklist (Appendix B) will help to identify safety concerns that may be encountered at a Scouting campout and better prepare you for mitigating any associated risk.

Appendix Items

- Pack Overnighter Site Approval Form (A)
- Campout Safety Checklist (B)
- Leadership Requirements for Trips and Outings (C)
- Excerpts from the *Guide to Safe Scouting* (D)
- The Sweet Sixteen of BSA Safety (E)
- BSA Annual Health and Medical Record (F)
- Annual Health and Medical Record Information and FAQs (G)
- General Fire Safety Rules (H)
- Unit Fireguard Plan (RR)

References

- *Guide to Safe Scouting*, www.scouting.org/health-and-safety/gss/
- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- Safety Afloat, www.scouting.org/health-and-safety/gss/gss02/
- Safe Swim Defense, www.scouting.org/health-and-safety/gss/gss02/



CUB SCOUTS AND GLOBAL POSITIONING SYSTEMS

Rationale

This session introduces Cub Scout leaders to the basics of geocaching and using a global positioning system (GPS) device to locate a geocache. Geocaching is a real world, outdoor treasure-hunting game using GPS-enabled devices. Participants navigate to a specific set of GPS coordinates and then attempt to find the geocache, or container, hidden at that location. Geocaching can be done inexpensively and almost anywhere.

Learning Objectives

- Explain the costs associated with geocaching.
- Identify how to find smartphone applications that can be used in place of expensive GPS equipment.
- Discuss several methods used for recording geocaching coordinates.
- Describe how to set up and execute a successful geocaching activity.

Materials

- GPS devices OR smartphones. Smartphones can substitute for GPS devices by loading simple apps such as Google Maps, Commander Compass Lite, Geocaching®, Geocaching with Geosphere, Geocaching Compass, GCTools, and Geo Bucket—just to name a few.
- List of smartphone applications
 - Keep in mind you may have a variety of phone types (Apple, Microsoft, Android, etc.).
 - Try searching for geocaching or GPS activities in the appropriate phone store.
 - Participants may need to load the applications in advance if cell service won't support this during the training.
- Identical or similar GPS devices. Similar functionality and operation of the devices will be an advantage when instructing a group unfamiliar with this activity. Loading waypoint coordinates in advance may also prove helpful.
- A GPS/geocache course. Make sure you have the required directions and complete all preparation for leading this course. Consider making a copy of your materials to share with participants once the course is finished. There are several possible approaches to the activity, including
 - Using existing GPS courses already set up at a training location such as a summer camp or other outdoor recreational facility. Check with your local facilities director to find out what they have available.
 - Look for existing geocaches among those registered on www.geocaching.com. Thousands of geocaches are listed there, and several may be located in your area.
 - Set up your own GPS course. Simply record the location coordinates for each waypoint, and give them to your trainees. The coordinates could even be preloaded into the GPS devices if functionality allows. Each waypoint might contain the coordinates of the next waypoint, or trainees can follow a list from one waypoint to another. For detailed instructions on setting up a geocache, see Appendix J, Hiding Your First Geocache, referenced from www.geocaching.com.

Considerations

- Review all references and the following appendix items:
 - How to Choose and Use a GPS (I)
 - Hiding Your First Geocache (J)
- If smartphones are being used, make sure your training location has adequate coverage.
- If using GPS devices, ensure that there will be enough on hand and that the devices are identical or similar.
- Working in teams of two or three may be beneficial.
- It may be useful to survey your group in advance to determine their ability and experience levels with GPS devices.
- Select a geocaching activity that works best for you and your course while still supporting all the learning objectives.
- If you would like to improve or test your skill level, www.geocaching.com has quick, easy-to-understand training modules on various aspects of geocaching.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

Geocaching is an outdoor recreational activity in which participants use GPS receivers, mobile devices, and other navigational techniques to seek out hidden containers, called geocaches or caches, at specific locations around the world marked by coordinates. A typical cache is a small waterproof container housing a log book and a pen or pencil. The geocacher enters the date the cache was found and signs the log with their established code name. The cache must then be placed back exactly where it was found. Other caches might include plastic storage containers filled with items for trading such as toys or trinkets, usually of more sentimental value than financial. Geocaching shares many aspects with benchmarking, trigpointing, orienteering, treasure hunting, letterboxing, and waymarking.

A widely popular sport, geocaching can be an exciting activity for Cub Scouts and Scouters. There are many ways to conduct a geocache on a limited budget and a variety of activities and devices that can be used to accomplish a GPS adventure requirement. This session will serve as an introduction to the basics and set the stage for more involved experiences later on.

What Is Geocaching?

The word *geocache* is a combination of “geo,” which means “earth,” and “cache,” which means “a hiding place.” Geocaching describes a hiding place on planet Earth—a hiding place you can find using an electronic GPS unit, which shows you where to go based on signals it gets from satellites orbiting the planet. GPS technology can be used anywhere in the world 24 hours a day because a system of 24 to 30 GPS satellites circles the globe, and a number of them are always above you. The system works in any kind of weather and does not require setup fees or subscription charges.

How Does a GPS Receiver Work?

A GPS receiver calculates its position by carefully timing the signals by the satellites. Each satellite continually transmits data that indicates its location and the current time. All GPS satellites transmit signals at the same instant, but the signals arrive at a GPS receiver at slightly different times. The farther the receiver is from a satellite, the longer the signal takes to reach the receiver. The receiver uses the arrival time of each signal to measure the distance to each satellite. Once signals have been detected from a minimum of four satellites, the receiver's location and altitude can be calculated and the coordinates are displayed on the GPS screen. The more satellites the receiver has tracked and acquired, the more accurate the calculations will be.

What Can Go Wrong?

If anything blocks or interferes with the satellite signals reaching the GPS receiver, the GPS may give inaccurate information or just not work at all. Trees, buildings, canyons, or valleys can affect the signal strength or modify the time it takes signals to reach the receiver, which in turn can reduce the accuracy of the calculated location.

Also, no civilian GPS receiver has 100 percent accuracy. This means that you get close but not quite on target most of the time. A common error for beginning geocachers is trying to get the number in the GPS unit's "distance" field to go to zero. It almost never does, and even then, it is unlikely to be correct. The accuracy is often at least a 20-foot radius, and sometimes greater, which means the geocache could be 20 feet or more away from you in any direction. It will then be necessary to use your head and start searching for the exact spot.

Mapping Coordinates

There are various formats used for recording coordinates. Instructors should use only one format for a session, but the following two formats at least should be covered with a recommendation that participants do additional research on their own:

Latitude/Longitude. These are imaginary sets of horizontal and vertical lines around the globe that run parallel to the equator (latitude) and from the North Pole to the South Pole (longitude). The intersection of the lines of latitude and longitude help us describe where we are on the earth. Besides the familiar "degrees, minutes, seconds" (D/M/S) format, we can also use "decimal degrees" (DD.DDDD) that present latitude and longitude coordinates as decimal fractions.

UTM (Universal Transverse Mercator). This mapping system creates 60 zones around the world. Instead of latitude and longitude, locations are reported in meters as "eastings" (measured from the central meridian) and "northings" (measured from the equator).

Summary

This does not need to be a complicated exercise. Keep it simple, introduce the basic concepts, and have fun! When the training activity is completed, give all participants a copy of your instruction materials. Discuss how the activity worked and things they should be aware of when working with Scouts.

Emphasize that geocaching does not have to cost much. Scouting leaders should explore alternatives to expensive devices such as smartphone applications. They can use their resources to set up a cache, or use an existing one—as long as they investigate the cache themselves before their Scouts look for it. They should also determine what format the Scouts will use to record coordinates.

Appendix Items

- How to Choose and Use a GPS (I)
- Hiding Your First Geocache (J)

References

- *Webelos Den Leader Guide*, No. 37003
- *Geocaching* merit badge pamphlet
- *Boy Scout Handbook* (13th edition), No. 34554
- Geocaching.com



AQUATICS IN THE CUB SCOUTING PROGRAM

Rationale

This session introduces the Cub Scouting program's aquatic adventure activities and demonstrates how the requirement for each rank builds on the one from the previous rank.

Learning Objectives

- Identify the adventures and requirements in the Cub Scouting program related to aquatics
- Find additional trainings available for aquatics activities

Materials

- Prepare a poster of the 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 from the shore.
 - U is "Know what U can do"—don't do any more.
 - T is "Tell a grown-up" if someone is in need.
 - S-C-O-U-T shows safety. Now you take the lead!
- Unit Swim Classification Record, Appendix K
- Life jackets for life jacket relay (If life jackets are not available you may substitute a discussion on why they should be worn, using visual aids.)

Local Handouts

- Schedule of in-person training that may be available through your district or council, with contact information
- Schedule of local Red Cross training, with contact information
- Information from your district activities committee or aquatics committee promoting a planned Cub Scouts aquatics event in the coming year
- Information from your council aquatics committee to help connect leaders with local resources
- List of additional local resources that can be used as resources for this module

Considerations

- Unit Swim Classification Record, Appendix K
- Review of the BSA classifications of swimming ability found in the Aquatics Safety section of the *Guide to Safe Scouting*: <https://filestore.scouting.org/filestore/pdf/34416.pdf>
 - Nonswimmer: Anyone who has not completed either the beginner or swimmer tests is classified as a nonswimmer.
 - Beginner: Anyone who has completed the beginner test is classified as a beginner.
 - Swimmer: Anyone who has completed the swimmer test is classified as a swimmer.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

This session reviews the Cub Scouting aquatics program and the aquatics-related adventures in each rank. Aquatic skills are introduced progressively through each rank. As Cub Scouts mature, they learn a little more about each topic, reinforcing the knowledge they have already gained and introducing new knowledge and skills to keep aquatics fresh and fun!

Water Safety

Water safety is a critical issue. According to the Centers for Disease Control (CDC), drowning is the fifth leading cause of accidental death in the United States. Each day, two children under the age of 14 die from drowning.

Scouting events frequently involve water activities as a natural way to help Scouts improve their swimming ability. The Scouts not only improve their experience-based skills but also their working knowledge of swimming, boating, and aquatic safety.

Rank Adventures

Cub Scouts earning the Tiger rank can engage in the Floats and Boats elective adventure, which focuses on basic boat identification, water safety, personal safety, an introduction to rescue techniques, and beginning swimming instruction.

If time allows, perform the Water Safety Exercise and the Life Jacket Relay or the Buddy Game from the Floats and Boats adventure.

Water Safety Exercise

Explain to the participants that when you ride in a boat or swim, safety is very important. To help them remember what is important, teach them the Water Safety Chant (see above using the poster you created). This chant is done in a round: First, everyone says it together. Then one participant and his or her partner start with “S,” and when they get to “C” the next pair starts, and so on. Cub Scouts will follow our lead on the enthusiasm and excitement we show, so the chant should always be lively and loud!

Once participants have learned the chant, explain the rules that go with each letter:

- S: *What does a Scout need to make sure of before going in the water?* An adult needs to be watching him.
- C: *What does a Scout need to know before he swims?* Each Scout needs to know the rules for the place where they will be swimming. *Is running near the pool or water’s edge a good idea?* No!
- O: *Who should the Scout always stay near to when swimming?* The Scout should always have a buddy close by.
- U: *What restrictions does a Scout need to know about before going swimming?* It’s important to know where you are allowed to swim, and not swim beyond that point. Scouts who can’t swim must not enter water deeper than their chest. *How should a Scout enter the water?* Water should always be entered feetfirst.
- T: *Who does a Scout call for help?* A Scout should get an adult if someone needs help.

What do these letters spell? S-C-O-U-T spells safety, and YOU take the lead! Debrief the activity and discuss ways to impress the importance of safety on Scouts.

Buddy Game

We’ll also use games to help Scouts learn about the importance of the buddy system. Let’s play the Buddy Game just like the Scouts would! Tell the participants that having a buddy is not only important when you are doing an activity, but it can also be fun!

Divide the participants into buddy pairs. Proceed through the activity with these instructions:

- With your buddy, decide on an animal that your buddy pair is going to be. (Another option is for the facilitator to assign an animal name to each pair or have cards prepared so they can “draw” to assign their animal.)
- Next, the entire group gathers into a big circle, and each participant stands on the opposite side of the circle from their buddy. When the facilitator says, “Go,” the participant turns around twice with eyes closed, then locates their buddy by using the noise that the animal makes—while listening for the buddy to do the same.
- When the buddies find each other, they should join hands, raise them in the air, and remain where they are until all buddy pairs have finished the activity.

Debrief the activity and discuss different ways participants might do it with their Scouts. As you can see, the activity will always require a safe water area.

Life Jacket Relay

- Have life jackets on hand for participants to try on. If life jackets are not available, you may substitute a discussion on why they should be worn along with visual aids to help in your discussion.
- Demonstrate what a life jacket looks like when it is adjusted correctly. Life jackets come in adult, youth, child, and infant sizes. Check the life jacket label for the appropriate weight range. A life jacket must be worn with all straps and zippers properly fastened. Pull the adjustable straps until the life jacket fits snugly, but comfortably, over clothing worn for different weather conditions. A properly fitted life jacket will not ride up around the head when lifted by the shoulder straps or when supporting a person in the water; if it does, a smaller size is needed. Simply tightening the straps on an adult life jacket will not make it safe for a child.
- Whenever you do a rowing activity on the open water, you must wear a U.S. Coast Guard approved life jacket. Here are brief descriptions of the different types:

Offshore life jacket: These life jackets are generally used as emergency devices on commercial vessels. They are effective for all waters, especially open, rough, or remote waters where rescue may be delayed. They will turn most unconscious people face-up.

Nearshore buoyant vest: These life jackets will turn some unconscious people face-up. They are intended for calm, inland water, or where the chance of quick rescue is good. The familiar horse-collar styles are generally less expensive than any other type.

Flotation aid: These life jackets are designed to help wearers achieve and maintain a face-up position in the water. They come in a wide variety of comfortable styles that allow a good range of motion.

Special-use device: The various special-use life jackets are designed for the specific industrial and recreational situations indicated on their labels.

Throwable devices: These personal flotation devices may be thrown to boaters in need. They are to be grasped by a swimmer, not worn.

- Participants divide into buddy pairs and line up at one end of the room with life jackets laid out on the other end. Each pair will run across, and one partner puts on a life jacket and adjusts it. His or her partner checks to make sure the life jacket fits, then they switch and the partner puts on the jacket. When a pair has finished, both participants run back to the original line. Keep going until each pair has finished the relay. Debrief the activity and discuss ways it can be done with Scouts.

Cub Scouting continues to build on aquatics as Scouts become Wolves through the Spirit of the Water adventure. This adventure adds some basic water conservation activities and personal fitness, as well as water safety and beginner swimming ability.

Bear Scouts continue their aquatics journey through the Salmon Run activity. Reinforcing the earlier adventures, Bears learn about the proper equipment used for boating, basic

instruction in rowing or paddling, and more rescue instruction. Additional activities include a trip to a pool, basic swimming technique instruction, and earning the beginner swim classification.

Note to instructor: A nonswimmer is anyone who cannot pass the beginner level test. Every Scout is considered a nonswimmer until he or she has passed the beginner test successfully. The beginner test requires Scouts to jump feetfirst into water over the head in depth, level off, swim 25 feet on the surface, stop, turn sharply, resume swimming as before, and return to starting place. The swimmer test requires Scouts to jump feetfirst into water over the head in depth, level off, and begin swimming. They swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then they swim 25 yards using an easy resting backstroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, the Scout rests by floating.

Wouldn't it be great if every Webelos and Arrow of Light Scout transitioning into Boy Scouts had reached the swimmer level? The Webelos and Arrow of Light Aquanaut elective adventure continues building on the previous year's topics of water safety, rescue, swimming skills, and ability.

Where Can Scouts Get Training?

Districts and councils may provide “swim days” where Cub Scouts can learn basic swim skills and improve their ability level. They might also provide aquatics instructor training to pack leaders who want to serve as a resource to their unit and others, or training may be offered through the Red Cross or another local agency. BSA training—including Safe Swim Defense and Safety Afloat—is available through the my.Scouting website and can be taken at any time.

This is a great time to share any handouts you gathered prior to the course.

Summary

There are many opportunities for Cub Scouts to be in the water, have fun, and be safe. Learning about age-appropriate aquatic activities and teaching the Cub Scouts to be safe around the water will ensure fun for all.

Appendix Items

Unit Swim Classification Record (K)

References

- *Fieldbook* (5th edition), No. 34006
- *Boy Scout Handbook* (13th edition), No. 34554
- *Guide to Safe Scouting*, www.scouting.org/health-and-safety/gss/
- Safety Afloat, www.scouting.org/health-and-safety/gss/gss02/
- Safe Swim Defense, www.scouting.org/health-and-safety/gss/gss02/
- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- *Canoeing, Lifesaving, Rowing, and Swimming* merit badge pamphlets
- Unit Swim Classification Record, Appendix K



GEAR SELECTION

Rationale

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

Learning Objectives

- List the Cub Scout Six Essentials that should be on hand at all Cub Scout outings.
- Identify the difference between the Cub Scout Six Essentials and the Scout Basic Essentials.
- List the considerations to keep in mind in selecting equipment for each outing.
- Describe several options beyond purchasing equipment to help make the Cub Scout outdoor experience affordable for all families.

Materials

- Sample ground cloths
- Sample tents and shelters—tarp, A-frame, dome, hybrid
- Types of fill—goose down, synthetic fibers
- Types of construction—simple quilting, double quilting, box wall, slant wall, overlapping tube of V-baffle
- Fanny pack or day pack containing samples of the Cub Scout Six Essentials
- Sample pads and mattresses
- Examples of each of the Cub Scout Six Essentials: filled water bottle, first-aid kit, flashlight, trail food, sun protection, whistle
- Examples of each of the Scout Basic Essentials: extra clothing, filled water bottle, first-aid kit, flashlight, a map and compass, matches and fire starters, a pocketknife, sun protection, trail food, and rain gear

Considerations

- Review from the appendix: Cub Scout Outdoor Essentials (L); Clothing Checklist (M); Pack Camping Gear (N); Personal Overnight Camping Gear (O); Options for Purchasing Gear (P); Sleeping Bags (Q); Tents and Shelters (R).
- Review the Cub Scout Six Essentials and the Scout Basic Essentials, and familiarize yourself with how they differ. Webelos Scouts should be using the Scout Basic Essentials, minus matches and fire starter.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

The Boy Scout motto, “Be Prepared,” also applies to Cub Scout leaders getting a den or pack ready for outdoor adventures. Leaders should be familiar with basic required camping gear along with the factors that need to be considered when selecting additional gear. It is critical to program success that Cub Scouts and their families have positive first-time experiences.

While each outdoor adventure is different and the equipment you take may change from one adventure to the next, there are some essential items that you should take every time. Beyond the essentials, your personal gear will depend upon whether this is a day or overnight trip as well as the climate and time of year.

Be Prepared

In order for Cub Scouts and their families to have a good outdoor experience, they need to be prepared for the outdoors and the activities they will be participating in. This includes the daytime activities, meals, and sleeping overnight. In each case, equipment is required. Most of the items needed are things that people may already have. If not, there are alternatives to purchasing what they need. Boy Scout troops can assist in equipping a pack or den for an outdoor adventure.

Cub Scout Six Essentials

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

- **Filled water bottle.** A canteen or sports bottle. You should avoid store-bought bottles of water in an effort to be better stewards of the environment.

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

- **First-aid kit.** This could be nothing more than a few adhesive bandages, antiseptic wipes, and antibiotic cream placed in an unused prescription bottle or a small store-bought one.
- **Flashlight.** A simple two-cell light with fresh batteries works just fine.
- **Trail food.** This can be prepared as a den project. Consideration should be given to highly nutritious items and any allergies that may exist. The food is for restoring energy versus just munching along the trail. Everyone should be reminded during an overnighter not to have food in the tents, which could attract animals.
- **Sun protection, SPF 15 or greater.** Lip balm may also be helpful, as well as a hat with brim and possibly a long-sleeve shirt.
- **Whistle.** An inexpensive whistle will be fine and should be used only as a tool, not a toy. Leaders should instruct the Cub Scouts on the use of the whistle before starting the adventure.

Scout Basic Essentials

Webelos Scouts should use the Scout Basic Essentials as they are preparing to transition to Boy Scouts. This list contains a few more items than the Cub Scout essentials:

- Extra clothing
- Filled water bottle
- First-aid kit
- Flashlight
- Map and compass



- Matches and fire starters (As a Boy Scout, youth can earn the Firem'n Chit. This certification grants a Scout the right to carry fire-lighting devices—matches, lighters, etc.—and build campfires.)
- Pocketknife (if they have earned the Whittling Chip)
- Rain gear
- Trail food
- Sun protection
- Whistle

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

Personal Overnight Camping Gear

Carry your outdoor essentials on every Cub Scout outing. When you want to camp out under the stars, add personal and group overnight gear.

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

Personal Extras (Optional Items)

- | | | |
|-------------------|-----------------|----------------------------|
| • Binoculars | • Nature books | • Small musical instrument |
| • Camera and film | • Notebook | • Sunglasses |
| • Fishing gear | • Pencil or pen | • Swimsuit and bath towel |
| • Gloves | • Prayer book | • Watch |

Refer to Appendix O, *Personal Overnight Camping Gear*.

Pack Camping Gear

In addition to the individual equipment listed in *Cub Scout Six Essentials* and personal overnight camping gear, the equipment listed below should be available for group use.

Required Items

- Activity gear—game material, craft supplies, etc.
- Aluminum foil
- Backpacking stove and fuel—or firewood, charcoal, and cooking grate
- Blanket
- Cleanup kit: sponge or dish cloth, biodegradable soap, sanitizing agent (liquid bleach), plastic scouring pads (no-soap type), dish mop, wash tubs, plastic trash bags, toilet paper in plastic bag

- Cooking utensils appropriate to your menu, or cook kit: pots and pans, spatula, large spoon and/or ladle, a pair of plastic sheets (4×4 feet), matches and/or butane lighters in waterproof containers, fire starters, charcoal chimney-style lighters
- Cooler
- Eating utensils
- First-aid kit
- Food
- Fuel canisters
- Ground cloth or tarp
- Insect repellent
- Nylon cord—50 feet
- Paper towels
- Plastic water containers
- Repair kit—rubber bands, safety pins, sewing gear (thread, needles, safety pins)
- Rope—quarter-inch, 100-foot length
- Shovel
- Sunscreen
- Tent stakes
- Toilet paper
- U.S. flag, pack flag

Optional Items

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

Note to instructor: Refer to Appendix N, Pack Camping Gear.

Sleeping Bags

The sleeping bag is designed to eliminate drafts. You will sleep warmer in a bag than you will with blankets of equivalent weight. Sleeping bags come rated for temperature, and in a variety of shapes, sizes, and construction. A mummy bag is warmer than a rectangular bag due to less heat loss around your feet and shoulders. Most mummy bags also come with hoods, as up to 70 percent of your body heat is lost through the top of your head. While warmer, mummy bags take some getting used to. For example, it's a little harder to roll over in a mummy bag—you'll have to roll the whole bag!

Refer to Sleeping Bags (Appendix Q) and display sample sleeping bags to explain the differences in construction, material and style, and advantages and disadvantages to each.

The outside fabric, or shell, of the bag is often made of nylon. Loft (space to hold heat) is created by filling the shell with a variety of natural or synthetic materials. Partitions sewn into the shell hold the filler material in place. In less expensive bags, the partition seams

may go straight through the shell, which makes it easy for cold air to creep in. In better bags, mesh or nylon walls (or baffles) divide the shell into compartments that keep the fill evenly distributed without lessening the loft, thus preventing cold spots. The best bags also have tubes of fill material backing the zippers to keep warm air in, and will probably have insulated hoods that can be drawn tight around the sleeper's face.

Bags come temperature rated for 45 to -10 F and beyond. It is possible to add range to a less expensive bag by adding a cotton sheet (-5 F) or a flannel sheet (-10 F), or by sleeping in sweats (-10 to -15 F). A tarp or extra blanket added around the bag will make it even warmer. Matching the range of the bag you buy to the temperature you expect to use it in the most is very important. It is also important to change into clean, dry clothing before getting into your sleeping bag. Moisture on your body from a busy day will quickly cool you and your sleeping bag down, which may make it very difficult to sleep comfortably. A stocking cap is a must, unless your bag has a hood already. Small bodies in long bags will be warmer if the bottom of the bag is folded up and tucked under.

If you don't have a bag, you can make an envelope bed using two blankets and a ground cloth. Lay the first blanket on top of the ground cloth. Put the second blanket half on and half off the first. Fold the first blanket into the second, then fold the remaining half of the second on top of the first. You should have four interlocked layers—two for the top, two for below. Fold the bottom of the blankets up to size, and secure with large clips or blanket pins.

Types of Sleeping Bag Fill

Goose down. Actual feathers from geese, grown next to the skin. Ounce for ounce the best insulator, but it is very expensive, and when wet it loses its loft and will not keep you warm. Requires careful laundering.

Synthetic fibers. Made from petroleum byproducts by a variety of manufacturers. Heavier than an equally rated down bag, but will retain its insulating value when wet. They are easier to clean and quite economically priced.

Sleeping Bag Terminology

Simple quilting. Loses heat where stitching passes through the fabric.

Double quilting. Two quilts fastened together in an offset manner to eliminate cold spots. Material tends to be heavier.

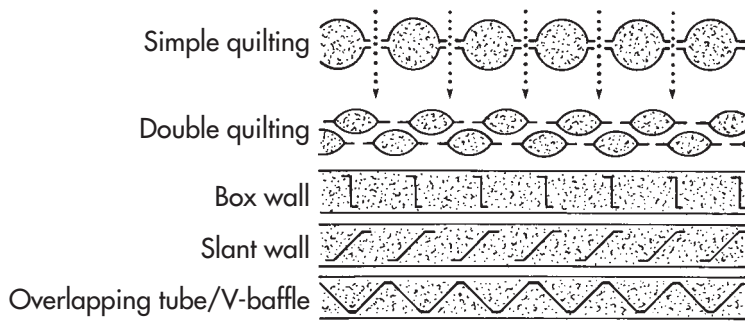
Box wall. Prevents the filling from moving about.

Slant wall. Prevents fill from moving about and gives it room to expand.

Overlapping tube or V-baffle. Very efficient, but because it uses a lot of material it tends to be heavy.

Sleeping Bag Construction

The cross sections on page 37 of various types of sleeping bags illustrate how filling is kept in place. Different stitching techniques will contribute to the sleeping bag's warmth rating. Simple quilting, which has stitches through the entire material, will not be as warm as double quilting. The other types shown in the cross sections will result in an even lower temperature rating, as there is a minimal path for cold air to flow through to the camper. There is a corresponding increase in cost as the techniques get better, so it is important to be aware of how a potential sleeping bag is made and what temperature range it will be used in, before purchasing it.



Ground Cloth

A commercially available ground cloth—or an old shower curtain, a waterbed liner, or 4- to 6-mil plastic will work. This will be your moisture barrier from the ground, and is essential.

Caring for Sleeping Gear

If you expect wet weather, place your sleeping bag in a plastic trash bag before stowing it in its stuff sack. After your trip, and on nice days during extended trips, air out your bag thoroughly. Hang it in a closet or store it in a loose cloth sack to preserve the loft of the fill material. Clean it when it becomes soiled, according to manufacturer’s instructions. Use of a bag liner will extend the life of the inside of the bag. Many campers find that the convenience of a light bag outweighs the use of sheets and blankets. Take care of it, and it will take care of you! Your sleeping bag is probably the most important piece of camping gear you will own. If you don’t sleep well, the rest of the trip will not be fun.

Shelter

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

Note to instructor: Refer to Appendix R, Tents and Shelters, and tent samples you have displayed to explain the advantages and disadvantages of different tent styles.

Tents

Desert campers need open, airy shelters to protect them from the sun. Campers in cool or cold weather need tight, strong tents able to withstand strong winds and hold heat inside. Your tent keeps you sheltered from rain, wind, sun, and bugs—all of which is very important! Fortunately, there are shelters available to accommodate any user, in a variety of price and quality ranges.

The development of synthetic fabrics has opened a new era of possibilities for tent designers. Nylon and breathable fabrics lend themselves to roomy shelters that pack small and weigh little. Flexible poles made of aluminum or fiberglass make possible geometric tent shapes that stand up to tremendous amounts of wind, rain, and snow. A ground cloth underneath the tent floor protects it from abrasion and provides an added barrier to moisture.

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

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

Note to instructor: Make the point that there are many types of tents available.

Types of Tents



Tarp

Tarp. The simplest of all tents, a nylon tarp weighs just a few pounds and can be set up in dozens of ways. It can be used as a sunshade, as your primary shelter, or as a dining fly protecting your cooking area from the elements. A tarp has no floor, which can pose problems in soggy areas, nor does it have mosquito netting.



A-frame tent

A-frame tent. Like a pup tent, only made of stronger, modern materials. The A-frame is roomy and usually has a waterproof floor and mosquito netting. Breathable fabric allows moisture to escape from inside, while a rain fly protects the inside from exterior moisture. A-frame tents have lots of headroom, but this tent does not do well in heavy winds or snow.



Dome tent

Dome. This is the most common type. Contemporary designs and fabric have made possible a variety of dome-shaped tents. Their configurations help them stand up in the wind and rain. Dome tents offer lots of useable floor space and headroom. They are usually freestanding, so they can easily be moved before taking down. Freestanding tents are convenient to set up, but still need to be staked down so they don't become free flying in unexpected winds. Be sure to use the fly to prevent moisture from rain or dew from reaching your gear inside.



Hybrid tent

Hybrids. Mix geometry, modern materials, and the imaginations of tent makers, and you get an astounding variety of shapes. Among the most interesting are hybrid tents that combine features of A-frames and domes. Some look like rounded A-frames, tunnels, or domes cut in half. Doors may be at the ends, or sewn into one or both sides. Many include a vestibule—a porch-like extension of the rain fly that provides shelter outside the tent body for storing packs, crew gear, and muddy boots.

Make the point that a dome tent or other tent with detachable fly on top should always have the fly installed. Flies will keep the hot sun out, in addition to blocking light in the morning and any rain or dew that may fall during the night.

Breathable Tents

Lots of rain gear today is made of fabric that protects you from precipitation and, at the same time, allows moisture given off by your body to escape. The same material is sometimes used to make tents. Because they do not need a rain fly, these single-wall breathable tents are lightweight yet strong enough to stand harsh conditions. On the other hand, they are usually small, can be clammy in warm weather, and may be very expensive.



Wall tent

Wall Tents

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

Never dig ditches around your tent; they leave scars on the ground that can take a long time to heal.

Care and Upkeep

Practice setting up and taking down your tent in your living room or backyard before you have to do it in the rain or by flashlight. Read the instructions! Seal the seams on your new tent right after you get it. Pitch it tautly, then go over the fly and floor seams with waterproof seam sealer. New tents usually include seam sealer and the manufacturer's instructions for applying it.

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

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

- At the campsite, choose a level spot that drains well.
- Remove stones and large sticks, but try not to disturb the natural ground cover.
- Spread out a ground cloth to protect the tent floor from dirt, sharp objects, and moisture.
- Unfold the tent on top of the ground cloth. Pull out the corners of the floor and stake them to the ground, then assemble the poles and put them in place.
- Use taut-line hitches to tie the free ends of guy lines around stakes you have pushed into the ground, and pull the lines tight.
- Put a rain fly over the tent and stake it down.

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

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

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

Opening zippers completely before going through doors will prevent damage.

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

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

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

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

Ground Cloths

Ground cloths act as a moisture barrier between the ground and your tent or sleeping bag. They help insulate you from the ground temperature as well as protect your tent or sleeping bag. Experienced campers always use a ground cloth of some sort. Be sure to clean all rocks, twigs, and other debris out from under your tent or sleeping bag area as a first step.

Your ground cloth should match the floor of your tent. Don't leave the edges out as they will collect water and could flood your tent. Tuck any loose edges under the tent to prevent this from happening.

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

Pads and Mattresses

Cub Scouts won't have a good camping experience if they don't get a good night's sleep. In some cases, you may want to consider using a pad or a mattress under your sleeping bag. The cheapest option is an inflatable swimming pool air mattress but they rarely last more than one night. Better quality air mattresses are more durable but do not add any insulation qualities, and in fact may cool you down faster by exposing your entire surface area to the cooler air. Closed-cell foam pads and other backpacker items can be more expensive, but are generally more effective. Newspapers will also insulate you from the cool ground and provide some padding against uneven ground.

Clothing

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

Cotton

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

Wool

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

Synthetics

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

Goose Down

Goose down is composed of the fluffy plumage geese grow next to their skins. It has a very high ratio of insulating power per ounce, making it a favorite of cold-weather campers, mountaineers, and many who live and work in chilly climates. Down provides loft and insulation in lightweight jackets, vests, and sleeping bags. Its major drawback is that if it becomes wet, its fluffy plumes clump together and become useless for trapping warmth. Many down jackets and some down sleeping bags have outer shells of treated nylon that shed water and that protect the down from rain, sleet, and melting snow. Fill power is the numerical measurement of the loft of down. A higher number means greater loft and a warmer sleeping bag or jacket.

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

Note to instructor: Refer to Appendix M, Clothing Checklist.

For Warm-Weather Camping

- T-shirt or short-sleeved shirt (lightweight)
- Hiking shorts
- Underwear
- Socks
- Long-sleeved shirt (lightweight)
- Long pants (lightweight)
- Sweater or warm jacket
- Brimmed hat
- Bandannas
- Rain gear

For Cold-Weather Camping

- Long-sleeved shirt
- Long pants (fleece or wool)
- Sweater (fleece or wool)
- Long underwear (polypropylene)
- Socks (wool or synthetic blend)
- Warm hooded parka or jacket
- Stocking hat (fleece or wool)
- Mittens or gloves (fleece or wool) with water-resistant shells
- Wool scarf
- Rain gear

Layering

For the most comfort in the outdoors with the least weight in your pack, use the layering system. Choose layers of clothing that, when combined, will meet the most extreme weather you expect to encounter. On a chilly autumn day, for example, you might set out from the trailhead wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. As you hike, the effort will cause your body to generate heat. Peel off the sweater and stuff it in your pack. Still too warm? Loosen a few buttons on your shirt or slip off your mittens and hat.

You also can use layering to keep cool in hot climates by stripping down to hiking shorts, a T-shirt, and a brimmed hat. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun.

Layering System

Versatility in your clothing choices is a key to staying comfortable and safe outdoors. Carrying a sweater, a jacket, and a warm shirt will allow you to adjust your clothing in more ways than if you have just a heavy coat. The kinds of layers matter, too:

Wicking layers: Blends of synthetic fibers designed to draw moisture away from the skin are used to make T-shirts, long underwear, and inner socks.

Warmth layers: Intermediate layers with effective insulating properties trap warmth that the body generates. Rely on shirts made of wool or synthetics and look for vests and jackets made of fleece or filled with synthetic insulation or goose down.

Windproof layers: A parka, rain gear, or other outer layer prevents wind from blowing away heat trapped inside the warmth layers of your clothing.

How the Layering System Works

On a chilly autumn day, you might set off on a hike wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. The exertion of walking causes your body to generate heat, so you peel off your sweater and stuff it into your pack. Still too warm? Loosen a few buttons on your shirt and slip off your mittens and hat.

Convertible pants have lower leggings that can be unzipped and removed to transform long pants into shorts. That saves the weight of carrying both shorts and long pants.

Wool gloves with water-repellent shells are ideal for cold weather.

When you stop for lunch or reach your campsite, pull on enough layers of clothing to stay comfortable. You might want to add an insulated parka, long underwear, and fleece pants. Layering works in hot climates, too. Hiking shorts, a T-shirt, and a brimmed hat might be just right for the middle of the day. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun. As the cool of evening approaches, add a fleece vest or jacket and perhaps a stocking hat and lightweight gloves.

Footwear for Camping

Almost any durable shoes will do for a frontcountry camping trip. When your plans include walking to a backcountry campsite with all your food and gear in your pack, hiking boots can give your feet and ankles protection and support.

In addition to boots for hiking, you might want to carry a pair of running shoes or other comfortable, lightweight shoes to wear around camp. Any shoes or boots you use for camping must fit well. Your heels should not slip much when you walk, and your toes should have a little wiggle room.

Clean your boots or shoes after every outing. Use a stiff brush to remove mud, or wash them off with water and mild soap, then allow footwear to dry at room temperature. (Placing shoes too close to a campfire can dry out leather and damage nylon.) The manufacturers of leather boots might recommend treatment with a boot dressing or waterproofing agent; follow their instructions.

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

Obtaining Equipment for Use

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

Not every Cub Scout or family will initially have all the necessary equipment. There are a number of options you can recommend:

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

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

Note to instructor: Refer to Appendix P, Options for Purchasing Gear. Tell participants that it includes some great ideas taken from *Scouting* magazine.

Summary

A successful first-time camping trip requires proper preparation. This includes planning a great program, acquiring the necessary equipment, and making sure the participants will be comfortable. The Cub Scouting program often gives Scouts their first camping experience and opens the way to a lifetime of outdoor enjoyment. Pack leaders should ensure that the Cub Scouts are appropriately equipped for the activity and the climate so that they can fully enjoy everything the outing has to offer.

Make sure you are clear on what the Cub Scout Six Essentials and the Scout Basic Essentials include, and communicate that information to your Cub Scouts and their families. Keep a list of the considerations on hand when selecting equipment for each outing so that everyone gets what they need. And present options to families when they begin securing their own equipment.

Appendix Items

- Cub Scout Outdoor Essentials (L)
- Clothing Checklist (M)
- Pack Camping Gear (N)
- Personal Overnight Camping Gear (O)
- Options for Purchasing Gear (P)
- Sleeping Bags (Q)
- Tents and Shelters (R)

References

- *Fieldbook* (5th edition), No. 34006
- *Boy Scout Handbook* (13th edition), No. 34554
- *Camping* merit badge pamphlet, No. 35866



NATURE AND HIKING

Rationale

Hiking is a great outdoor activity for Cub Scouts. This session is intended to introduce the basics of hiking and provide ideas to help make hiking fun.

Learning Objectives

- Explain why nature hikes should be fun and enlightening, not a test of endurance.
- Identify why safety is important when going on nature hikes.
- Describe how a nature hike is a good opportunity to remind the Cub Scouts about the Cub Scout Six Essentials.
- Demonstrate how to use the buddy system when going out on a hike.

Materials

Supplies needed if you will be taking a short themed hike:

Paint chip hike: Sample paint cards from hardware stores

A-B-C hike: Paper with letters A through Z listed for each participant

Babies hikes: None

“No talking” hike: None

Blind walk (controlled hike): Rope to string between trees to create a trail; stations set up with items for the hikers to feel and try to identify without being able to see them

Five senses walk: Stations set up for each of the five senses

Flashlight hike: None

Four on a penny: Pennies

Circle hike: None

“Different in the dark” hike: None

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

Considerations

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

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

Themed Hikes

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

Things to Remember

- Keep the hikes age-appropriate in regard to the distance being traveled. Courses of varying lengths and degrees of difficulty should be laid out (e.g., a hike that stays very close to camp and covers very little ground for the younger Cub Scouts, and a more strenuous hike for older Cub Scouts and adults who would like a physical challenge).
- Check the trail to make sure it is clear of debris and easily passable by all hikers.
- Remind the Cub Scouts to bring the Cub Scout Six Essentials.

Note to instructor: As a quick reminder, the Cub Scout Six Essentials for hiking are a first-aid kit, a filled water bottle, a flashlight, trail food, sun protection, and a whistle.

- Make sure all hikers are equipped with plenty of water for the hike.
- Remind them to bring sunscreen and/or insect repellent.
- Keep in mind that the purpose of a hike is to enjoy nature, not to complete a physical endurance test.
- Safety first! All hikers should be reminded to stay on marked trails and stay with the group. *The buddy system must be used.* Items such as poison oak, poison ivy, and stinging nettle should be located ahead of time so they can be identified and avoided.

Note that Cub Scouts should be reminded to “take nothing but pictures; leave nothing but footprints; kill nothing but time.” The purpose of a hike is to observe, not to collect. Once you have covered all of the reminders, have participants go on the themed hike you prepared.

Ways to End a Hike

The end of a hike can be a unique time of sharing and reflection. It’s also a nice time for a closing chain. The Cub Scouts and adults can stand in a circle and join hands. One person begins by sharing something that he or she saw for the first time on the hike and then signals the next person by squeezing their hand. This signal gives anyone who isn’t comfortable sharing the option of keeping things moving silently without having to respond.

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

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

Summary

Hikes can be great activities for a pack overnigher. They are a way to get the Cub Scouts moving and learning more about their surroundings. A hike should not be a test of endurance but instead provide a fun way to enlighten Cub Scouts about the world around them. It's important to start by reminding Scouts about hiking safety and reinforcing the Cub Scout Six Essentials. This is also the perfect activity to use to demonstrate how the buddy system works.

Appendix Items

- Themed Hike Ideas (S)

References

Cub Scout Leader How-To Book, No. 33832

CAMPFIRE PLANNING



Rationale

This session provides guidance in planning a campfire to ensure a fun, exciting, and memorable experience for all!

Learning Objectives

- Explain why a campfire is a great opportunity to create a memory in the life of a Cub Scout.
- Describe how the Campfire Program Planner (Appendix U) can keep the campfire on track and help ensure variety for the program.
- Explain how previewing all material to be presented at the campfire can ensure the content is aligned with Scouting's Positive Values (see Appendix V).
- Plan a campfire that includes the 4 S's: songs, stunts, stories, and showmanship.
- Demonstrate how to "follow the flames" and get the most out of each campfire.
- Explain why planning is essential for a successful campfire.

Materials

Campfire-related resource books such as

- *Cub Scout Leader How-To Book*, No. 33832
- *Cub Scout Songbook*, No. 33222
- *Cub Scout Ceremonies for Dens and Packs*, No. 33212
- *Group Meeting Sparklers*, No. 33122

Considerations

- Familiarize everyone with these three appendix items: Campfires (T), Campfire Program Planner (U), and Positive Values (V).
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

A campfire is often the highlight of any outdoor Scouting activity and a wonderful conclusion to a fun day. It wraps up the day with a feeling of fellowship and good Cub Scout fun, and prepares Cub Scouts for a good night's rest.

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

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

Successful Campfires

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

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

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

Note to instructor: Take a few minutes to talk about each of the four S's. Use Appendix T, Campfires, as your guide. The publications noted in the materials section above may also be helpful.

Follow the Flames

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

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

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

Campfire Code of Conduct

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

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

Screening the Material

Everything that occurs at the campfire should be approved in advance. Do not allow jokes or stunts that are in poor taste. Do not make anyone the brunt of a joke, stunt, or skit. There simply is too much good material available—keep the program on a higher plane. When in doubt, leave it out!

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

- No embarrassing an audience member
- No racial putdowns
- No cultural putdowns
- No portraying violent behavior
- No bathroom humor
- No water skits
- No sexual overtones
- No material that is not consistent with BSA standards

There are arguably gray areas, but the best advice is that these gray areas should be avoided. If everything was rated on a scale of 1 to 10, use the “8” material instead of the “2” material. Let’s “raise the bar” and make sure everything presented is up to BSA standards.

Positive Values

Encourage Cub Scouts to raise the bar in choosing material they will present at a campfire. There is a lot of great material out there. Let’s use it and be proud of the finished product.

Note to instructor: Reference the positive values guidelines provided in Appendix V. Highlight ways that the guidelines relate to the Scout Oath and Scout Law.

Summary

It will be important for you to read and use the handouts when you start planning your own campfires. There are hints for storytelling, song leading, and many good ideas you can include in your programs. Remember, campfires create memories, and it’s really simple to have a successful one if you use the tools from this session. Use the Campfire Program Planner (Appendix U), and focus on the 4 S’s and “following the flame.”

Appendix Items

- Campfires (T)
- Campfire Program Planner (U)
- Positive Values (V)

References

- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webeles Den Leader Guide*, No. 37003
- *Cub Scout Leader How-To Book*, No. 33832
- *Cub Scout Songbook*, No. 33222
- *Cub Scout Ceremonies for Dens and Packs*, No. 33212
- *Group Meeting Sparklers*, No. 33122



OUTDOOR ETHICS

Rationale

Cub Scouts begin learning about the Outdoor Code and the Leave No Trace Principles for Kids when they are Tigers, and the concepts are reinforced as they move through the ranks. This session deals with introducing outdoor ethics to Cub Scouts and how the learning should progress as they mature.

Learning Objectives

- Identify the components of BSA outdoor ethics and explain how they are deeply woven into all aspects of Scouting.
- Explain why the Outdoor Code is important in all that is done outdoors.
- Identify training that supports Leave No Trace (LNT) and Tread Lightly! as well as the BSA outdoor ethics.
- Discuss how Leave No Trace is not simply a program for camping but also a part of fundamental Scouting values.

Materials

- Materials for the Camp Ohno! activity (Appendix X): tent; litter; food scraps; fake fire, rocks, ax, and flowers; washing tub; dishes; fake dish soap; water or a blue towel to represent water; Inspiration Point sign; boom box; LNT principle signs—Know Before You Go; Choose the Right; Trash Your Trash; Leave What You Find; Be Careful With Fire; Respect Wildlife; Be Kind to Other Visitors
- Materials for the Will You Make It? activity (Appendix Y): event and solution cards

Considerations

- Review the following:
 - Cub Scout Outdoor Ethics (Appendix W)
 - BSA Fieldbook* (5th edition), No. 34006; section 3, “Environmental Protection”
 - Boy Scout Handbook* (13th edition), No. 34554; chapter 7, Outdoor Ethics
 - BSA Leave No Trace 101 Course Guide, revised November 2015:
www.outdoorethics-bsa.org/files/BSA%20LNT%20101%20Course%20Guide.pdf
 - William T. Hornaday Award requirements
 - Energy, Fish and Wildlife Management, Forestry, Public Health, and Soil and Water Conservation* merit badge pamphlets
 - BSA Outdoor Ethics: www.scouting.org/outdoor-programs/outdoor-ethics/
 - Outdoor Ethics—Boy Scouts of America: www.outdoorethics-bsa.org
 - Leave No Trace Center for Outdoor Ethics: <https://lnt.org>
 - Tread Lightly!: www.treadlightly.org
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

The Boy Scouts of America, one of the largest organized users of wilderness resources, introduced the Outdoor Code as early as 1954. Outdoor activities are a key part of the Scouting program, and the Outdoor Code and Leave No Trace are part of the Cub Scouting program. As users of our natural resources, it is important for Cub Scouts and their adult leaders to understand outdoor ethics not as a separate skill to master, but as a concept that is deeply woven into all aspects of Scouting.

The Outdoor Code, Leave No Trace, and Tread Lightly! can be applied anywhere in Scouting. For Cub Scouts these concepts should be applied in all their activities while camping, hiking, and fishing—and even when they learn to leave their meeting area cleaner than they found it.

BALOO trained leaders should apply the LNT Principles for Frontcountry (accessible parks) every time they take their Cub Scouts into nature. Campouts with Cub Scouts are high impact events, and every effort should be made to prevent damage to the resources that are being used.

Conservation

Conservation has always been a part of the Scouting program. Following the Outdoor Code can reduce our effect on the environment and on the experiences of other people in the environment.

As more people use parks and recreation facilities, Leave No Trace guidelines become even more important for outdoor visitors. Leave No Trace is a plan that helps people to be more concerned about their environment and to protect it for future generations. Leave No Trace applies in a backyard or local park (frontcountry) as much as it does in the wilderness (backcountry).

Brief History of Leave No Trace

The Leave No Trace concept was first established by the U.S. Forest Service in the 1960s. Then, as public land use expanded and land managers witnessed the adverse effects of this use, the Forest Service along with the National Park Service and the Bureau of Land Management developed early wilderness ethics practices. In the late 1970s, the Boy Scouts and other groups introduced the concept of “minimum impact camping.”

By the mid-1980s, the Forest Service had a formal “No-Trace” program emphasizing the cultivation of new wilderness ethics and sustainable no-trace travel and camping practices. In the early 1990s, the agencies formed an independent nonprofit organization called Leave No Trace Inc. The organization, now known as the Leave No Trace Center for Outdoor Ethics, was incorporated to develop and expand LNT training and educational resources, and to spread the general program components. Around the mid-1990s, the BSA began to introduce the language of Leave No Trace into its publications and program.

The Need for Leave No Trace in Scouting

Scouting has a long and distinguished tradition of conservation leadership and environmental protection, enshrined in the Outdoor Code, Scouting’s Wilderness Use Policy, the William T. Hornaday Awards program, and in innumerable publications and training programs. Leave No Trace offers a cutting edge approach to integrating Scouting’s ethical and decision making focus into the outdoors environment, providing Scouting members with a principled framework to assist in arriving at proper, ethical

decisions in the outdoors. These practices apply to all outdoor activities, including those at Scout camps, camporees, and on all types of public or private lands.

As cities grow and populations encroach upon protected natural areas, we must do more than just pick up the litter and extinguish campfires. In 1992, combined visitation to undeveloped public lands was estimated at 670 million. By 1999, the U.S. Forest Service recorded 900 million visits, and the National Park Service had 287 million visitors (Marion and Reid, 2001). As visitation continues to increase, we must learn how to maintain the integrity and character of the outdoors for all living things. Leave No Trace is not simply a program for camping; it is the cutting edge of Scouting values. Learning about Leave No Trace begins with you and your unit, in your backyard and even inside your home.

The knowledge and concepts enabling visitors to “leave no trace” are easily taught before and during outings. This course is devoted to helping you understand and pass on the value of natural areas and the methods we can use to help protect and conserve these areas for future generations.

Background on the Principles of Leave No Trace

Often, before people can decide to minimize impacts—to “leave no trace”—they must feel a personal connection to the land. They need a reason to care. Caring can take many forms: a love of beauty, an enjoyment of wild plants and animals, an interest in learning about the natural world, a feeling of oneness with nature, a desire for fun and leisure, the excitement of discovery, or even a need to be challenged. All these examples help illustrate how we are a part of the web of life that surrounds us.

Note to instructor: Ask the participants to identify areas where they have seen recreational impact on the environment. What do they think of that? What should our response be?

An understanding of how the natural world functions, and our ability to change this world, raises many considerations about Leave No Trace. Before teaching Leave No Trace to Cub Scouts, leaders are encouraged to help them make a personal connection with the natural world. As each Cub Scout nurtures this connection, a commitment to protecting the natural world begins to take shape. This sets the stage for promoting Leave No Trace and reminds us that humans are part of the natural world.

Outdoor Code

As an American, I will do my best to—

- *Be clean in my outdoor manners:* We will clean up after ourselves. We will not leave graffiti, fire rings, camp gadgets, or other signs of our presence.
- *Be careful with fire:* Fire is an important tool, but one that can be devastating if it gets out of hand.
- *Be considerate in the outdoors:* We will think about other visitors in the outdoors and how our presence impacts them.
- *Be conservation-minded:* We will think about our impacts on the environment.

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

Leave No Trace: Seven Principles for Frontcountry

1. Know Before You Go

- Be prepared! Remember food and water, and clothes to protect you from cold, heat, and rain.
- Use maps to plan where you’re going. Check the maps along the way so you’ll stay on course and won’t get lost.
- Learn about the areas you plan to visit. Read books, check online, and talk to people before you go. The more you know, the more fun you will have.

2. Choose the Right Path

- Walk and ride on designated trails to protect trailside plants.
- Do not step on flowers or small trees. Once damaged, they may not grow back.
- Respect private property by staying on designated trails.
- Camp only on existing or designated campsites to avoid damaging vegetation.
- Good campsites are found, not made. Don’t dig trenches or build structures in your campsite.

3. Trash Your Trash

- Pack it in, pack it out. Put litter—including crumbs, peels, and cores—in garbage bags and carry it home.
- Use bathrooms or outhouses when available. If not available, bury human waste in a small hole 6–8 inches deep and 200 feet, or 70 big steps, away from water.
- Keep water clean. Do not put soap, food, or human or pet waste in lakes or streams.

4. Leave What You Find

- Leave plants, rocks, and historical items as you find them so others can enjoy them.
- Treat living plants with respect. Carving, hacking, or peeling plants may kill them.

5. Be Careful With Fire

- Use a camp stove for cooking. Stoves are easier to cook on and create less impact than a fire.
- If you want to have a campfire, be sure it’s permitted and safe to build a fire in the area you are visiting. Use only existing fire rings to protect the ground from heat. Keep your fire small.
- Remember, a campfire isn’t a garbage can. Pack out all trash and food.
- Firewood should be either bought from a local vendor or gathered on site if allowed. Do not bring firewood from home; it can harbor tree-killing insects and diseases. Many states regulate the movement of untreated firewood.
- Before gathering any firewood, check local regulations.
- Burn all wood to ash and be sure the fire is completely out and cold before you leave.

6. Respect Wildlife

- Observe wildlife from a distance and never approach, feed, or follow wild animals.
- Human food is unhealthy for all wildlife, and feeding them starts bad habits.
- Protect wildlife and your food by securely storing your meals and trash.

7. Be Kind to Other Visitors

- Be considerate when passing others on the trail.
- Listen to nature. Avoid making loud noises—you'll see more wildlife if you're quiet.
- Be sure the fun you have outdoors does not bother anyone else. Remember, other visitors are there to enjoy the outdoors too.

Note to instructor: Show participants a firsthand example of a high-impact campsite by leading them in the Camp Ohno! activity (Appendix X). In addition, illustrate the Leave No Trace principle "Know Before You Go" by having participants play the "Will You Make It?" game (Appendix Y).

Next Steps: Leave No Trace Resources and Additional Training

Leave No Trace (LNT)

- LNT Online Awareness course: <https://lnt.org/learn/online-awareness-course>
- BSA Leave No Trace 101 orientation course—three or more hours
- Leave No Trace Trainer course—minimum 16 hours overnight
- Leave No Trace Master Educator course—five days, five nights (All Scouters ages 18 or older are eligible to take a Master Educator course.)

Tread Lightly!

- Tread Lightly! 101 Online Awareness Course: <https://tread-lightly.teachable.com/p/online-awareness-course>
- Tread Trainer course—eight hours, hands-on
- Master Tread Trainer course—two days

Summary

Scouting has a long and distinguished tradition of conservation leadership and environmental protection. As users of our natural resources, it is important for Cub Scouts and their adult leaders to understand outdoor ethics not as a separate skill to master, but as a concept that is deeply woven into all aspects of Scouting.

Outdoor ethics and Leave No Trace offer cutting-edge approaches to integrating Scouting's ethical and decision-making focus into the outdoors environment. As cities grow and populations encroach upon protected natural areas, we must do more than just pick up the litter and extinguish campfires. Leave No Trace is not simply a program for camping; it is the cutting edge of Scouting values, and the Outdoor Code is important in all that is done outdoors.

At the end of the course, the presenter should present each attendee who participated in a meaningful way with the BSA "Leave No Trace Awareness Card," No. 21-116.

Appendix Items

- Cub Scout Outdoor Ethics (W)
- Camp Ohno! (X)
- Will You Make It? (Y)

References

- Outdoor Code pocket certificate, No. 33428
- Individual Ethics reference cards: <https://lnt.org/shop/product/individual-ethics-reference-cards>
- Leave No Trace for the Frontcountry: <https://lnt.org/shop/product/frontcountry-guide>

COOKING AND SANITATION



Rationale

This session introduces cooking principles that can be used at home and in the outdoors. Participants will learn about food safety, nutritional guidelines, meal planning, cleaning dishes, and methods of food preparation.

Learning Objectives

- Explain why you don't need to be a gourmet chef to have fun with outdoor cooking.
- Describe how to make Cub Scout-level outdoor cooking easy.
- Identify several types of outdoor cooking.
- Demonstrate sanitary outdoor cooking practices and explain why they are important.

Materials

- A prepared and lit cooking fire to cook foil dinners.
- Ingredients for foil dinners: hamburger, onions, potatoes, cabbage, carrots, salt, pepper, garlic salt
- Heavy-duty aluminum foil
- Permanent marker to write participants' names on foil dinners
- Napkins
- Plastic forks

Considerations

- Review the following appendix items: Sanitation (Z), Foil Cooking (AA), Box Oven and Solar Cooking (BB), and Freezer Bag Cooking (CC).
- Follow the instructions under "What to Cook" to demonstrate how participants will make their foil dinners. The dinners will be stored and cooked to coincide with lunch on the master schedule.
- Provide permanent markers for participants to write their names on the foil packets. This will make it easier for each person to find their dinner.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

Planning Your Meals

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

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

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

Cooking Begins with Clean Water

When in the outdoors, make sure you have access to safe water, whether you bring your own or use some from another source. Water from faucets or drinking fountains in campgrounds has usually been tested by public health officials and is almost always safe to use. However, open water from streams, lakes, and springs must be properly disinfected before consumption.

How to Purify Water

- Bringing water to a rolling boil for a full minute or longer will kill most bacteria.
- Purification tablets are easy to use, but always check the expiration date before leaving for camp. Use only fresh tablets.
- Filters are effective and easy to operate, but the manufacturer's instructions must be followed carefully. It's smart to carry a small bottle of water purification tablets in case your filter malfunctions.

Sanitation

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

Note to instructor: Refer to the Appendix Z, Sanitation. Explain the proper way to clean dishes, pots, pans, and utensils.

Stress the importance of

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

Get the wash water going early. You may want to start it before you cook your meal, then move it away while you cook. As soon as the fire or stove is cleared of cook pots, put on a pot of water to heat for washing. After the meal, the cleanup crew goes to work. Pour half the hot water into a second pot; use one pot for washing, the other for rinsing. While hot water is ecologically sound and effective for most dishwashing tasks, a little biodegradable soap in the first pot will help cut grease. In the second pot, a few drops of a rinse agent such as liquid bleach will kill any germs the heat doesn't destroy. Sand makes a great scouring medium if you forget scrubbing pads.

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

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

Cooking

Cooking for Cub Scouts is not difficult or time consuming but does take planning.

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

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

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

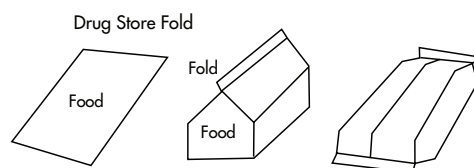
Cub Scouts, however, will stick to more basic menus. Cub Scout outdoor meals should be simple, especially on the first few campouts. Consider cooking hamburgers, hot dogs, bacon and eggs, or canned foods like spaghetti, beans, and vegetables.

Review cooking at each program level, and provide ideas for the Cub Scouts to cook. Reference the outdoor cooking section of the *Cub Scout Leader How-To Book*.

Foil Cooking

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

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



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

What to Cook

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

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

Here’s a basic recipe:

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

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

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

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

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

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

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

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

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

Foil Cooking Times

Hamburger: 15–20 minutes

Chicken pieces: 20–30 minutes

Hot dogs: 5–10 minutes

Pork chops: 30–40 minutes

Carrots: 15–20 minutes

Ears of corn: 6–10 minutes

Whole potatoes: 45–60 minutes

Potato slices: 10–15 minutes

Whole apples: 20–30 minutes

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

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

Dutch Oven Cooking

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

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

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

Freezer Bag Cooking

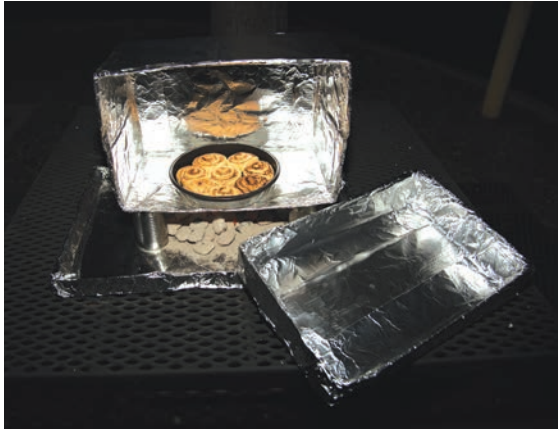
Freezer bag cooking (FBC) involves making your own meals just the way you want. They are similar to commercial freeze-dried meals but without the cost, and you can customize them exactly as you want!

Most people who do freezer bag cooking will package their meals at home before the trip. You should note on each bag what the meal is and how much water is required. Some will tuck a tiny note inside; others use a permanent marker on the outside.

When getting ready to cook your meal, bring your water to a near boil. Pour the water into your cup to measure, then add it to your freezer bag. This way you avoid the chance of burns, adding too much water, or touching your freezer bag with a burning hot piece of metal which risks melting the bag. You DO NOT need boiling water to rehydrate meals;

boiling is at 212 degrees Fahrenheit, but 180 degrees Fahrenheit will work just fine in this case. However, if you choose to boil your water to remove any chance of water-borne pathogens, let it cool for a couple of minutes and then proceed.

Stir with a long-handled metal, wooden (bamboo), or heat-safe plastic spoon. After you have mixed it well, zip up the bag tightly and wrap in a fleece hat, jacket, or coozy made for the purpose. Then let the bag sit for 5 to 15 minutes; the recipe and altitude will determine how long. Make yourself a drink and wait for your meal. Once ready, stir well and eat. It's a good idea to put the bag into your coozy before you add the water. This way, the coozy holds the bag upright for you while the water is added.



Box Oven Cooking

A box oven can be made using a variety of materials. Cardboard boxes that hold 10 reams of 8½×11 or 8½×14 paper will make very nice box ovens. Line the inside of the box and lid with aluminum foil. Use a sponge to dab some glue around the inside and the cover to hold the foil in place. Make a couple of holes in the cover to let the combustion gases out, and make a few holes around the sides near the bottom to let oxygen in. Make a tray to hold the charcoal using one or two metal pie plates. You can either make feet for a single pie plate using nuts and bolts, or bolt two pie plates together, bottom to bottom. Cut two coat hangers to make a rack to hold up the cooking pan.

Poke the straight pieces of coat hanger through one side and into the other. Two pieces will usually do fine. Put several lit briquettes on the pie pan, set your cooking pan on the rack, and place the cover on top. The first time you use this box oven, check it a few times to make sure that enough oxygen is getting in, and enough gases are escaping, to keep the charcoal burning.



Solar Cooking

Solar cooking is a great way to incorporate STEM (science, technology, engineering, and mathematics) in Cub Scouting. Your local Scout shop offers an affordable kit the youth can use to construct a parabolic solar oven that reflects and focuses the sun's radiation on a small cooking container. It's a great way to heat water or melt chocolate to make an environmentally friendly fondue.

There are two ways to cook in a solar oven. The first way is to refocus the oven to follow along with the sun's rays every 25 to 30 minutes. This allows for food to be prepared the same way it would with a classic stove or oven.

The solar oven can also be used as a slow cooker similar to a Crock-Pot. It is possible to prepare food, put it in the solar oven, point the oven where the sun will be, leave, and come back to a savory, slow-cooked dinner.

Summary

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

Note to instructor: Refer to Appendix AA, Foil Cooking, Appendix BB, Box Oven and Solar Cooking, and Appendix CC, Freezer Bag Cooking.

Appendix Items

- Sanitation (Z)
- Foil Cooking (AA)
- Box Oven and Solar Cooking (BB)
- Freezer Bag Cooking (CC)

References

- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- *Cub Scout Leader How-To Book*, No. 33832
- *Fieldbook* (5th edition), No. 34006
- Solar Cooking Kit at www.scoutshop.org, No. 619574
- Cooking Without Utensils: www.scouting.org/training/adult/supplemental/cooking-without-utensils/
- Trail Cooking: www.trailcooking.com/trail-cooking-101/freezer-bag-cooking-101/
- Camping Recipes: www.boyscouttrail.com/boy-scouts/boy-scout-recipes.asp
- MacScouter—Cooking & Cookbooks: www.macscouter.com/Cooking/



FIRST AID

Rationale

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

Learning Objectives

- Explain why a first-aid kit is important to have during any Cub Scout activity, and why everyone should know where the kit is kept.
- Describe how making your own first-aid kit could be a good den or pack activity.
- Explain the use and storage of your pack first-aid kit.
- Identify a secure location for keeping all health and medical forms.
- Explain why the location of the health and medical forms should be known and accessible to first responders as needed.

Materials

- Gather several different types of commercially produced and homemade first-aid kits.
- Show personal first-aid kits and the larger versions for group activities.
- Provide a sturdy ziplock storage bag for each participant.
- Have latex-free gloves and mouth barrier devices on hand for display and demonstration.
- Provide items for participants to make their own first-aid kits. These may include
 - Absorbent cotton
 - Adhesive strips
 - Antibiotic ointment
 - Assorted gauze pads
 - Bar of soap
 - Box of latex-free adhesive bandages (assorted sizes)
 - Calamine lotion
 - Clinical oral thermometer
 - 3 cravat (triangular) bandages
 - Foot powder
 - Goggles
 - Hand sanitizer
 - Instant ice packs
 - Latex-free, disposable gloves
 - Lip salve
 - Mouth barrier device
 - Needles
 - Paper cups
 - 4 roller bandages (a pair of the 1-inch size, and a pair of the 2-inch)
 - 2 rolls of latex-free adhesive tape (one 1-inch size and one 2-inch)
 - Safety pins
 - Scissors
 - Small flashlight (with extra batteries and bulb)
 - Sterile pads (3×3-inch and 4×4-inch sizes)
 - Sunscreen lotion
 - Thin board splints (1 pair, 17-inch)
 - Tweezers
 - Water purification tablets (iodine)

Local Handouts

List of places leaders can take first-aid classes (Include contact information and websites if available. The American Red Cross and your local YMCA are good places to start.)

Considerations

- Review Appendix DD, First-Aid Kits, and Appendix G, Annual Health and Medical Record Information and FAQs.
- Inventory first-aid items to make sure they are still sterile, useable, and appropriate in all kits.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

First-Aid Kits

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

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

A binder containing all annual health and medical record forms should be kept in a secure location, available to first responders as needed. These forms list details that will be vital in an emergency such as allergies and guardian contact information. Leaders must keep the binder with them at all events, activities, and outings.

Refer to Appendix G, Annual Health and Medical Record Information and FAQs.

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

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

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

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

If there is a serious injury or fatality, attend to the injured first and prevent further harm. Call 911 for help and begin providing first aid. If the accident occurs at camp, immediately notify the camp director or camp ranger. If the accident occurs anywhere other than a council camp, notify the unit leader or other adult leadership.

Commercially available first-aid kits are usually sufficient but building your own with better quality adhesive bandages and proven remedies may make the kit more useful. Ready-made kits often carry cheaper, less useful materials, and a little effort on your part can make a good kit even better. Within your den, having Cub Scouts build their own kits is a great way to emphasize the importance being prepared.

Note to instructor: Display a prepared first-aid kit. This kit should contain the items you selected for participants to use when putting their kits together. Ask participants to guess the items that are in the kit. Once they have made their guesses, take one item out at a time and ask participants why that item might be needed on a hike or other activity. Refer to First-Aid Kits (Appendix DD), and point out that not all kits contain everything listed there.

Set out additional quantities of each item so that participants can walk around the table preparing their own kits. Give each of them a ziplock bag to store the items.

The Three C's

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

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



The Five Hurry Cases

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

The five hurry cases are:

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

Protective Measures to Take When Giving First Aid

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

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

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

Hurry Cases

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

Activate the three C's:

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

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

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

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

Activate the three C's:

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

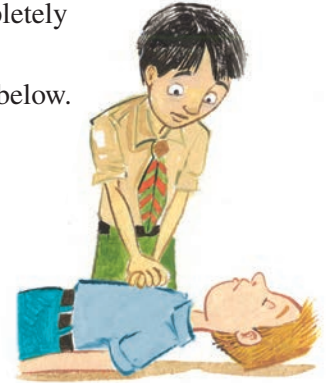
Another very serious heart problem is sudden cardiac arrest, which occurs when the heart stops pumping. In seconds, the victim will become unresponsive and will stop breathing or will gasp for breath. If you suspect sudden cardiac arrest, call for medical help, begin chest compressions, and locate an automated external defibrillator (AED) if available.

Cardiopulmonary resuscitation (CPR) is a way to keep the heart beating until medical help arrives. It requires instruction from a certified teacher.



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

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



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

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

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

Airway

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

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

Rescue Breathing

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

1. Place a CPR breathing barrier over the victim's mouth to protect both of you from any diseases that could be spread.
2. While continuing to tilt the head, pinch the victim's nostrils, seal your mouth over his or her mouth, and blow into it to fill the lungs. The breath should last about one second. Watch to see if the person's chest rises. Remove your mouth, and then give another rescue breath.



3. For an adult: If the victim does not start breathing again after two rescue breaths, the heart may stop beating too. Immediately begin CPR. (Ask other den leaders about procedures for children.)

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

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

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

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

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

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

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

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

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

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

Summary

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

Appendix Items

- First-Aid Kits (DD)
- BSA Annual Health and Medical Record (F)

References

- *Fieldbook* (5th edition), No. 34006
- *Boy Scout Handbook* (13th edition), No. 34554
- *Guide to Safe Scouting*, www.scouting.org/health-and-safety/gss/
- *Webelos Handbook*, No. 33452

KNIFE SAFETY FOR CUB SCOUTS



Rationale

Knife safety is an important skill that all Cub Scouts will learn in earning their Whittling Chip. This session introduces the Cub Scouting program's knife safety rules and reinforces why the safety rules must be followed at all times.

Learning Objectives

- Explain why the rules of knife safety must always be enforced.
- Identify why a knife is a tool and should be treated as such.
- Describe the process for earning the Whittling Chip in order to use a pocketknife.
- Explain what happens if the knife safety rules are not followed and the Whittling Chip is revoked.
- Describe how the Whittling Chip, if revoked, must be re-earned as a complete unit in order to again carry and use a pocketknife. The corners cannot be cut off from the Whittling Chip for infractions—the certificate must be treated as a single entity.

Materials

- Samples of the three different types of pocketknives: jackknife, penknife, and multipurpose knife
- One of these types for each participant to use in practicing
- Sharpening stones and oil for each participant
- Cub Scout Whittling Chip pocket certificate (No. 34398) for each participant

Considerations

Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

If you only take one thing away from this training, it should be that knife safety is important, and the rules must be followed at all times!

Knife Rules to Learn and Live By

Note to instructor: Start by asking the participants if there are things they should keep in mind when working with Cub Scouts and pocketknives. Reinforce any of the rules below that were not mentioned.

- A knife is a tool, not a toy.
- Know how to sharpen a knife. A sharp knife is safer than a dull knife because it is less likely to slip and cut you.
- Keep the blade clean and dry.
- Never carry an open pocketknife.

- When you are not using your knife, close it using the palm of your hand and put it away.
- When you are using the cutting blade, do not try to make big shavings or chips. Cut slowly and steadily.
- Make a safety circle. Before you pick up your knife to use it, stretch your arm out and turn in a circle. If you cannot touch anyone or anything else, it is safe to use your knife. While using your knife, be sure to watch in case someone walks toward you and gets too close. If that happens, put your knife away until it is safe to continue.

Kinds of Pocketknives

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

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

Jackknife

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



Penknife

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



Multipurpose Knife

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



Pocketknife Safety Pledge

I understand the reason for safety rules.

I will treat my pocketknife with the respect due a useful tool.

I will always close my pocketknife and put it away when I am not using it.

I will not use my pocketknife when it might injure someone near me.

I promise never to throw my pocketknife for any reason.

I will use my pocketknife in a safe manner at all times.

Caring for a Pocketknife

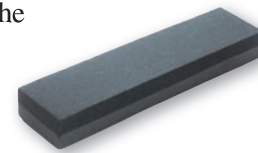
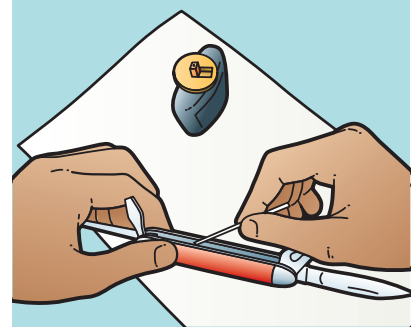
Most pocketknives today are made of metal that won't rust. However, dust and lint can collect inside the knife, and normal use will dull the cutting blades.

Cleaning. Open all the blades. Wrap a small bit of cloth around the end of a toothpick, moisten the cloth, and wipe the inside of the knife.

If you have used your pocketknife to cut food or to spread peanut butter and jelly, get rid of bacteria by washing the knife in hot, soapy water along with the rest of your dishes. After washing the knife, apply a bit of light oil to lubricate the joints.

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

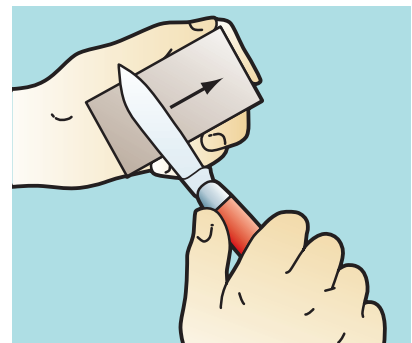
If you sharpen the blade at a lower angle, say 20 degrees, the blade will be sharper but less durable. Higher angles, say 30 degrees, make for edges that are very durable but relatively dull.



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

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

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



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

Knives and Cub Scouts

- Using dull, wooden safety knives at the initial training to teach safety and minimize risk
- Carving the first project using soft laundry soap bars or other soft material to decrease the amount of pressure needed to affect the work piece

Once the participants have completed the requirements, present them with their Whittling Chip cards! Have them recite the pledge as a group, and then sign the card.

Whittling Chip

Bear Scouts and Webelos Scouts may earn the privilege of carrying a pocketknife to Cub Scout functions.

- A Cub Scout must have the Whittling Chip in their possession at all times when carrying and using a pocketknife.
- If the Cub Scout does not follow the rules as taught and as listed on the Whittling Chip card, the Whittling Chip will be revoked, no exceptions!
- There is no such thing as “cutting a corner off” for infractions. The rules are followed at all times. The Whittling Chip card stays as a complete unit.

Summary

Remember that giving pocketknives to 8-year-old children without the proper training and preparation is not a good idea. Like everything else we do in Scouting, we start with teaching Cub Scouts how to treat pocketknives with respect and follow up with how to use them properly. Safety first. *Safety always!*

Appendix Items

- Whittling Chip certification form (EE)

References

- *Bear Den Leader Guidebook*, No. 37001
- *Bear Handbook*, No. 33451
- *Boy Scout Handbook* (13th edition), No. 34554
- Cub Scout Whittling Chip pocket certificate, No. 34398

CAMPSITE SELECTION



Rationale

This session will provide helpful hints to consider when selecting a site to set up camp on an overnight outing.

Learning Objectives

- Explain why the local council must approve camping sites used by Cub Scouts.
- Describe how using the Pack Overnighter Site Approval Form (Appendix A) will help in selecting council approved campsites.
- List the essential considerations when selecting a campsite: location, site and shape, protection, ground cover, drainage, and beauty.

Materials

List of campsites approved by the local council

Considerations

- Familiarize everyone with these appendix items: Pack Overnighter Approval Form (A) and Campsite Considerations (FF).
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

30 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

Choices may be limited since Cub Scout camping will be taking place at council approved sites like council camps, local parks, or campgrounds. But no matter where you go to camp, there are some things the pack leaders need to take into consideration before selecting that perfect site.

Finding a suitable campsite is important to the success of an overnight outing. The Pack Overnighter Site Approval Form (Appendix A) spells out clearly the camp standards and facility specifications. Check with your local council to obtain a list of properties that have been inspected and approved using this form. If you find a location not on the list, contact your council to see if you can get it approved.

Campsite Selection Considerations

There are several considerations to keep in mind when laying out your campsite for a pack event. Review each of the following:

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

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

Protection. Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees? Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

Insects and animals. All insects and animals have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite. Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you as long as you leave them alone, but give them plenty of room. The same goes for most animals.

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

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

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

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

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

Summary

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

Appendix Items

- Campsite Considerations (FF)
- Pack Overnighter Site Approval Form (A)

References

- *Fieldbook* (5th edition), No. 34006



LARGE-GROUP GAMES

Rationale

This session is intended to provide ideas for games to be played in a large group setting, such as pack outings and overnights.

Learning Objectives

- Define the concept of large-group games and how to lead them.
- Explain how large-group games are a great way to bring people together for fun and fellowship.

Materials

Select one or two of the following games to play if time permits. Have all the necessary supplies on hand. See Appendix GG, Large-Group Games, for more details.

- **Barnyard Bedlam.** Materials: Bags for captains; several pounds of peanuts in shells that can be laid out in piles for the players to find
- **Blob.** Materials: None
- **Spies.** Materials: several 8½×11 sections of cardboard hung about one yard above the ground; markers for players to write their names on the cardboard pieces
- **Streets and Alleys.** Materials: None
- **Steal the Bacon.** Materials: An object like a ball, a 2-liter soda bottle, or even a sack of clothing
- **Camp Baseball.** Materials: a foxtail

Considerations

- Review Large-Group Games (Appendix GG) so that you can discuss a variety of games.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

30 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

Large-group games are a great way to occupy your program time with fun, interesting, and imaginative opportunities. The games provide an opportunity for all participants in a pack camp setting to “unwind” with some fun and fellowship.

Large-Group Games

Cub Scouts and adults should play these games together so that everyone is involved. It's important to choose games everyone can play and teams that are equally balanced so that no team has a distinct advantage over another. If the game play becomes too competitive, consider switching to a new game. Remember, the emphasis of this activity is on fun, so minimize the importance of the score and concentrate on enjoying the game.

Note to instructor: Refer to Large-Group Games (Appendix GG) for ideas.

Game Playing Hints

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

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

Summary

It's important to be flexible with program activities such as games. Large-group games can be a great activity for a pack overnighter, but the possibility exists that you may have to change your plans midstream. Pay close attention to what is happening and take your lead from the Cub Scouts. The goal is not to teach them a game or how to be competitive. The goal should always be to bring the group together for fun and fellowship.

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

Appendix Items

Large-Group Games (GG)

References

Cub Scout Leader How-To Book, No. 33832



MEAL PLANNING

Rationale

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

Learning Objectives

- Explain why the meals planned for overnight campouts should be nutritious, simple, and easy to prepare.
- Identify how meal planning can prevent having too much or not enough food.
- Describe how nutritious and well-balanced meals provide energy on outings.
- Demonstrate how correctly packing the food can make campouts easier and more organized.

Materials

- Sample menus and shopping lists you have used before
- Cost per person breakdown: a sample formula for calculating each Cub Scout's share by totaling the costs and then dividing the sum by the number of youth participating

Considerations

- Review the Cub Scout Outdoor Program Checklist (Appendix HH).
- Review the Sample Camping Meal Planning Guide (Appendix II).
- Refer to sections of the *Boy Scout Handbook* (13th edition, No. 34554) that relate to meal planning:
 - Healthful Eating and Nutrition
 - Food for a Hike
 - Safe Drinking Water
 - Planning Camp Meals
 - Food for Outdoors
 - Menus
 - Meals
 - Making Camp Meals Special
- Review the USDA Food Pyramid (1992–2010) and MyPlate (2010–present), at www.foodpyramid.com/myplate.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

20 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

Meal Planning

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

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

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

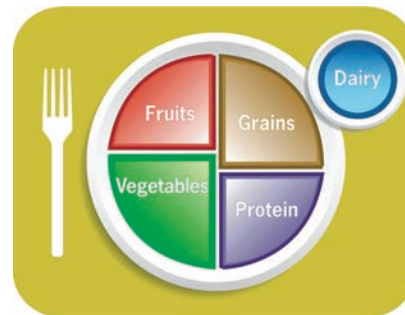
- How many Cub Scouts and adults are going, and how long will the campout be?
- What will everyone be doing?
- How will you be traveling to the camp?
- What access will you have to a potable water source?
- What kind of weather can be expected?

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

The Importance of Good Nutrition

The food you eat should:

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



Menus

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

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

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

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

Note to instructor: Share samples of shopping lists and menus you have used in the past.

Plan a practice exercise: Provide the price and quantity of all the ingredients needed for the campout and the number of Cub Scouts attending. Then have the participants calculate each Cub Scout's share.

Repackaging Food

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

Personal Eating Kit

Every Cub Scout needs a personal eating kit when camping. Take an unbreakable plate and sturdy drinking cup. (In winter, use an insulated plastic mug to keep drinks and soup warm.) Keep your knife, fork, and spoon together by drilling a hole in the handle of each one. Run a string through, and then tie them together. This practice makes cleanup easier, too!

Summary

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

A well-planned program will result in the Scouts and parents having an enjoyable overnight experience. They will want to do it again and again. That is the goal of this program. If you are not having fun in Scouting, you are not doing it right!

Appendix Items

- Cub Scout Outdoor Program Checklist (HH)
- Sample Camping Meal Planning Guide (II)

References

- *Boy Scout Handbook* (13th edition), No. 34554
- Food pyramids/MyPlate, www.foodpyramid.com/myplate

DUTY TO GOD



Rationale

This session introduces adult leaders to ways they can help Cub Scouts show their duty to God in an outdoor setting.

Learning Objectives

- Describe how outings provide many opportunities for each Cub Scout to show their duty to God
- Explain the BSA Statement of Religious Principle, highlighting the phrase that the BSA “maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. ...”
- Demonstrate how “A Scout is Reverent” applies across all faith traditions.
- Identify how Cub Scouts can learn about the World Friendship Fund and our donations that support Scouts all over the world.

Materials

- Cub Scouts Poster Set, No. 621086 (contains posters of the Scout Oath, the Scout Law, and the Cub Scout Den Code of Conduct)
- Duty to God religious emblems brochure, No. 512-879 (copy for each participant)
- World Friendship Fund brochure, No. 130-159 (copy for each participant)
- Sample Interfaith Service (JJ)
- Sample Graces, Prayers, and Inspirational Songs (KK)

Considerations

Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

There are many ways that Cub Scouts and their adult leaders can be reverent and show their duty to God during a campout in the outdoors. These include a moment of silence, watching a sunset, saying grace at meals, participating in an interfaith service, and reciting the Scout Oath and Scout Law together. The oath and law reflect our promise to fulfill our duty to God.

Note to instructor: Hang your posters of the Scout Oath and Scout Law where all can see or have someone hold them up while everyone stands and says the oath: *On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.*

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

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

Note to instructor: Share the Duty to God religious emblems brochure, No. 512-879. Review briefly the religious emblems program which is available to all members of the BSA, adults and youth. Ask participants to come up with ways that one could learn about duty to God during a Cub Scout campout. Ideas could include

- A moment of silence thinking about God or nature
- Grace before meals
- Activities acknowledging God's handiwork such as a "Kim's Game" nature hike
- Flag ceremonies emphasizing the Pledge of Allegiance and the words "under God"
- A thought for the day or inspirational minutes as part of ceremonies and campfires
- Interfaith worship service
- Watching the sunset from a hilltop
- Talking about the religious awards program

Inspirational Thoughts and Graces

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

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

Share the Sample Graces, Prayers, and Inspirational Songs (Appendix KK).

Volunteer Chaplain

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

- Leadership with graces, prayers, and inspirational songs or thoughts
- Leadership with interfaith services

While not an actual leadership position in Cub Scouts, a volunteer chaplain can ensure that the Cub Scouts have opportunities to be reverent, help with an interfaith worship service, or show their duty to God during a camping event.

Interfaith Worship Service

It is always nice to have an interfaith worship service if your campout is being held on a day that the Cub Scouts usually attend worship. Remember that it should be a nondenominational service that is objective, tolerant, and understanding. Remind the participants that duty to God may be practiced as "respect for other people and their beliefs." Refer to Sample Interfaith Service (Appendix JJ) for guidance. Attendance for this event should be encouraged, but is not mandatory.

Share Appendix JJ, Sample Interfaith Service. Ask the participants how this could tie in to Cub Scouts doing their duty to God.

World Friendship Fund

Voluntary contributions made by Scouts and leaders through the World Friendship Fund are transformed into cooperative projects that help Scouting associations in other countries to strengthen and extend their programs. The fund gives youth members of the Boy Scouts of America an opportunity to help fellow Scouts who need their support. It teaches Scouts that Scouting is global. Since the inception of the World Friendship Fund, American Scouts and leaders have donated more than \$11 million to this cause.

The fund was developed during the closing days of World War II. At that time, there was a great need to rebuild Scouting in those nations that had been wracked by war and were just emerging from the shadows of totalitarianism.

Over the years, this fund has provided Scouts from around the world with Scouting literature, uniforms, summer camp equipment, computers, and other Scouting-related supplies.

We wear the purple World Crest emblem on our uniforms to signify that we belong to the world brotherhood of Scouting.

Share the World Friendship Fund brochure, No. 130-159. Ask the participants how supporting the fund might tie in to Cub Scouts doing their duty to God.

Summary

There are many opportunities during campouts or Cub Scout activities that include mealtime graces, inspirational thoughts, learning about the World Friendship Fund, and discussing what it means to be reverent. These opportunities strengthen a Cub Scout's awareness and obligation to God, as well as helping to develop a personal understanding of being reverent.

Appendix Items

- Sample Interfaith Service (JJ)
- Sample Graces, Prayers, and Inspirational Songs (KK)

References

- Duty to God religious emblems brochure, No. 512-879 (copy for each participant)
- World Friendship Fund brochure, No. 130-159 (copy for each participant)
- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- Declaration of Religious Principle: Charter and Bylaws of the BSA, article IX, section 1: www.scouting.org/filestore/pdf/BSA_Charter_and_Bylaws.pdf

OUTDOOR CEREMONIES



Rationale

This session is intended to help leaders elevate any outdoor activity by adding outdoor ceremonies. When dens and packs meet outdoors, ceremonies are appropriate—and important! Using ceremonies stimulates and encourages increased participation in any event. Outdoor pack activities can start with an opening ceremony and end with a closing ceremony or closing campfire.

Learning Objectives

- Explain why you must consider the setting when planning an outdoor ceremony.
- Describe how outdoor ceremonies provide many opportunities for Cub Scouts to participate, and identify how leaders can ensure all the youth are involved.
- Demonstrate how ceremonies can provide a specific point in time for an event to open and close.
- Explain why planning is essential in making outdoor ceremonies fun, unique, and memorable.
- Discuss how advancement ceremonies not only provide recognition but can also show den spirit.

Materials

Select several ceremonies from *Cub Scout Ceremonies for Dens and Packs*, No. 33212. Provide props and walk participants through the following types of ceremonies:

- Opening
- Flags (for both stationary and handheld flagpoles)
- Advancement
- Closing

Considerations

- Review appendix items: Sample Interfaith Service (JJ); Outdoor Flag Ceremonies (LL); Sample Pack Camping Agenda (MM); The 12 Elements of the Cub Scout Outdoor Program (NN)
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

20 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

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

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

Program Planning and Ceremonies

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

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

Scout outings and activities that span weekends should include an opportunity for members to meet their religious obligations. This could include an interfaith service if the outing is on a day that the Cub Scouts and their families usually worship and the outing includes Scouts of different faiths.

Discuss the importance of being accepting of all faiths and respectful of all religions. Review that the Scout Law teaches, “A Scout is reverent.” A Scout is reverent toward God, faithful in religious duties, and respects the beliefs of others. It is important that Scouts be taught to recognize the beliefs of other Scouts and to respect those beliefs.

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

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

The term *ceremony* covers a wide range of activities. There are openings, closings, advancements, campfires, flags, and flag retirements. The primary function of a ceremony is to present, in a concrete form, the abstract sense of idealism. A ceremony reaches the individual through the senses of hearing and sight. Through their appeal to the emotions, ceremonies stimulate the ideals of patriotism, moral determination, and spiritual aspiration. They are a signal to the audience that something significant is happening, and they direct the audience to focus. Ceremonies at outdoor events create pure magic!

When designing a ceremony, think in terms of layers.

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

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

Once the setting has been decided, determine what the audience should see. If it is an awards ceremony, is there a display? Think how engaging it would be for a Cub Scout to receive an award that was attached to an arrow suspended from a tree branch, or presented to him by an Order of the Arrow member in full regalia.

Next, consider what you want the audience to hear. Most ceremonies include speaking parts. If Cub Scouts are expected to speak, is a microphone available? Have they practiced enough so that the audience can hear them clearly? Consider adding a drum beat or music in the background to help in setting the appropriate tone. The music should be loud enough to enhance the mood, yet soft enough so as not to overpower the speakers.

Once the visual and auditory senses have been addressed, consider how the audience will participate. For flag ceremonies, Cub Scouts of each age should be able to assist in the presentation of colors. For Tigers, make sure the parents, guardians, and other caring adults understand their role as assistants to ensure success. Have commands written on cue cards. For flag retirements, even the youngest Cub Scouts can carry flags to the fire ring and provide a final salute.

Consider the following ideas for making ceremonies participatory:

- Have Cub Scouts share something they did to complete an adventure, or something they learned during the event. This should be rehearsed!
- Have Cub Scouts recite the Scout Oath, Law, motto, or the Outdoor Code—depending on which one was referenced during the recent completion of an adventure. Provide assistance, if needed, prior to the presentation.
- Present a verbal challenge to the Cub Scouts based on what they have accomplished. For example, a Cubmaster might ask the Cub Scouts to affirm each line of the Outdoor Code by asking, “Do you pledge to be clean in your outdoor manners?” or “Do you pledge to be careful with fire?”
- Create an archway of neckerchiefs held up to walk under as the award is accepted.
- Have a ladder on hand, or some symbol of succession, so that Cub Scouts can move a marker from a lower rank to a higher rank to indicate personal achievement.
- Create Den Spirit Awards to be attached to the den flag following completion of a special event. For example, grommets retrieved from the fire ring following a flag retirement can be attached to the den flags of participating Cub Scouts. A musical note

Note to instructor: Refer participants to *Cub Scout Ceremonies for Dens and Packs* (No. 33212) and the *Cub Scout Leader How-To Book* (No. 33832) for examples of different types of ceremonies including succession ceremonies. Have everyone offer ideas for making ceremonies participatory.

created from fun foam could be presented to the den that led a song.

Planning for Ceremonies

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

Here is a checklist for ceremonies:

- Make sure all props are assembled and delivered to the location, all actors are informed, all costumes are provided, and all actors/costumes are informed/accounted for.
- If sound is planned and requires power, make sure the venue provides for this option.
- Practice, practice, practice!
- For advancement, communicate all details of location, time, and purpose to all interested parties and generate the required advancement reports so that the intended awards can be purchased and prepared for presentation.

Examples

Opening

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

Flags

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

Advancement

- Introduce the advancing den by sharing their den yell. (Make sure all yells are approved prior to the ceremony.)
- Have the advancing den welcome the incoming rank Cub Scouts with the Cub Scout handshake or presentation of a token that represents the outing.

Closing

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

Note to instructor: Have participants walk through the ceremonies you planned. Rotate participants through different roles.

Summary

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

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

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

Appendix Items

- Sample Interfaith Service (JJ)
- Outdoor Flag Ceremonies (LL)
- Sample Pack Camping Agenda (MM)
- The 12 Elements of the Cub Scout Outdoor Program (NN)
- Age-Appropriate Guidelines for Scouting Activities (SS)

References

- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- *Cub Scout Leader How-To Book*, No. 33832
- *Cub Scout Ceremonies for Dens and Packs*, No. 33212



STOVES, LANTERNS, AND FIRE SAFETY

Rationale

Sometimes the gear used on campouts appears scary and dangerous, especially to new campers. Once they are trained on how to properly use the equipment, it becomes more familiar and can provide years of good camping experiences. It is important that all participants of a pack camping activity understand and abide by the safety rules. This session is intended to teach the safe use of stoves and lanterns, and fire safety.

Learning Objectives

- Demonstrate the appropriate use of stoves and lanterns.
- Explain why the proper care and use of this equipment is important on any outing.
- Discuss why safety is paramount around cooking fires or camp stoves.

Materials

- Assorted styles of cooking stoves and lanterns used for pack camping to display
- Several stoves and lanterns for participants to use as they practice
- Several gas lantern mantles, with their packaging instructions, for participants to practice tying.

Considerations

- Review appendix items: BSA Policy on the Use of Chemical Fuels (OO); Open Fires Versus Cooking Stoves (PP)
- Practice using all of the cooking stoves and lanterns on display, and be prepared to demonstrate each and answer questions.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

In any activity, the first step to proficiency is learning to properly use your gear and equipment. Camping is no different. Campout know-how requires attention to safety, environmental ethics, and other elements of responsibility. The *Boy Scout Handbook* provides greater detail about all aspects of fire site preparation and building. It is important that all participants of a pack camping activity understand and abide by the safety rules.

BSA Policy on Chemical Fuels

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

The BSA camping policy clearly states that only adults should handle fuel. Before any chemical fuels or chemical-fueled equipment are used, an adult knowledgeable about the

fuels and equipment, including regulatory requirements, should resolve any hazards not specifically addressed within this policy.

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

Lanterns

Note to instructor: Refer to the BSA Policy on the Use of Chemical Fuels (Appendix OO). Demonstrate how the policy applies using the stoves and lanterns you have prepared.

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

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

Maintenance

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

Storage

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

Transportation

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

Gas Mantles

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

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

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

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

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

Camp Stoves

Many Scout units use lightweight camp stoves on their camping trips, especially with the shift toward low-impact camping and awareness of Leave No Trace principles. Every good Scout learns when it's more appropriate to use a lightweight stove than it is to build a cooking fire.

Demonstrate the procedure to safely fuel, refuel, light, and operate the stoves you have on display, pointing out the different points of the BSA Policy on the Use of Chemical Fuels (Appendix OO). Point out any maintenance tricks as you go through the demonstration. Cover safe storage, cleaning, and transportation of the stoves after the campout is over.

Have participants repeat your procedure until they are comfortable.

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

Camp Stove Versus Campfire

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

Refer to Appendix PP, Open Fires Versus Cooking Stoves. Cover the advantages and disadvantages of using a camp stove. Ask the participants if they can see any other advantages. For example, it can be very difficult to find firewood in an established campground. And the ease of setup and shutdown makes the camp stove very attractive when considering options.

Charcoal

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

Grilling with charcoal can also be dangerous if not done properly. Charcoal fires generally burn hotter than wood or gas, and it's harder to control heat on a charcoal grill. Using a charcoal starter, which will light a load of charcoal quickly with a single sheet of paper, is recommended over commercial lighter fluids for overall safety and ease of use.

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

Safety

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

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

Note to instructor: Discuss fire safety as a group. Include these points:

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

Summary

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

The BSA Policy on the Use of Chemical Fuels and any safety instructions established by equipment manufacturers must be reviewed and followed at all times. Remember that camp stoves come with their own set of guidelines, and because all equipment is slightly different, you should closely follow the stove safety rules listed in the *Boy Scout Handbook*.

Appendix Items

- BSA Policy on the Use of Chemical Fuels (OO)
- Open Fires Versus Cooking Stoves (PP)

References

- *Fieldbook* (5th edition), No. 34006
- *Boy Scout Handbook* (13th edition), No. 34554

BASIC KNOTS FOR CUB SCOUTS



Rationale

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

Learning Objectives

- Tie an overhand knot, a square knot, two half-hitches, a taut-line hitch, and a bowline knot
- Match and tie the correct knot to use in a variety of situations
- Explain why tying the correct knot for the specific situation is an important skill for Scouts to learn
- Explain why practicing tying knots improves Cub Scouts' skill levels

Materials

- 6 feet of rope for each participant for tying knots
- Pocketknife for each participant
- Electrical tape
- 1-foot length of ¼-inch diameter natural rope—with ends that have started unraveling—that each participant can use for whipping
- Two 2-foot lengths of strong cord, floss, or thick thread for whipping rope ends
- 1-foot length of ¼-inch diameter plastic or nylon rope—with ends that have started unraveling—that each participant can use for fusing
- Lighter for fusing nylon rope ends
- Cards with names of knots written on them for use during the relay game:
 - Overhand knot
 - Square knot
 - Two half-hitches
 - Taut-line hitch
 - Bowline knot
- Additional staff support, depending on the number of participants and their skill level

Considerations

- Depending on the number of participants and their skill level, it is a good idea to plan for additional BALOO staff to help with this session. Be sure to arrange this in advance so the helpers are ready and aware of the knots they will be teaching. This is a hands-on session; participants should have a rope to tie their knots, and adequate support to facilitate learning.
- Familiarize everyone with the Basic Knots for Cub Scouts (see Appendix QQ).
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

25 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

Tying a knot has been an essential skill in Scouting since the movement began more than a century ago. Knowing the correct knot for each situation is also important to master. This session will cover the following knots:

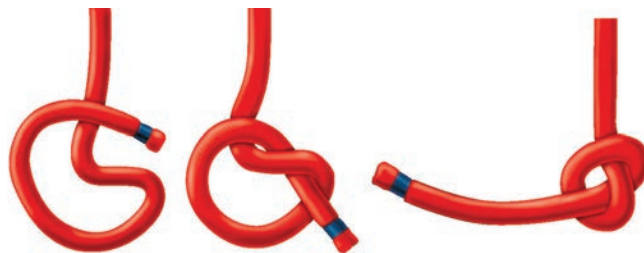
- Overhand knot
- Square knot
- Two half-hitches
- Taut-line hitch
- Bowline knot

Additionally, this session will demonstrate fusing and whipping rope ends.

Tying Knots

Learning how to tie knots takes practice. Carry a piece of cord or rope in your pocket and, several times a day, pull it out and tie the knots you have learned. Practice until you can tie them quickly—even with your eyes closed—and you'll be confident and ready to use them whenever necessary. A knot should be easy to tie, should remain tied, and should be easy to untie.

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

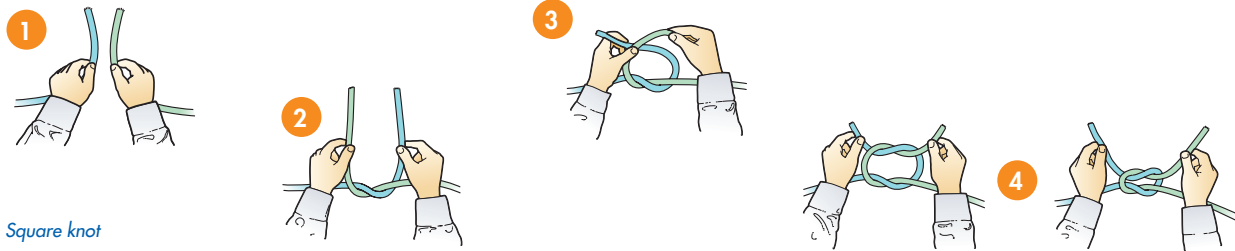


Overhand Knot

The simplest of all knots, the overhand knot has been in use for as long as there has been material that can be knotted. It also forms the basis of many other knots, particularly in the loop, bend, and hitch families. Once tied and put under strain, it is very difficult to untie.

1. Make a crossing loop turn by taking the working end of a rope behind the standing part.
2. Bring the working end to the front of the knot, then pass it through the crossing turn.
3. Pull on the working end and on the standing part to tighten the knot.

For more examples, reference these web pages: www.animatedknots.com/overhand/ and www.wikihow.com/Tie-an-Overhand-Knot/.



Square knot

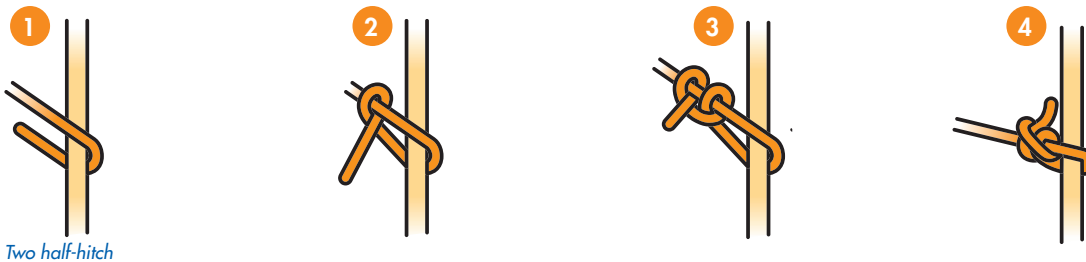
Square Knot

The square knot has many uses, from securing bandages and packages to joining two ropes together. A square knot works best when the ropes are of the same diameter and pressed against something else. This knot should not be used to hold a heavy load.

Tying a square knot is as easy as right over left, left over right. Here's how:

1. Hold a rope end in each hand.
2. Pass the right end over and under the rope in your left hand.
3. Pass the rope end that is now in your left hand over and under the one in your right.
4. Tighten the knot by pulling both running ends at the same time.

For more examples, reference the following web pages: www.animatedknots.com/reef/ and www.wikihow.com/Tie-a-Square-Knot/.



Two half-hitch

Two Half-Hitches

Two half-hitches can be described as a clove hitch tied around its own standing part instead of a pole, or another way as a taut-line hitch with an extra loop. However you describe it, two half-hitches (also called a double half-hitch) form a loop that can secure the rope to a post or grommet.

1. Pass the running end of the rope around the post or through the grommet.
2. Bring the end over and around the standing part of the rope, then back through the loop that has formed. This makes a half-hitch.
3. Continue taking the end around the standing part to tie another half-hitch (this time outside the loop). Be sure to go around the standing part in the same direction.
4. Pull the knot snug and slide it against the pole or grommet.

For more examples, reference the following web pages: www.youtube.com/watch?v=q93YpbVEXAM and www.wikihow.com/Tie-a-Two-Half-Hitch-Knot/.



Taut-line hitch

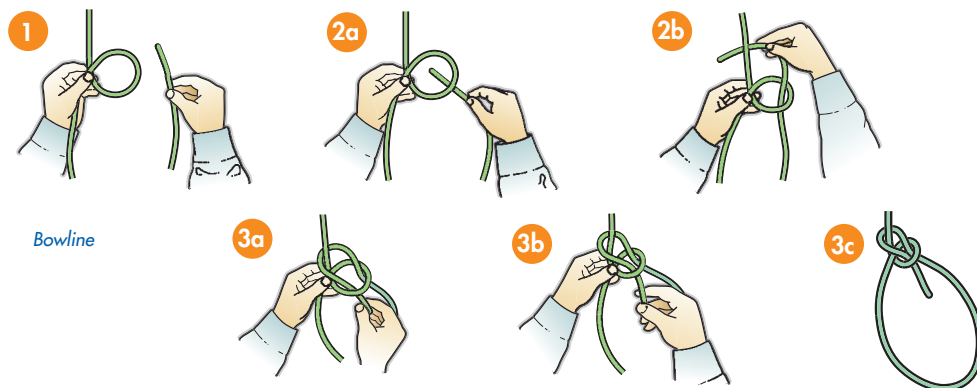
Taut-Line Hitch

Two half-hitches will tend to slide until the knot is cinched close to the post or grommet. To create an adjustable loop that stays in place, use the taut-line hitch.

1. Pass the running end of the rope around the tent stake.
2. Bring the end over and around the standing part, then back through the loop that has formed. Go around the standing part inside the loop again (this time closer to the tent stake).
3. Going in the same direction, take the end around the standing part outside to tie another half-hitch.
4. Work any slack out of the knot.
5. Slide the hitch to tighten or loosen the line.

For more examples, reference the following web pages: www.animatedknots.com/midshipmans/ and www.wikihow.com/Tie-a-Taut-Line-Hitch/.

Note to instructor: When participants have learned the two half hitches and taut-line knots, remind them to check the tent setups at their campsite and retie any incorrect knots.



Bowline

Bowline

The bowline forms a loop that will not slip but is easy to untie. Learn to tie the bowline around yourself, around a post, and in the free end of a rope. With practice, you can even tie it with one hand.

1. Make a small overhand loop in the standing part of a rope.
2. Bring the rope end up through the loop, around and behind the standing part, and back down into the loop. The amount of rope remaining below the loop determines the size of the fixed loop in the finished bowline.
3. Bring the working end back down through the overhand loop so it exits the knot toward the inside of the fixed loop. Tighten the knot by pulling the standing part of the rope away from the loop while holding the bight.

4. To untie the bowline, turn the knot over. Notice the collar-shaped bight of the rope in the bowline. To untie the knot, push the collar away from the loop as if you were opening the top on a soda can. That will break the knot so that you can loosen it.

For more examples, reference the following web pages: www.animatedknots.com/bowline/ and www.wikihow.com/Tie-a-Bowline-Knot/.

Note to instructor: Once all five knots have been completed, briefly review the usage for each knot with the group.

Overhand knot: This knot is not very tight, nor large, but it still has uses. It serves as the initial portion of the knot used to tie shoes, packages, or any situation where a secure knot is needed that can be quickly and simply untied. Useful as a handhold as well as a stopper, it is tied at regular intervals along lifelines to prevent the rope from slipping through the hands or a hole or opening (like a rock climbing belay). It can also help prevent the end of a hanging rope from fraying.

Square knot: The square knot has many uses, from securing bandages and packages to joining two ropes together. A square knot works best when the ropes are the same diameter and pushed against something else. This knot should not be used to hold a heavy load.

Two half-hitches: Use two half-hitches to tie a rope around a post.

Taut-line hitch: This is also the knot to use for staking out the guy lines of your tent or dining fly. It can be used to tighten or loosen a tent guy line by pushing the hitch up or down.

Bowline knot: Properly tied, a bowline never slips or jams. It holds permanent or adjustable loops and may be used to attach a cord to a pack frame, secure tarps and tents, or secure a line to a canoe. It's just what you want for tying a rope around your waist or around someone requiring rescue. A bowline also works well for securing guy lines through the grommets on a tent or dining fly. It is easy to untie.

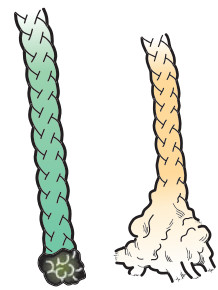
How to Fuse the Whip Ends of a Rope

When you cut a piece of rope, the ends can come untwisted or start to fray. For a quick fix, tie a tight overhand knot at the end of the rope or wrap it with electrical tape. However, the permanent way to protect ropes from unraveling is by whipping or fusing.

Fusing Rope

Rope is made by twisting together the stringy fibers of certain plants, or by twisting together or weaving strands of nylon, plastic, or other modern materials. Wear and tear sometimes causes a rope to unravel. For a temporary fix, tie a knot in each end or wrap it with duct tape. For a more permanent fix, whip or fuse the ends.

Fusing is a technique that you can use with rope and cord made of plastic or nylon. Plastic or nylon rope and cord melt when exposed to high heat. This method uses heat to melt (fuse) the fibers, forming a permanent bond that will prevent unraveling.

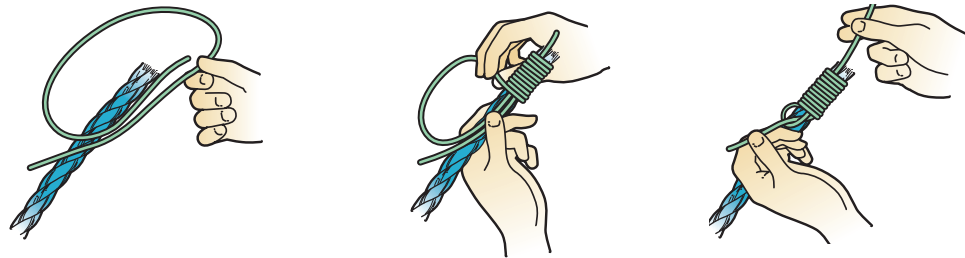


Fusing a rope

Demonstrate how to fuse the end of a nylon rope. Allow time for participants to try it.

1. Cut off the frayed part of the rope. (With rope that comes untwisted very easily, it's helpful to wrap the ends with electrical tape before cutting.)
2. Working in a well-ventilated area, hold the rope end a few inches above a lighted match or candle to fuse the strands together.

Do not touch a newly fused rope end until it has cooled—melted rope will be hot and sticky. Remember to fuse both ends of the rope. Do not try to fuse ropes made of manila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.



Whipping

Whipping Rope

Note to instructor: Demonstrate how to whip the ends of a rope. This works best if you use large items—a 3-inch piece of PVC to simulate the rope and a piece of ¼-inch cording to simulate the whipping material.

Demonstrate whipping your “rope” with the PVC and cording, then let the participants give it a try with their ropes and 1-foot lengths of dental floss or similar material. Explain when to fuse and when to whip a rope.

1. To whip the end of a rope or cord, use your pocketknife to cut away any of the rope that has already unraveled.
2. Next, using a 2-foot piece of strong rope or cord, preferably waxed, form a loop and lay it along one end of the rope or cord.
3. Tightly wrap, or whip, the cord around the rope, working your way toward the loop formed in the cord.
4. When the whipping is at least as wide as the rope is thick, tuck the end of the cord through the loop, then pull hard on the free ends to tighten the cord and secure the wrapping.
5. Unlay the end of the rope that sticks out so the whipping won’t pull off.
6. Trim away the extra cord, then whip the rope’s other end.

If there is time left in the session, set up a relay race where the teams have a rope and a stack of cards with the names of the five knots listed. Divide the participants up into teams of five or less. The participant whose turn it is runs up to the judge, turns over a card, tells what the knot listed is used for, and then ties the knot. Once the judge says it is correct, that player runs back to the group and the next player comes up, with the game continuing through all five knots. If you are unable to play during the time allotted for this session, the race could be staged somewhere else in the training with some time to fill.

Summary

A good piece of rope is worth taking care of. Keep it clean and free of mud or grease. It is just as important to know which knot to tie in a given situation as it is to actually tie that knot. Remember that practice makes perfect: Keep your ropes handy for the rest of the training, and practice whenever you have a moment to spare.

Although the leaders may know how to tie more knots than those listed in the requirements, it is important to leave additional knot-tying adventures to the Boy Scout experience. One way to continue challenging participants in their knot-tying skills without moving to more advanced knots is to see how fast they can tie them.

Appendix Items

Basic Knots for Cub Scouts (QQ)

References

- *Boy Scouts of America Deck of Knots* by Des Pawson; DK Publishing, 2007
- *Boy Scout Handbook* (13th edition), No. 34554
- *Knots and How to Tie Them*, No. 33170
- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- *Pioneering* merit badge pamphlet, No. 35931
- *Animated Knots* by Grog: www.animatedknots.com
- www.wikihow.com/Category:Knot-Tying



PROGRAM PLANNING FOR CUB SCOUT CAMPOUTS

Rationale

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

Learning Objectives

- Explain that pack camping can provide opportunities for advancement, but it should not be the main focus.
- Discuss why it is important to have activities that are age-appropriate for the Cub Scouts in attendance.
- Review flag ceremonies, campfire programs, interfaith services, and other activities that can be part of any campout.
- Explain why planning is essential for a safe and fun Cub Scout campout.

Materials

- At least one copy of the *Cub Scout Leader How-To Book*, No. 33832

Considerations

- Familiarize everyone with these four appendix items: Large Group Games (GG); Sample Interfaith Service (JJ); Outdoor Flag Ceremonies (LL); Sample Pack Camping Agenda (MM); and The 12 Elements of the Cub Scout Outdoor Program (NN).

Review the information on pack and family camping in

—*Tiger Den Leader Guide*, No. 37002

—*Wolf Den Leader Guide*, No. 37004

—*Bear Den Leader Guide*, No. 37001

—*Webelos Den Leader Guide*, No. 37003

- Keep in mind that participants may not have had any experience in planning camping activities, so be prepared for a lot of basic questions.
- Participants should be divided into small groups with a staff mentor assigned to help with the “Planning the Pack Overnighter” exercise.
- Prepare and practice the presentation in advance to help you stay within the time limits.

Time

55 minutes (Make sure to start on time and end on time.)

Training Activity

Introduction

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

This session will touch on all the points you must consider when putting together your program plan. Remember to always refer to the *Guide to Safe Scouting*, No. 34416, to make sure the activities being planned are safe for everyone.

Review the points briefly, as they have already been covered in other sessions. The benefit of this particular session is the actual planning participants will do after your presentation.

Note to instructor: Reference the Sample Pack Camping Agenda (Appendix MM) and the 12 Elements of the Cub Scout Outdoor Program (Appendix NN). Have participants discuss how the camping agenda is laid out. Talk about any possible areas of concern for them, and answer questions as appropriate.

You might point out that the camping agenda is fairly tight with not much free time scheduled. Why do participants think the agenda is set up this way? Is there anything they would do differently?

Advancement

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

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

Age-Appropriate Activities

Remember to use age-appropriate activities. Many Cub Scouts are not physically or mentally ready to take part in some kinds of outdoor activities. Keep in mind that there may be children of all ages participating in the program, especially if siblings have been included. Suggest offering a variety of activities so that families can pick and choose the ones they find most interesting. The *Cub Scout Leader How-To Book*, No. 33832, is a great source of ideas for games and activities for all ages.

Reference the Age-Appropriate Guidelines for Scouting Activities (Appendix SS) and the *Cub Scout Leader How-To Book*. Discuss the kinds of activities that might be appropriate for the pack camping program. These may include nature, hiking, sports, water activities, games, etc. Remember that lots of activities equal lots of fun!

Encourage participants to take advantage of special opportunities that may be available in the camp. Be sure they understand the concept of large-group games. Suggest using the *Cub Scout Leader How-To Book* to plan different activities that can be conducted at the same time, appealing to different age and skill levels.

Large-Group Games

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

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

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

Note to instructor: Reference Large-Group Games (Appendix GG) and the Age-Appropriate Guidelines for Scouting Activities (Appendix SS). Get ideas from the participants on games that might be included in the program. Point out that they will receive more information on these types of games in the Large-Group Games session. Remind them that contact activities involving tackling, blocking, etc., are not appropriate for this age group.

Flag Ceremonies

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

Reference the session on Outdoor Flag Ceremonies and the related appendix item (Appendix LL).

Campfires and Other Evening Activities

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

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

Interfaith Services

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

Reference the session on Duty to God and the Sample Interfaith Service (Appendix JJ).

Planning the Pack Overnighter

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

Note to instructor: Review Appendix MM, Sample Pack Camping Agenda, and Appendix NN, The 12 Elements of the Cub Scout Outdoor Program.

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

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

Scenario 1

The camp that you are using offers an Olympic-size pool, conservation-nature area, and hiking trails. Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 2

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

Scenario 3

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

Scenario 4

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

Meal Planning

Plan your menus to provide good food that the Cub Scouts and adults will enjoy eating and that require minimal cooking. Sack lunches from home for lunch on the first day, spaghetti or a similar simple meal for dinner, and a pancake breakfast the next morning will accomplish the goals of this program. Don't forget to include cracker barrels or healthy snacks as part of your meal plan.

Experienced camp cooks may want to have an activity station included in your pack program. Many of the adventures require the Cub Scouts to plan, shop, and prepare well-balanced meals for their den and their families.

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

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

Have the participants work in small groups, with others from their unit if possible, to develop a useable plan for an awesome pack overnigher. Staff mentors should be assigned to work closely with each group, assisting them to come up with a great plan! Avoid using existing plans the participants might have. Allow each team to work through the process.

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

Summary

Ask any new Cub Scout why he wanted to join Scouting, and often the answer will be “to go camping.” While new leaders may have the desire to follow through on those wishes, they may not all have the skills or the confidence to actually take the youth camping.

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

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

Appendix Items

- Large Group Games (GG)
- Sample Interfaith Service (JJ)
- Sample Pack Camping Agenda (MM)
- The 12 Elements of the Cub Scout Outdoor Program (NN)
- Age-Appropriate Guidelines for Scouting Activities (SS)

References

- *Tiger Handbook*, No. 334713
- *Wolf Handbook*, No. 33450
- *Bear Handbook*, No. 33451
- *Webelos Handbook*, No. 33452
- *Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss/
- *Tiger Den Leader Guide*, No. 37002
- *Wolf Den Leader Guide*, No. 37004
- *Bear Den Leader Guide*, No. 37001
- *Webelos Den Leader Guide*, No. 37003
- *Cub Scout Leader How-To Book*, No. 33832

COURSE COMPLETION RECOGNITION

Rationale

This session provides an opportunity to recognize the accomplishments of the newly trained leaders and to encourage them to go back to their units and organize pack overnights as they have been trained. They should also encourage participation by other leaders in their units so that the number of Cub Scouts who experience the outdoor program will continue to increase. This is also a good time to thank the staff who prepared and presented the BALOO.

Possible Recognition Items

- Training Pocket Certificate, No. 33767
- Appreciation Certificate, No. 33722

Materials

Ceremonies for Dens and Packs, No. 33212

Procedure

Using the *Ceremonies for Dens and Packs* book or other resources available, stage an appropriate graduation ceremony. Present all participants who successfully completed this training with certificates as established by your council or district. Encourage them to report back to a member of your staff with news of successful events and feedback on course material.

Recognize your staff for their work in front of the entire group of participants. Thank them for their time and efforts in furthering Cub Scout camping in your council.

Closing

Close the training with an inspirational thought, reading, or song. It should be brief but meaningful. There are many resources in Scouting and other literature that will help make this a memorable part of your training. It is important that participants leave BALOO training with both a sense of accomplishment for attending and a reminder of the greater good that Scouting has to offer youth and their families.

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

Scout Vespers

Tune: “O Tannenbaum”

Softly falls the light of day,

As our campfire fades away.

Silently Cub Scouts should ask,

“Have I truly done my task?

Have I helped the pack to go?

Has the pack helped me to grow?

Have I stood above the crowd?

Have I made Akela proud?”

As the night comes to this land,

On my promise I will stand.

I will help the pack to go,

As our pack helps me to grow.

Yes, I will always give goodwill,

I’ll follow my Akela still.

And before I stop to rest,

I will do my very best.

AFTER THE MODULES

Purpose

- To put the training site in order
- To evaluate the course just completed
- To complete the training records

Cleanup

Put the site back in good order. Pack all training supplies and materials, and arrange for their return. Clean up all outdoor sites, including the fire area. Leave the site better than you found it.

Evaluation

Decide whether to review the feedback with your staff now or to schedule a meeting in the near future. Do not delay; hold the meeting while the details are still fresh in everyone's mind. Determine how to address any weaknesses and build on the strengths of your team when conducting this session next time. Pass all useful feedback on to your training chair.

Training Records

Transfer the information from your sign-in sheets to the Training Attendance Report. Type or print legibly. Distribute copies according to your local procedure. Settle any open budget items at this time.

Feedback

Please provide any constructive suggestions regarding this syllabus (reference "Basic Adult Leader Outdoor Orientation, No. 34162") to the following address:

Boy Scouts of America
Cub Scout Specialist
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079

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Appendix A PACK OVERNIGHTER SITE APPROVAL FORM

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

Site: _____ Phone: _____

Address: _____

Site contact: _____ Title: _____

Site managed by (check one): City _____ County _____ State _____ Federal _____ Private _____ BSA _____

Mandatory Standards

	Meets Standard	
	Yes	No
1. The camping site is clean and safe from hazards.	_____	_____
2. The site is not located near any natural or manmade hazards.	_____	_____
3. Facilities are available for the proper and sanitary disposal of garbage, with vermin-proof receptacles. These facilities are serviced regularly by the managing agency.	_____	_____
4. Drinking water from an approved source is provided at convenient locations and is readily accessible.	_____	_____
5. Emergency assistance is available 24 hours a day.	_____	_____
6. A public telephone is available within a reasonable distance.	_____	_____
7. If fires are permitted, adequate and safe equipment is provided for cooking and recreational fires.	_____	_____
8. Each family site is within 300 feet of a sanitary toilet facility.	_____	_____
9. Any individual site hook-ups provided for electricity, water, or sewer meet all appropriate local and state health codes.	_____	_____
10. If swimming is available, it is limited to facilities that meet state health standards. BSA safety guidelines for aquatics are followed.	_____	_____
11. Adequate shelter is available for program activities during inclement weather.	_____	_____

Site Amenities (optional)

12. Campsites are available for tents.	_____	_____
13. Campsites are available for recreational vehicles.	_____	_____
14. Clean and warm showers are available for all campers.	_____	_____
15. Sufficient picnic tables are available.	_____	_____
16. An open area is available for group games and other recreational activities.	_____	_____
17. Well-marked and easy-to-follow trails are available.	_____	_____
18. Playground equipment is available and in good repair.	_____	_____
19. Recreational equipment is available for packs to check out.	_____	_____

Additional Opportunities

List any items of interest, historical sites, etc., in or near the vicinity of campsites. _____

Site inspected by: _____ Date: _____

Site approved by: _____ Date: _____

Council contact: _____ Phone: _____

Site approval expires (date): _____ (This is two years from the date of inspection.)



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Appendix B

CAMPOUT SAFETY CHECKLIST

Campout Safety Checklist

Boy Scouts of America

Campout Description: _____

Campout Date(s): _____ Campout Location: _____

Campout Organizer: _____ Health and Safety Officer: _____

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

Campout Risks	Yes	No	N/A	Mitigation/Comments
Planning				
1. Does everyone attending have a current Annual Health and Medical Record?				
2. Are all leaders current on their Youth Protection training (valid for two years)?				
3. Do leaders have program-specific training (e.g., Safety Afloat, Range Safety Officer, etc.)?				
4. If swimming or boating is involved, is there a BSA-certified lifeguard responsible for the waterfront?				
5. Have weather conditions been checked and communicated?				
6. Have maps to the campsite been printed and handed out?				
7. Do parents have contact information for adult leaders attending the campout?				
8. Does the unit have a fully charged and operable fire extinguisher?				
9. Is a seat belt available for each attendee in any vehicles that will be used?				
10. Are all drivers licensed and insured?				
11. Have all drivers taken Risk Zone driver training?				
12. Is the unit first-aid kit in good order?				
13. Has the <i>Guide to Safe Scouting</i> been reviewed for program safety requirements?				
14. Is a copy of the <i>Guide to Safe Scouting</i> available on the campout?				
15. Are the program areas age-appropriate for the youth?				
16. Is at least one participant certified in CPR and first aid?				
17. Is specialized safety equipment needed and available (e.g., life jacket, safety glasses, gloves, etc.)?				
18. Have emergency plans been established for the following?				
a. Severe weather				
b. Lost Scout				
c. Sick Scout requiring urgent care (non-ER)				
d. Evacuation from campsite				
19. Has an adult been assigned to help Scouts with taking meds?				

Campout Safety Checklist

Boy Scouts of America

Campout Risks	Yes	No	N/A	Mitigation/Comments
Campout				
1. Has the campsite been surveyed for potential hazards (e.g., glass, dead branches, large ant beds, etc.)?				
2. Has the location of the nearest hospital/ER been identified and announced to all adults?				
3. Is a mechanism in place for contacting a camp ranger or camp office (e.g., walkie-talkie, mobile phone, etc.)?				
4. Has the Unit Fireguard Plan been prepared and posted?				
5. Has a fire extinguisher been placed close to the campfire and/or other heat sources?				
6. Is the campfire in a campfire ring or in an area designated for a fire?				
7. Is the unit first-aid kit in a conspicuous location and readily available?				
8. Have equipment or tools been inspected prior to use?				
9. Have parking plans or areas been established to minimize vehicular traffic?				
10. Has the unit conducted a quick safety meeting to convey any important safety information?				
After Campout				
1. Have any incidents been recorded and reported, if necessary, to BSA professionals?				
2. Have the adult and youth leaders captured any lessons learned from the campout?				
Miscellaneous				



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Appendix C

LEADERSHIP REQUIREMENTS FOR TRIPS AND OUTINGS

1. Minimum two-deep leadership on all outings: Two registered adult leaders, or one registered leader and a parent of a participating Scout or other adult, one of whom must be 21 years of age or older, are required for all trips and outings.
2. Depending on the activities in your event, specific training may be required, such as first aid, Safety Afloat, or Safe Swim Defense.
3. During transportation to and from planned Scout outings:
 - Meet for departure at a designated area.
 - Prearrange a schedule for periodic checkpoint stops as a group.
 - Plan a destination point.

A common departure site and a daily destination are a must. If you cannot provide two adults for each vehicle, the minimum required is one adult and two or more youth members—never one on one (unless family members).
4. Safety rule of four: No fewer than four individuals (always with the minimum of two adults) go on any backcountry expedition or campout. If an accident occurs, one person stays with the injured, and two go for help. Additional adult leadership requirements must reflect an awareness of such factors as size and skill level of the group, anticipated environmental conditions, and overall degree of challenge.
5. Male and female leaders require separate sleeping facilities. Married couples may share the same quarters if appropriate facilities are available.
6. Male and female youth participants may not share the same sleeping facility.
7. When staying in tents, no youth will stay in the tent of an adult other than their parent or guardian.
8. If separate shower and latrine facilities are not available, separate times for male and female use should be scheduled and posted for showers. The buddy system should be used for latrines by having one person wait outside the entrance, or provide “occupied” and/or “unoccupied” signs and/or inside door latches.
9. Additional driving and transportation safety training is available at https://filestore.scouting.org/filestore/HealthSafety/pdf/632-006_WB.pdf.

Appendix D

EXCERPTS FROM THE *GUIDE TO SAFE SCOUTING*

All participants in official Scouting activities should become familiar with the *Guide to Safe Scouting* and applicable program literature or manuals, and be aware of state or local government regulations that supersede Boy Scouts of America practices, policies, and guidelines. The *Guide to Safe Scouting* is an overview of Scouting policies and procedures gleaned from a variety of sources. For some items, the policy statements are complete. For others, unit leaders are expected to review the additional reference material cited prior to conducting such activities.

In situations not specifically covered in the guide, activity planners should evaluate the potential risk of harm, and respond with action plans based on common sense, community standards, the Boy Scout motto, and safety policies and practices commonly prescribed for the activity by experienced providers and practitioners. Perhaps this quote by Lord Robert Baden-Powell from his 1914 book *Quick Training for War* is appropriate to include here:

“... The books lay down definite principles and examples which serve to guide the leaders when applying their common sense to the situation before them. No two situations are ever precisely the same, and it is therefore impossible to lay down exact rules that should guide in every case, but a man who carries precedents and principles in his head has no difficulty in applying their teaching in supreme moments of sudden emergency ...”

Versions of the Guide

In addition to the printed version, the *Guide to Safe Scouting* is available online at www.scouting.org/health-and-safety/gss/.

To obtain additional printed copies of the book, contact your local Scout shop, or order online at www.scoutshop.org. Don't forget to check Scouting Safely information at www.scouting.org/health-and-safety/.

Aquatics Safety

Aquatics Leadership Training Programs

Safe Swim Defense and Safety Afloat training programs are available online at my.scouting.org and may be offered locally by instructors approved by the council aquatics committee or other council authority. ...

Responsibilities of Supervisory Personnel

Safe Swim Defense and Safety Afloat govern BSA swimming and boating activities. Both specify that the activities are supervised by a mature and conscientious adult age 21 or older who:

- Understands and knowingly accepts responsibility for the well-being and safety of youth members in his or her care
- Is experienced in the particular activity
- Is confident in his or her ability to respond appropriately in an emergency
- Is trained and committed to the nine points of BSA Safety Afloat and/or the eight points of Safe Swim Defense

Unit leadership that accompanies the unit on an outing handles the first and last bulleted points above. However, under appropriate circumstances, the unit leader may delegate responsibility to trained individuals within the unit or to on-site professionals for the second and third bulleted points above. For example, a Scout troop at a water park with trained lifeguards on duty need not assign separate unit personnel to perform water rescue.

A Venturing crew on a whitewater excursion may rely on a licensed outfitter to provide the necessary equipment and trained guides.

Every possible contingency will not be covered with a hard-and-fast rule, and rules are poor substitutes for experience. Ultimately, each responsible adult leader must personally decide if he or she understands the risk factors associated with the activity and is sufficiently experienced and well-informed to make the rational decisions expected of a “qualified supervisor.” The BSA training programs listed above help provide the skills, experience, and guidance for making such a determination.

Safe Swim Defense

BSA groups shall use Safe Swim Defense for all swimming activities. Adult leaders supervising a swimming activity must have completed Safe Swim Defense training within the previous two years. Safe Swim Defense standards apply at backyard, hotel, apartment, and public pools; at established waterfront swim areas such as beaches at state parks and U.S. Army Corps of Engineers lakes; and at all temporary swimming areas such as a lake, river, or ocean. Safe Swim Defense does not apply to boating or water activities such as waterskiing or swamped boat drills that are covered by Safety Afloat guidelines. Safe Swim Defense applies to other non-swimming activities whenever participants enter water over knee deep or when submersion is likely, for example, when fording a stream, seining for bait, or constructing a bridge as a pioneering project. Snorkeling in open water requires each participant to have demonstrated knowledge and skills equivalent to those for Snorkeling BSA in addition to following Safe Swim Defense. Scuba activities must be conducted in accordance with the BSA Scuba policy found in the *Guide to Safe Scouting*. Because of concerns with hyperventilation, competitive underwater swimming events are not permitted in Scouting. ...

Classification of Swimming Ability

The swimmer and beginner classification tests defined in Safe Swim Defense may be administered at the unit level following procedures specified in *Aquatics Supervision*, No. 34346.

Swim classification tests for multiunit district and council aquatics activities, such as day or resident camps, are generally conducted on-site by supervisory personnel for those activities. Councils may arrange for swim classification tests conducted by council-approved aquatics resource people prior to camp as outlined in section V of *Camp Program and Property Management*, No. 20-290. When swim tests are conducted off-site prior to the camp session, the camp aquatics director retains the right to review or retest any or all participants.

Safety Afloat

BSA groups shall use Safety Afloat for all boating activities. Adult leaders supervising activities afloat must have completed Safety Afloat training within the previous two years. Cub Scout activities afloat are limited to council, district, pack, or den events that do not include moving water or float trips (expeditions). Safety Afloat standards apply to the use of canoes, kayaks, rowboats, rafts, floating tubes, sailboats, motorboats (including waterskiing), and other small craft, but do not apply to transportation on large commercial vessels such as ferries and cruise ships. Parasailing (being towed airborne behind a boat using a parachute), kite-surfing (using a wakeboard towed by a kite), and recreational use of personal watercraft (small sit-on-top motorboats propelled by water jets) are not authorized BSA activities. ...

Camping

Age Guidelines

The Boy Scouts of America has established the following guidelines for its members' participation in camping activities:

- Overnight camping by Tiger, Wolf, and Bear Cub Scout dens as dens is not approved, and certificates of liability insurance will not be provided by the Boy Scouts of America.
- Tigers, with their parent, guardian, or other caring adult, may participate in child-parent excursions, day camps, pack overnights, council-organized family camping, or resident camping.
- Tiger, Wolf, and Bear Cub Scouts, and Webelos Scouts may participate in a resident overnight camping program operating under BSA National Camping School-trained leadership and managed by the council.
- A Webelos Scout may participate in overnight den camping when supervised by an adult. In most cases, Webelos Scouts will be under the supervision of their parent or guardian. It is essential that each Webelos Scout be under the supervision of a parent-approved adult. Joint Webelos den/troop campouts including the parents of the Webelos Scouts are encouraged to strengthen ties between the pack and troop. Den leaders, pack leaders, and parents are expected to accompany the youth on approved trips. ...

If a well-meaning leader brings along a child who does not meet these age guidelines, disservice is done to the unit because of distractions often caused by younger children. A disservice is also done to the child, who is not trained to participate in such an activity and who, as a nonmember of the group, may be ignored by the older campers.

Appendix E

THE SWEET SIXTEEN OF BSA SAFETY

1. Qualified Supervision

Every BSA activity should be supervised by a conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the children and youth in his or her care. The supervisor should be sufficiently trained, experienced, and skilled in the activity to be confident of his/her ability to lead and to teach the necessary skills and to respond effectively in the event of an emergency. Field knowledge of all applicable BSA standards and a commitment to implement and follow BSA policies and procedures are essential parts of the supervisor's qualifications.

2. Physical Fitness

For youth participants in any potentially strenuous activity, the supervisor should receive a complete health history from a health-care professional, parent, or guardian. Adult participants and youth involved in higher-risk activity (e.g., scuba) may require professional evaluation in addition to the health history. The supervisor should adjust all supervision, discipline, and protection to anticipate potential risks associated with individual health conditions. Neither youth nor adults should participate in activities for which they are unfit. To do so would place both the individual and others at risk.

3. Buddy System

The long history of the buddy system in Scouting has shown that it is always best to have at least one other person with you and aware at all times as to your circumstances and what you are doing in any outdoor or strenuous activity.

4. Safe Area or Course

A key part of the supervisor's responsibility is to know the area or course for the activity and to determine that it is well-suited and free of hazards.

5. Equipment Selection and Maintenance

Most activity requires some specialized equipment. The equipment should be selected to suit the participant and the activity and to include appropriate safety and program features. The supervisor should also check equipment to determine that it is in good condition for the activity and is properly maintained while in use.

6. Personal Safety Equipment

The supervisor must ensure that every participant has and uses the appropriate personal safety equipment. For example, activity afloat requires a life jacket properly worn by each participant; bikers, horseback riders, and whitewater kayakers need helmets for certain activities; skaters may need protective gear; and all need to be dressed for warmth and utility depending on the circumstances.

7. Safety Procedures and Policies

For most activities, there are common-sense procedures and standards that can greatly reduce the risk. These should be known and appreciated by all participants, and the supervisor must ensure compliance.

8. Skill Level Limits

There is a minimum skill level requirement for every activity, and the supervisor must identify and recognize this minimum skill level and be sure that no participants are put at risk by attempting an activity beyond their ability. A good example of skill levels in Scouting is the venerable swim test, which defines conditions for safe swimming based on individual ability.

9. Weather Check

The risk factors in many outdoor activities vary substantially with weather conditions. These variables and the appropriate response should be understood and anticipated.

10. Planning

Safe activity follows a plan that has been conscientiously developed by the experienced supervisor or other competent source. Good planning minimizes risks and also anticipates contingencies that may require emergency response or a change of plan.

11. Communications

The supervisor needs to be able to communicate effectively with participants as needed during the activity. Emergency communications also need to be considered in advance for any foreseeable contingencies.

12. Plans and Notices

Council office registration, government or landowner authorization, and any similar formalities are the supervisor's responsibility when such are required. Appropriate notification should be directed to parents, enforcement authorities, landowners, and others as needed, before and after the activity.

13. First-Aid Resources

The supervisor should determine what first-aid supplies to include among the activity equipment. The level of first-aid training and skill appropriate for the activity should also be considered. An extended trek over remote terrain obviously may require more first-aid resources and capabilities than an afternoon activity in the local community. Whatever is determined to be needed should be available.

14. Applicable Laws

BSA safety policies generally run parallel or go beyond legal mandates, but the supervisor should confirm and ensure compliance with all applicable regulations or statutes.

15. CPR Resource

Any strenuous activity or remote trek could present a cardiac emergency. Aquatics programs may involve cardiopulmonary emergencies. The BSA strongly recommends that a CPR-trained person (preferably an adult) be part of the leadership for any BSA program. Such a resource should be available for strenuous outdoor activity.

16. Discipline

No supervisor is effective if he or she cannot control the activity and the individual participants. Youth must respect their leader and follow his or her direction.

Appendix F BSA ANNUAL HEALTH AND MEDICAL RECORD

A

Part A: Informed Consent, Release Agreement, and Authorization

Full name: _____
DOB: _____

High-adventure base participants:
Expedition/crew No.: _____
or staff position: _____

Informed Consent, Release Agreement, and Authorization

I understand that participation in Scouting activities involves the risk of personal injury, including death, due to the physical, mental, and emotional challenges in the activities offered. Information about those activities may be obtained from the venue, activity coordinators, or your local council. I also understand that participation in these activities is entirely voluntary and requires participants to follow instructions and abide by all applicable rules and the standards of conduct.

In case of an emergency involving me or my child, I understand that efforts will be made to contact the individual listed as the emergency contact person by the medical provider and/or adult leader. In the event that this person cannot be reached, permission is hereby given to the medical provider selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for me or my child. Medical providers are authorized to disclose protected health information to the adult in charge, camp medical staff, camp management, and/or any physician or health-care provider involved in providing medical care to the participant. Protected Health Information/Confidential Health Information (PHI/CHI) under the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. §§160.103, 164.501, etc. seq., as amended from time to time, includes examination findings, test results, and treatment provided for purposes of medical evaluation of the participant, follow-up and communication with the participant's parents or guardian, and/or determination of the participant's ability to continue in the program activities.

(If applicable) I have carefully considered the risk involved and hereby give my informed consent for my child to participate in all activities offered in the program. I further authorize the sharing of the information on this form with any BSA volunteers or professionals who need to know of medical conditions that may require special consideration in conducting Scouting activities.

With appreciation of the dangers and risks associated with programs and activities, on my own behalf and/or on behalf of my child, I hereby fully and completely release and waive any and all claims for personal injury, death, or loss that may arise against the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with any program or activity.

I also hereby assign and grant to the local council and the Boy Scouts of America, as well as their authorized representatives, the right and permission to use and publish the photographs/film/videotapes/electronic representations and/or sound recordings made of me or my child at all Scouting activities, and I hereby release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication. I further authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs/film/videotapes/electronic representations and/or sound recordings without limitation at the discretion of the BSA, and I specifically waive any right to any compensation I may have for any of the foregoing.

!

NOTE: Due to the nature of programs and activities, the Boy Scouts of America and local councils cannot continually monitor compliance of program participants or any limitations imposed upon them by parents or medical providers. However, so that leaders can be as familiar as possible with any limitations, list any restrictions imposed on a child participant in connection with programs or activities below.

!

List participant restrictions, if any: None

I understand that, if any information I/we have provided is found to be inaccurate, it may limit and/or eliminate the opportunity for participation in any event or activity. If I am participating at Philmont, Philmont Training Center, Northern Tier, Florida Sea Base, or the Summit Bechtel Reserve, I have also read and understand the supplemental risk advisories, including height and weight requirements and restrictions, and understand that the participant will not be allowed to participate in applicable high-adventure programs if those requirements are not met. The participant has permission to engage in all high-adventure activities described, except as specifically noted by me or the health-care provider. If the participant is under the age of 18, a parent or guardian's signature is required.

Participant's signature: _____ Date: _____

Parent/guardian signature for youth: _____ Date: _____

(If participant is under the age of 18)

Second parent/guardian signature for youth: _____ Date: _____

(If required; for example, California)

Complete this section for youth participants only:

Adults Authorized to Take to and From Events:

You must designate at least one adult. Please include a telephone number.

Name: _____

Name: _____

Telephone: _____

Telephone: _____

Adults NOT Authorized to Take Youth To and From Events:

Name: _____

Name: _____

Telephone: _____

Telephone: _____



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B

Part B: General Information/Health History

Full name: _____

DOB: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Allergies/Medications

Are you allergic to or do you have any adverse reaction to any of the following?

Yes	No	Allergies or Reactions	Explain	Yes	No	Allergies or Reactions	Explain
<input type="checkbox"/>	<input type="checkbox"/>	Medication		<input type="checkbox"/>	<input type="checkbox"/>	Plants	
<input type="checkbox"/>	<input type="checkbox"/>	Food		<input type="checkbox"/>	<input type="checkbox"/>	Insect bites/stings	

List all medications currently used, including any over-the-counter medications.

CHECK HERE IF NO MEDICATIONS ARE ROUTINELY TAKEN. IF ADDITIONAL SPACE IS NEEDED, PLEASE INDICATE ON A SEPARATE SHEET AND ATTACH.

Medication	Dose	Frequency	Reason

YES NO Non-prescription medication administration is authorized with these exceptions: _____

Administration of the above medications is approved for youth by: _____

Parent/guardian signature

MD/DO, NP, or PA signature (if your state requires signature)

! Bring enough medications in sufficient quantities and in the original containers. Make sure that they are NOT expired, including inhalers and EpiPens. You SHOULD NOT STOP taking any maintenance medication unless instructed to do so by your doctor. **!**

Immunization

The following immunizations are recommended by the BSA. Tetanus immunization is required and must have been received within the last 10 years. If you had the disease, check the disease column and list the date. If immunized, check yes and provide the year received.

Yes	No	Had Disease	Immunization	Date(s)	Please list any additional information about your medical history:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tetanus		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pertussis		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diphtheria		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Measles/mumps/rubella		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Polio		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chicken Pox		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hepatitis A		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hepatitis B		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meningitis		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Influenza		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (i.e., HIB)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exemption to immunizations (form required)		

DO NOT WRITE IN THIS BOX
Review for camp or special activity.

Reviewed by: _____

Date: _____

Further approval required: Yes No

Reason: _____

Approved by: _____

Date: _____



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B

Part B: General Information/Health History

Full name: _____

DOB: _____

High-adventure base participants:

Expedition/crew No.: _____

or staff position: _____

Age: _____ Gender: _____ Height (inches): _____ Weight (lbs.): _____

Address: _____

City: _____ State: _____ ZIP code: _____ Telephone: _____

Unit leader: _____ Mobile phone: _____

Council Name/No.: _____ Unit No.: _____

Health/Accident Insurance Company: _____ Policy No.: _____



Please attach a photocopy of both sides of the insurance card. If you do not have medical insurance, enter "none" above.



In case of emergency, notify the person below:

Name: _____ Relationship: _____

Address: _____ Home phone: _____ Other phone: _____

Alternate contact name: _____ Alternate's phone: _____

Health History

Do you currently have or have you ever been treated for any of the following?

Yes	No	Condition	Explain
<input type="checkbox"/>	<input type="checkbox"/>	Diabetes	Last HbA1c percentage and date:
<input type="checkbox"/>	<input type="checkbox"/>	Hypertension (high blood pressure)	
<input type="checkbox"/>	<input type="checkbox"/>	Adult or congenital heart disease/heart attack/chest pain (angina)/heart murmur/coronary artery disease. Any heart surgery or procedure. Explain all "yes" answers.	
<input type="checkbox"/>	<input type="checkbox"/>	Family history of heart disease or any sudden heart-related death of a family member before age 50.	
<input type="checkbox"/>	<input type="checkbox"/>	Stroke/TIA	
<input type="checkbox"/>	<input type="checkbox"/>	Asthma	Last attack date:
<input type="checkbox"/>	<input type="checkbox"/>	Lung/respiratory disease	
<input type="checkbox"/>	<input type="checkbox"/>	COPD	
<input type="checkbox"/>	<input type="checkbox"/>	Ear/eyes/nose/sinus problems	
<input type="checkbox"/>	<input type="checkbox"/>	Muscular/skeletal condition/muscle or bone issues	
<input type="checkbox"/>	<input type="checkbox"/>	Head injury/concussion	
<input type="checkbox"/>	<input type="checkbox"/>	Altitude sickness	
<input type="checkbox"/>	<input type="checkbox"/>	Psychiatric/psychological or emotional difficulties	
<input type="checkbox"/>	<input type="checkbox"/>	Behavioral/neurological disorders	
<input type="checkbox"/>	<input type="checkbox"/>	Blood disorders/sickle cell disease	
<input type="checkbox"/>	<input type="checkbox"/>	Fainting spells and dizziness	
<input type="checkbox"/>	<input type="checkbox"/>	Kidney disease	
<input type="checkbox"/>	<input type="checkbox"/>	Seizures	Last seizure date:
<input type="checkbox"/>	<input type="checkbox"/>	Abdominal/stomach/digestive problems	
<input type="checkbox"/>	<input type="checkbox"/>	Thyroid disease	
<input type="checkbox"/>	<input type="checkbox"/>	Excessive fatigue	
<input type="checkbox"/>	<input type="checkbox"/>	Obstructive sleep apnea/sleep disorders	CPAP: Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	List all surgeries and hospitalizations	Last surgery date:
<input type="checkbox"/>	<input type="checkbox"/>	List any other medical conditions not covered above	



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Appendix G ANNUAL HEALTH AND MEDICAL RECORD INFORMATION AND FAQs

Annual Health and Medical Record

Information and FAQs

Personal Health and the Annual Health and Medical Record



Find the current Annual Health and Medical Record by using this QR code or by visiting www.scouting.org/health-and-safety/ahmr/.

The Scouting adventure, camping trips, high-adventure excursions, and having fun are important to everyone in Scouting—and so are your safety and well-being. Completing the Annual Health and Medical Record is the first step in making sure you have a great Scouting experience. **So what do you need?**

All Scouting Events. All participants in all Scouting activities complete Part A and Part B. Give the completed forms to your unit leader. This applies to all activities, day camps, local tours, and weekend camping trips less than 72 hours. Update at least annually.

Part A is an informed consent, release agreement, and authorization that needs to be signed by every participant (or a parent and/or legal guardian for all youth under 18).

Part B is general information and a health history.

Going to Camp? A pre-participation physical is needed for resident, tour, or trek camps or for a Scouting event of more than 72 hours, such as Wood Badge and NYLT. The exam needs to be completed by a certified and licensed physician (MD, DO), nurse practitioner, or physician assistant. If your camp has provided you with any supplemental risk information, or if your plans include attending one of the four national high-adventure bases, share the venue's risk advisory with your medical provider when you are having your physical exam.

Part C is your pre-participation physical certification.

Planning a High-Adventure Trip? Each of the four national high-adventure bases has provided a supplemental risk advisory that explains in greater detail some of the risks inherent in that program. All high-adventure participants **must** read and share this information with their medical providers during their pre-participation physicals. Additional information regarding high-adventure activities may be obtained directly from the venue or your local council.

Prescription Medication. Taking prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. A leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but the BSA does not mandate or necessarily encourage the leader to do so. Standards and policies regarding administration of medication may be in place at BSA camps. If state laws are more limiting than camp policies, they must be followed. The AHMR also allows for a parent or guardian to authorize the administration of nonprescription medication to a youth by a camp health officer or unit leader, including any noted exceptions.

Risk Factors. Scouting activities can be physically and mentally demanding. Listed below are some of the risk factors that have been known to become issues during outdoor adventures.

- Excessive body weight (obesity)
- Cardiac or cardiovascular disease
- Hypertension (high blood pressure)
- Diabetes mellitus
- Seizures
- Asthma
- Sleep apnea
- Allergies or anaphylaxes
- Musculoskeletal injuries
- Psychological and emotional difficulties



More in-depth information about risk factors can be found by using this QR code or by visiting www.scouting.org/health-and-safety/risk-factors/.

Questions?

Q. Why does the BSA require all participants to have an Annual Health and Medical Record?

A. The AHMR serves many purposes. Completing a health history promotes health awareness, collects necessary data, and provides medical professionals critical information needed to treat a patient in the event of an illness or injury. It also provides emergency contact information.

Poor health and/or lack of awareness of risk factors have led to disabling injuries, illnesses, and even fatalities. Because we care about our participants' health and safety, the Boy Scouts of America has produced and required the use of standardized health and medical information since at least the 1930s.

The medical record is used to prepare for high-adventure activities and increased physical activity. In some cases, it is used to review participants' readiness for gatherings like the national Scout jamboree and other specialized activities.

Because many states regulate the camping industry, this Annual Health and Medical Record also serves as a tool that enables councils to operate day and resident camps and adhere to state and BSA requirements. The Boy Scouts of America Annual Health and Medical Record provides a standardized mechanism that can be used by members in all 50 states.



For answers to more questions, use this QR code or visit the FAQ page at www.scouting.org/health-and-safety/resources/medical-formfaqs/.



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Appendix H

GENERAL FIRE SAFETY RULES

Fire restrictions have become more commonplace in recent years, and it may not be possible to have an actual fire in your campsite area. However, if you do have a live fire, make sure to follow to these rules:

- Know and adhere to the rules of your campsite. Find out if there are any temporary restrictions in place due to dry weather, water shortages, etc.
- Fires should only be started in authorized campfire rings or other designated spots.
- Clear a 10-foot circle around your campfire area. Look up, and do not build your campfire under any overhanging branches or other flammable material.
- Appoint an adult as a designated fireguard whenever the fire is burning. NEVER leave a fire unattended! Only the fireguard is allowed to add wood or adjust fuel as needed.
- Appropriate fire extinguishing material should be in use per local policy. This may be an actual extinguisher, or could also be water or dirt-filled buckets close at hand.
- When finished cooking, make sure the fire is dead out. Spread the coals and ashes. Sprinkle them with water, stir, and sprinkle again until the site is cold. Feel it with your hand to make sure.
- Keep Scouts who are not actually cooking at least 5 feet from the fire. Cooks should be the only ones working near the fire.
- Absolutely no horseplay—this is not negotiable!

Appendix I

HOW TO CHOOSE AND USE A GPS

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Once revolutionary, GPS technology is in everything from drones to dog collars now. Nonetheless, a handheld GPS receiver remains a valuable outdoor tool for hikers and other backcountry explorers. A GPS can give you vital information about where you are, where you've been and where you want to go.

This article discusses choosing and using handheld units for the outdoors. GPS units for vehicle navigation and fitness tracking are not covered here, nor are GPS-enabled satellite messengers that offer navigation features.

This article does not cover phone apps and maps. Innovation in phone technology is rapidly mimicking traditional GPS handhelds. A dedicated outdoor GPS unit, though, offers key advantages:

- Much more rugged and water resistant
- Field-replaceable batteries
- Superior satellite reception in remote places
- Robust features developed specifically for outdoor use

Don't buy a GPS receiver with the idea of ditching your map and compass. Finding your way out of the wilds isn't something you can trust solely to battery-operated electronics. To learn about those classic navigational essentials, read *How to Use a Compass and How to Use a Topo Map*.

GPS Buying Made Easy

If you find exhaustive lists of GPS specs and features to be a little daunting, you can simplify your decision by considering three key areas:

1. **Size of unit versus size of screen.** As screen size increases, so does the size and weight of a unit. Deciding where you are on the low-weight to large-screen spectrum is a good first step.
2. **Interface preference.** If you can't imagine not having a touch screen, your choices narrow further. For winter activities consider a unit solely controlled by buttons because it's easier to use while wearing gloves.
3. **Advanced features.** More expensive units offer features like a barometer, an electronic compass, and wireless transmission. If these capabilities are important to you, that also narrows your final choices.

Advanced GPS Features

All handheld GPS models do basic navigation. What you pick—and pay—largely depends on which and how many of the following features a unit has:

Barometer/altimeter: While all GPS receivers can tell you altitude based on satellite data, a unit with the barometer/altimeter feature provides more accurate elevation readings by also considering barometric data. This feature also lets you gauge weather trends.

Electronic compass: All GPS receivers can tell you what direction you're going while you're moving. If you get a unit with an electronic compass, though, it will also tell you what direction you're facing while you're standing still. That's a big convenience as it lets you orient yourself and plan your route at any rest stop.

Wireless data transfer: This allows your GPS to communicate with compatible (same-brand) GPS units. It provides a quick and easy way to share data like tracks, waypoints, and routes with others.

Preloaded maps: All GPS units come with a simple base map. Some units also include full-fledged topo maps. Most units also accept separately purchased topo maps that are downloaded or provided on a CD or a microSD card. You can manage all your maps and plan trips by connecting to your PC or Mac, then using the program that the maker of your GPS unit provides.

Third-party maps and software: Because maps from GPS makers can be pricey, you can search online and find an ever-changing array of sites that have inexpensive (or free) maps. If you aren't a tech wiz or prefer guaranteed products, then stick with maps and software from your GPS manufacturer.

Memory and waypoint totals: The more you have, the more map and navigation data you can store. In addition, most units also let you expand your memory, usually via a microSD card.

Unless you're doing a thru-hike, almost any unit you get will have enough internal memory (and waypoint capacity) to store detailed maps and key location data for a single trip. And it's easy to delete unneeded maps and waypoints as you go to free up memory for another trip or another section of a thru-hike.

Geocaching features: Many units have geocaching functions that allow for paperless geocaching and managing your found caches. To learn more about the activity, read "How to Get Started Geocaching" at <https://www.rei.com/learn/expert-advice/gps-geocaching.html>.

(Note: You don't need to buy a GPS receiver to try geocaching; phone apps work fine for that. If you're already a geocacher and want a GPS unit for backcountry navigation, then geocaching features are handy to have.)

Digital camera: Offering comparable quality to a basic phone camera, it can also geotag photos so you can see where on the map you snapped each shot.

Two-way radio: Allows unit-to-unit calls so you can communicate with nearby friends in the backcountry and identify where other members of your group are; you can also receive NOAA weather-radio forecasts. Radio-equipped GPS units are especially useful for search-and-rescue teams.

Using Your GPS

Even a simple GPS unit has a wide range of settings and features. Because every unit's operation varies, this article won't provide step-by-step details. Read the owner's manual to familiarize yourself with it. Then practice in the neighborhood or a park until you're comfortable with how everything works.

Though steps vary, all GPS receivers do the following basic functions:

1. **Display position.** A GPS tells you where you are by displaying your coordinates; it also shows your position on its base map or topo map.
2. **Record tracks.** When tracking is turned on, a GPS automatically lays down digital bread crumbs, called "track points," at regular intervals. You use those later to retrace your steps or to evaluate the path you traveled.
3. **Navigate point-to-point.** A GPS directs you by giving you the direction and distance to a location, or "waypoint." You can pre-mark waypoints by entering their coordinates at home. In the field you can have the unit mark a waypoint at a place you'd like to

return to, such as the trailhead or your campsite. A GPS unit provides the bearing and distance “as the crow flies” to a waypoint. Because trails don’t follow a straight line, the bearing changes as you hike. The distance to travel also changes (decreasing, unless you’re heading the wrong direction) as you approach your goal.

4. **Display trip data.** This odometer-like function tells you cumulative stats like how far you’ve come and how high you’ve climbed.

GPS and Your Computer

GPS units come with a powerful software program that lets you manage maps, plan routes, analyze trips, and more. Invest the time to learn it and to practice using all of its capabilities.

Setting Up Your GPS

Before-Trip Settings

In order to let you customize your unit’s functions, the setup menu offers what can be an overwhelming number of options. You can get started doing basic navigation without worrying about most of these. The position format menu, which includes both position format and map datum, is one you should set up:

Position format (coordinates): Your GPS can display coordinates in dozens of systems. You can change this setting to whichever system you are most comfortable with at any time. When marking waypoints, though, you should choose the same system as your book, map, or other source of location information. (Whenever you change this setting, the GPS will seamlessly convert your information to match the current setting.)

Map Datum: This is both obscure and important. The key idea is that the datum you set on your GPS must match your topographic map’s datum (found in the legend), or the datum of any trail guide or other source of location information you are using. If it doesn’t, then position coordinates in your GPS will place a point in the wrong location on your map. Datum has to do with geographic modeling of the Earth at the time a map was produced. Note that this will automatically fill in the same info for the related setting, “Map Spheroid,” which is fine.

Locking Onto Satellites

“GPS” stands for “Global Positioning System,” the worldwide network of satellites that broadcasts the signals that a GPS unit receives. Because many of today’s GPS receivers can also get signals from Russian GLONASS satellites, they function much more reliably than their predecessors, especially in situations like having a heavy tree canopy overhead.

To facilitate initial satellite calibration, simply go outside, turn your GPS on and let it begin searching. Acquiring satellites after startup takes a few minutes. After that, it readily locates satellites as you travel.

When you turn off the unit, satellites overhead continue to move. So your unit will always need a few minutes to reacquire satellites each time it’s turned back on. If it’s off for a long time or you travel a long distance before turning it on again, acquisition takes a few minutes longer.

If you’re under a dense tree cover or in a slot canyon, signals get blocked. Once you reach a point where overhead sky isn’t obstructed, it takes a few minutes to recalibrate with satellites. Note that GPS signals are not impaired by cloud cover, even though clouds block your view of the sun and moon.

When you're hiking, don't block satellite signals by stashing your GPS deep inside a big pocket or at the bottom of your pack. Carrying the unit in your hand or a strap pocket will work fine.

Note: GPS units can display signal strength (accuracy) in multiple ways, including a detailed satellite page, a series of bars or a feet of accuracy spec. If your GPS lets you customize fields on your compass, trip computer, and map pages, you should add a signal strength field. Keeping an eye on that will help you decide how much to trust the GPS when precise navigation is needed.

Startup Routine

Develop steps to follow each time you're at a trailhead. The routine will vary with the features of your GPS unit, but it should include many of the following:

- Acquire satellites
- Reset trip data
- Clear track log
- Set a waypoint at the trailhead
- Calibrate compass
- Calibrate barometer/altimeter

Calibration instructions for the compass and barometer/altimeter can typically be found in the unit itself.

GPS Battery Tips

- Rechargeables are great for day hikes.
- For overnight trips, long-life lithium batteries are your best bet.
- Make sure batteries are fresh before you start.
- Always carry spares.
- Dimming your backlight extends battery life.
- Switching to a short screen timeout setting also helps preserve batteries.

Appendix J

HIDING YOUR FIRST GEOCACHE

Source: <https://www.geocaching.com/about/hiding.aspx> (Reprinted by permission of Geocaching.com)

Step 1 — Research a Cache Location

Geocaching is just like real estate—location, location, location! It is common for geocachers to hide caches in locations that are important to them, reflecting a special interest or skill of the cache owner. These unique locations on the planet can be quite diverse. A prime camping spot, great viewpoint, unusual location, etc., are all good places to hide a cache.

When thinking about where to place a cache, keep these things in mind:

- Does it meet all requirements and Geocache Listing Guidelines to be listed on Geocaching.com? (See www.geocaching.com/about/guidelines.aspx.) Make sure to review these during your research. Issues of concern include cache saturation, commerciality, solicitation, and long-term cache maintenance.
- Did you consider accessibility? If it is too visible or too close to busy roads and trails, there is a good chance someone may stumble upon it by accident. It is best to place a cache just off trail to preserve the environment but keep it out of sight of people casually passing by.
- Did you seek permission from the land owner or manager? If you place a cache on private land, you must ask permission before hiding your cache. If you place it on public lands, contact the land manager to find out about any rules or restrictions.
- Will the location placement cause unnecessary concern? Please use common sense when choosing a location for your cache. Do not design your cache such that it might be confused with something more dangerous.

You are ultimately responsible for the cache, so make sure you know the rules for the area where your cache is being placed. Respect the area around your chosen location. Keep in mind that others will be walking in these areas.

- If it's the location of a wild animal nest, or if it is off-trail with delicate ground cover, too much activity may damage the very nature of why this area is cool.
- Do not place caches on archaeological or historical sites. In most cases these areas are highly sensitive to the extra traffic that would be caused by vehicles and humans.
- A cache hidden in full view of office or apartment building windows exposes a geocacher to being seen by someone who may think the cache search looks suspicious.

Step 2—Preparing Your Cache

Cache Containers

Start by choosing a container that will withstand the weather all year round. Geocachers have had good success with clear, watertight containers. Whatever the container, make sure to clearly identify your cache as a geocache. Most geocachers mark the cache container with the words “Official Geocache,” the name of the cache, and appropriate contact information. The more information you can provide, the better.

Cache Contents

Next, you will need a logbook. If the container is big enough, consider placing a writing utensil in the cache as well. If you are in an area where the temperature drops below freezing, make sure to provide a soft lead pencil. Pens tend to freeze and are rendered useless.

Include a note to welcome the cache finder. The note, available at www.geocaching.com/seek/default.aspx, can be translated into several languages and explains the activity in case someone accidentally finds your cache.

Lastly, you can put items for trading into the cache. It is highly recommended, but not necessary. What you place into your cache is up to you, budget permitting. Some ideas of items to give as goodies:

- Toys for children (action figures, games, playing cards, etc.)
- Trackable items (See www.geocaching.com/track/default.aspx.)

People of all ages hide and seek caches, so think carefully before placing an item into a cache. Do not place items such as explosives, ammunition, knives, drugs, and alcohol in a cache. Respect the local laws.

Food items are always a bad idea. Animals have better noses than humans, and in some cases caches have been chewed through and destroyed because of food items in a cache. Do not put food in a cache.

Step 3—Placing Your Cache

Once you arrive at the location of your hide, it is critical to obtain accurate GPS coordinates. This is the very heart of the activity, after all. Be aware that during bad weather, the accuracy of the GPS unit may be poor.

Some GPS units have the ability to take an average set of coordinates. If your device cannot, it is best to mark a waypoint, walk away from the location, then return and mark another waypoint. Continue marking waypoints at the location, around seven to 10 times, and then select the best waypoint.

Once you have your waypoint, write it in permanent marker on the container and in the logbook. Make sure you have a copy to bring back with you. Write a few notes in the logbook if you like, place it in a zippered plastic bag for extra protection, and place it in the cache container.

Step 4—Submitting Your Cache

Take time to review the Geocache Listing Guidelines again. After placing your cache, does it still meet all requirements for placement? If so, fill out the online form at www.geocaching.com/hide/createcache.aspx, paying careful attention to the helpful notes provided. Write a description that attracts geocachers to your location, including images of interest.

Add descriptive attributes so that others can make a quick assessment of your cache. (See www.geocaching.com/about/icons.aspx.) For example, is this area dog-friendly? Is the hike over an hour long? Is the area accessible in a wheelchair? Is a boat required?

Double check the accuracy and the format of your work and make any needed edits. A community volunteer will review your cache listing before it is published for the general public.

Step 5—Maintaining Your Cache

Cachers will expect your cache to remain in place for a realistic and extended period of time. Once you place the cache, it is your responsibility to maintain the cache and the area around it. You will need to return regularly to ensure that your cache is not impacting the area negatively, and to check that the container is in good shape.

Does the area look disturbed? Are visitors disrupting the landscape in any way? If you eventually have concerns about the location, remove the container and make appropriate changes to your online listing.

Happy Geocaching!

Appendix K UNIT SWIM CLASSIFICATION RECORD

Unit Swim Classification Record

This is the individual's swim classification as of this date. Any change in status after this date i.e., non-swimmer to beginner or beginner to swimmer, would require a reclassification test by the Camp Aquatics Director.

SPECIAL NOTE: When swim tests are conducted away from camp or at the point of activity, the Aquatics Director shall at all times reserve the authority to review or retest all participants to assure that standards have been maintained. (Changes and/or corrections to the following chart should be initialed and dated by the test administrator.)

Unit Number _____ Date of Swim Test _____

	Full Name (Print) (Draw lines through blank spaces)	Medical Recheck	Swim Classification		
			Non-Swimmer	Beginner	Swimmer
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

NAME OF PERSON CONDUCTING THE TEST:

Print Name

Signature

Type of Authorization / Training

Expiration Date if applicable

UNIT LEADER:

Print Name

Signature

SWIM CLASSIFICATION PROCEDURES

The swim classification of individuals participating in a Boy Scouts of America activity is a key element in both Safe Swim Defense and Safety Afloat. **The swim classification tests should be renewed annually, preferably at the beginning of each outdoor season.** Traditionally, the swim classification test has only been conducted at a long term summer camp; however, there is no restriction that this be the only place the test is conducted. It may be more useful to conduct the swim classification prior to a unit going to summer camp.

All persons participating in BSA aquatics are classified according to swimming ability. The classification tests and test procedures have been developed and structured to demonstrate a skill level consistent with the circumstances in which the individual will be in the water. The Swimmer's Test demonstrates the minimum level of swimming ability for recreational and instructional activity in a confined body of water with a maximum 12-foot depth and with shallow water footing or a pool or pier edge always within 25 feet of the swimmer.

ADMINISTRATION OF SWIM CLASSIFICATION TEST (THE LOCAL COUNCIL CHOOSES ONE OF THESE OPTIONS):

OPTION A (at camp):

The swim classification test is completed the first day by Camp Aquatics personnel.

OPTION B (Council conducted/council controlled):

The council controls the swim classification process by predetermined dates, locations and approved personnel to serve as aquatics instructors. When the unit goes to a summer camp, each individual will be issued a buddy tag under the direction of the Camp Aquatics Director for use at the camp.

OPTION C (At unit level with **council-approved** aquatics resource people):

The swim classification test done at a unit level should be conducted by one of the following council-approved resource people: **Aquatics Instructor, BSA; BSA Lifeguard; BSA Swimming & Water Rescue; or certified lifeguard, swimming instructor, or swim coach.** When the unit goes to a summer camp, each individual will be issued a buddy tag under the direction of the Camp Aquatics Director for use at the camp.

TO THE TEST ADMINISTRATOR

The various components of each test evaluate the several skills essential to the minimum level of swimming ability. **Each step of the test is important and should be followed as listed below:**

SWIMMER'S TEST:

Jump feet first into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: side stroke, breast stroke, trudgen, or crawl; then swim 25 yards using an easy resting back stroke. The 100 yards must be swum continuously and include at least one sharp turn. After completing the swim, rest by floating.

BEGINNER'S TEST:

Jump feet first into water over the head in depth, level off, swim 25 feet on the surface, stop, turn sharply, resume swimming as before, and return to starting place.

SPECIAL NOTE:

When swim tests are conducted away from camp or at the point of activity, the Aquatics Director shall at all times reserve the authority to review or retest all participants to ensure that standards have been maintained.

Appendix L

CUB SCOUT SIX ESSENTIALS

The following items should be available for each Cub Scout on an outdoor trip. Consider a small fanny pack, day pack, or similar bag to organize the items and make them easy to carry without interfering with normal activities.

- First-aid kit
- Trail food
- Water bottle
- Sunscreen
- Flashlight
- Whistle

Overnighter Gear

- Tent or tarp, poles, and stakes
- Ground cloth
- Sleeping bag
- Pillow
- Air mattress or pad
- Rain gear or poncho
- Warm jacket
- Sweatshirt
- Sweatpants (for sleeping)
- Cup, bowl, knife, fork, spoon, mesh bag
- Insect repellent
- Sunscreen
- Extra clothing
- Toothpaste, toothbrush, soap, washcloth, towel, comb
- Cub Scout uniform
- Change of clothes
- Durable shoes/boots (depending on weather)
- Hat or cap

Optional Items

- Camera
- Notebook
- Binoculars
- Nature books
- Sunglasses
- Swimsuit, bath towel
- Fishing gear
- Prayer book

Appendix M

CLOTHING CHECKLIST

For Warm-Weather Camping:

- T-shirt or short-sleeved shirt (lightweight)
- Hiking shorts
- Underwear
- Socks
- Long-sleeved shirt (lightweight)
- Long pants (lightweight)
- Sweater or warm jacket
- Brimmed hat
- Bandannas
- Rain gear

Layering

For the most comfort in the outdoors with the least weight in your pack, use the layering system. Choose layers of clothing that, when combined, will meet the most extreme weather you expect to encounter. On a chilly autumn day, for example, you might set out from the trailhead wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. As you hike, the effort will cause your body to generate heat. Peel off the sweater and stuff it in your pack.

Still too warm? Loosen a few buttons on your shirt or slip off your mittens and hat. You also can use layering to keep cool in hot climates by stripping down to hiking shorts, a T-shirt, and a brimmed hat. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun.

Footwear for Camping

Almost any durable shoes will do for a frontcountry camping trip. When your plans include walking to a backcountry campsite with all your food and gear in your pack, hiking boots can give your feet and ankles protection and support.

In addition to boots for hiking, you might want to carry a pair of running shoes or other comfortable, lightweight shoes to wear around camp. Any shoes or boots you use for camping must fit well. Your heels should not slip much when you walk, and your toes should have a little wiggle room.

Clean your boots or shoes after every outing. Use a stiff brush to remove mud, or wash them off with water and mild soap, then allow footwear to dry at room temperature. (Placing shoes too close to a campfire can dry out leather and damage nylon.) The manufacturers of leather boots might recommend treatment with a boot dressing or waterproofing agent; follow their instructions.

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

Appendix N

PACK CAMPING GEAR

In addition to the individual equipment listed in Cub Scout Six Essentials and personal overnight camping gear, the equipment listed below should be available for group use.

Required Items

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

Optional Items

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

Appendix O

PERSONAL OVERNIGHT CAMPING GEAR

Carry your outdoor essentials on every Cub Scout outing. When you want to camp out under the stars, add personal and group overnight gear.

Overnighter Gear

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

Personal Extras (Optional Items)

- Binoculars
- Camera and film
- Fishing gear
- Gloves
- Nature books
- Notebook
- Pencil or pen
- Prayer book
- Small musical instrument
- Sunglasses
- Swimsuit and bath towel
- Watch

Appendix P

OPTIONS FOR PURCHASING GEAR

Source: <http://scoutingmagazine.org/2015/10/money-saving-tips-to-help-you-experience-scouting-to-the-fullest/>

Special Discounts for Scouts

The following stores offer varying discounts for youth and adult members of the BSA. Check with individual locations to see if the discounts apply.

- **Bass Pro Shops:** Get a 10 percent in-store discount when you present a BSA membership card.
- **Cabella's:** Get a 10 percent in-store discount when you present a troop checkbook.
- **Campmor:** Save 10 percent on troop orders.
- **Coleman:** Register for access to discounted products at www.coleman.com/youth.
- **Dick's Sporting Goods:** Get a 10 percent in-store discount when you present a BSA membership card.
- **Eastern Mountain Sports:** Call individual stores for "Club Day" dates when Scouts can save up to 25 percent on EMS-brand merchandise and up to 20 percent on any other merchandise. Stores are located in New York, Massachusetts, New Hampshire, Vermont, New Jersey, and Maryland.
- **Hikerdirect.com:** Register to receive discounted prices on outdoor equipment.
- **Gander Mountain:** Get a 10 percent in-store discount when you present a BSA membership card.
- **Great Outdoor Provision:** Discounts for Scouts range from 10 to 25 percent off in-store purchases at locations in North Carolina and Virginia when you present a BSA membership card.
- **L.L.Bean:** Get a troop discount for gear that will remain property of your unit by registering at www.llbean.com/customerService/aboutLLBean/charitable_giving.html. Call 800-458-3058 with questions.
- **Moosejaw:** Save 10 percent with your BSA membership card at stores in Colorado, Illinois, Michigan, and Missouri.

Here are more ideas for saving money on gear:

- Go to www.scoutshop.org first. The buyers at the BSA's Supply Group work hard to bring Scouts quality equipment and top-of-the-line brands at Scout-friendly prices. **Plus, all purchases at local Scout shops and on www.scoutshop.org help support the future of Scouting.**
- Take a look at the following online clearance stores:
 - TheClymb.com
 - SierraTradingPost.com
 - SteepandCheap.com
- Check thrift stores or Army surplus stores for discounted outdoor gear or clothing that's gently used. Yard sales can also turn up surprisingly good finds.

- If you don't find the used equipment you're searching for at a thrift store, check out used-gear websites such as
 - Craigslist.org
 - Ebay.com
 - FreeCycle.org
 - GearTrade.com
 - GearX.com
 - GoSwitchback.com
- Cristian Navas, a Cubmaster from Nutley, New Jersey, suggests designating a member of your unit to periodically check websites like Craigslist for equipment and send out an email to unit members with good deals.
- Rent outdoor equipment to test items before buying or to fill a gap in your equipment. Check local gear outfitters for available rentals or look at gear-rental websites such as
 - GearToGoOutfitters.com
 - LowerGear.com
 - OutdoorsGeek.com
 - MountainSideGearRental.com
- Check with your nearest REI store to visit the next REI Garage Sale, open exclusively to store members.

Appendix Q

SLEEPING BAGS

The sleeping bag is designed to eliminate drafts. You will sleep warmer in a bag than you will with blankets of equivalent weight. Sleeping bags come rated for temperature, and in a variety of shapes, sizes, and construction. A mummy bag is warmer than a rectangular bag due to less heat loss around your feet and shoulders. Most mummy bags also come with hoods, as up to 70 percent of your body heat is lost through the top of your head. While warmer, mummy bags take some getting used to. For example, it's a little harder to roll over in a mummy bag—you'll have to roll the whole bag!

The outside fabric, or shell, of the bag is often made of nylon. Loft (space to hold heat) is created by filling the shell with a variety of natural or synthetic materials. Partitions sewn into the shell hold the filler material in place. In less expensive bags, the partition seams may go straight through the shell, which makes it easy for cold air to creep in. In better bags, mesh or nylon walls (or baffles) divide the shell into compartments that keep the fill evenly distributed without lessening the loft, thus preventing cold spots. The best bags also have tubes of fill material backing the zippers to keep warm air in, and will probably have insulated hoods that can be drawn tight around the sleeper's face.

Bags come temperature rated for 45 to -10 F and beyond. It is possible to add range to a less expensive bag by adding a cotton sheet (-5 F) or a flannel sheet (-10 F), or by sleeping in sweats (-10 to -15 F). A tarp or extra blanket added around the bag will make it even warmer. Matching the range of the bag you buy to the temperature you expect to use it in the most is very important. It is also important to change into clean, dry clothing before getting into your sleeping bag. Moisture on your body from a busy day will quickly cool you and your sleeping bag down, which may make it very difficult to sleep comfortably. A stocking cap is a must, unless your bag has a hood already. Small bodies in long bags will be warmer if the bottom of the bag is folded up and tucked under.

If you don't have a bag, you can make an envelope bed using two blankets and a ground cloth. Lay the first blanket on top of the ground cloth. Put the second blanket half on and half off the first. Fold the first blanket into the second, then fold the remaining half of the second on top of the first. You should have four interlocked layers—two for the top, two for below. Fold the bottom of the blankets up to size, and secure with large clips or blanket pins.

Types of Sleeping Bag Fill

Goose down. Actual feathers from geese, grown next to the skin. Ounce for ounce the best insulator, but it is very expensive, and when wet it loses its loft and will not keep you warm. Requires careful laundering.

Synthetic fibers. Made from petroleum byproducts by a variety of manufacturers. Heavier than an equally rated down bag, but will retain its insulating value when wet. They are easier to clean and quite economically priced.

Ground cloth. Commercially available—or an old shower curtain, a waterbed liner, or 4- to 6-mil plastic will work. This will be your moisture barrier from the ground, and is essential.

Sleeping Bag Terminology

Simple quilting. Loses heat where stitching passes through the fabric.

Double quilting. Two quilts fastened together in an offset manner to eliminate cold spots. Material tends to be heavier.

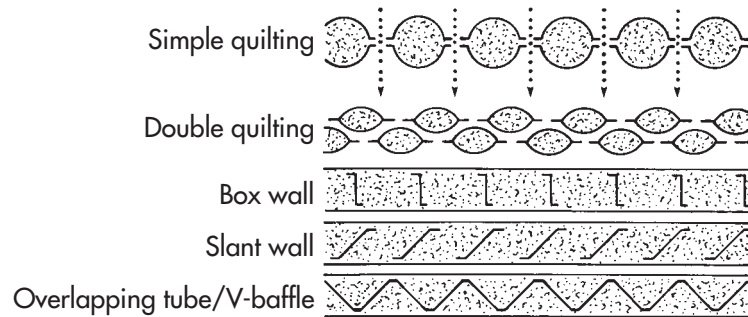
Box wall. Prevents the filling from moving about.

Slant wall. Prevents fill from moving about and gives it room to expand.

Overlapping tube or V-baffle. Very efficient, but because it uses a lot of material it tends to be heavy.

Sleeping Bag Construction

The following cross sections of various types of sleeping bags illustrate how filling is kept in place.



Different stitching techniques will contribute to the sleeping bag's warmth rating. A bag which has stitches through the entire material (A) will not be as warm as the alternating method used in (B). Bags C through E will result in an even lower temperature rating, as there is a minimal path for cold air to flow through to the camper. There is a corresponding increase in cost as the techniques get better, so it is important to be aware of how a potential sleeping bag is made and what temperature range it will be used in, before purchasing it.

Caring for Sleeping Gear

If you expect wet weather, place your sleeping bag in a plastic trash bag before stowing it in its stuff sack. After your trip, and on nice days during extended trips, air out your bag thoroughly. Hang it in a closet or store it in a loose cloth sack to preserve the loft of the fill material. Clean it when it becomes soiled, according to manufacturer's instructions. Use of a bag liner will extend the life of the inside of the bag. Many campers find that the convenience of a light bag outweighs the use of sheets and blankets. Take care of it, and it will take care of you! Your sleeping bag is probably the most important piece of camping gear you will own. If you don't sleep well, the rest of the trip will not be fun.

Appendix R TENTS AND SHELTERS

Desert campers need open, airy shelters to protect them from the sun. Campers in cool or cold weather need tight, strong tents able to withstand strong winds and hold heat inside. Your tent keeps you sheltered from rain, wind, sun, and bugs—all of which is very important! Fortunately, there are shelters available to accommodate any user, in a variety of price and quality ranges.

Tarp. The simplest of all tents, a nylon tarp weighs just a few pounds and can be set up in dozens of ways. It can be used as a sunshade, as your primary shelter, or as a dining fly protecting your cooking area from the elements. A tarp has no floor, which can pose problems in soggy areas, nor does it have mosquito netting.

A-frame tent. Like a pup tent, only made of stronger, modern materials. The A-frame is roomy and usually has a waterproof floor and mosquito netting. Breathable fabric allows moisture to escape from inside, while a rain fly protects the inside from exterior moisture. A-frame tents have lots of headroom, but this tent does not do well in heavy winds or snow.

Dome. This is the most common type. Contemporary designs and fabric have made possible a variety of dome-shaped tents. Their configurations help them stand up in the wind and rain. Dome tents offer lots of useable floor space and headroom. They are usually freestanding, so they can easily be moved before taking down. Freestanding tents are convenient to set up, but still need to be staked down so they don't become free flying in unexpected winds. Be sure to use the fly to prevent moisture from rain or dew from reaching your gear inside.

Hybrids. Mix geometry, modern materials, and the imaginations of tent makers, and you get an astounding variety of shapes. Among the most interesting are hybrid tents that combine features of A-frames and domes. Some look like rounded A-frames, tunnels, or domes cut in half. Doors may be at the ends, or sewn into one or both sides. Many include a vestibule—a porch-like extension of the rain fly that provides shelter outside the tent body for storing packs, crew gear, and muddy boots.



Tarp



A-frame tent



Dome tent



Hybrid tent

Care and Upkeep

Practice setting up and taking down your tent in your living room or backyard before you have to do it in the rain or by flashlight. Read the instructions! Seal the seams on your new tent right after you get it. Pitch it tautly, then go over the fly and floor seams with waterproof seam sealer. New tents usually include seam sealer and the manufacturer's instructions for applying it.

Air out your tent after you get back from a campout. Brush out any dirt or pine needles that have collected. After airing, store the tent loosely in a cool, dry place. Opening zippers completely before going through doors will prevent damage.

Appendix S

THEMED HIKE IDEAS

Paint chip hike. Distribute to groups sample paint cards from hardware stores. See if corresponding colors can be found in nature. Cub Scouts should not pick, pick up, or remove any items from their natural state.

A-B-C hike. Each group has a paper with A–Z listed. The object is to find something in nature for each letter.

Babies hike. Look for baby plants, baby animals. This is a great one in early spring.

Another babies hike. Everyone look at eye level of a baby. What can you see down lower to the ground?

No-talking hike. Look first, talk later. What details can you remember? Key in on specific sounds: water running, bird sounds, wind, leaves crunching under feet, etc.

Blind walk. Also a controlled hike. Hikers can follow a trail laid out by stringing ropes between trees, or another hiker can lead them. Have various stations set up with things to be felt, to see if the hiker can identify items without the use of sight.

Five senses walk. Hikers travel to stations set up for each of the five senses. Caution: for the taste section, these items should be brought from home and commercially processed, not picked up off the ground in the forest. This hike takes more preparation ahead of time than most, but is one of the most rewarding.

Flashlight hike. This is a good hike to calm everyone down, possibly right after campfire when the campers are not quite ready for bed. This is a study in contrasts. Which things look and sound different during the day than they do at night?

Four on a Penny. Can you find four different things that will fit together on the head of a penny?

Circle hike. This is an excellent idea if you are dealing with physically challenged hikers. A circle is marked on the ground and you make a list of all the things you can discover about what is living in that confined circle.

Different in the dark hike. Hike a short path during the day, instructing the youth to remember what they saw and heard. Then, repeat the hike at night and have them tell you what is different.

Appendix T CAMPFIRES

Why should we do a campfire? Campfires can be an exciting and inspirational part of the Cub Scout outdoor program. Ask what any Cub Scout likes about going to campfires, and the answer will be one of the following:

Fun! It's hard not to have fun at campfires! There is enjoyment for all concerned.

Entertainment! Our families, friends, neighbors, and guests get pleasure from attending a pack campfire.

Fellowship! We can bring a den or pack closer together—a deeper feeling than just “fun.”

Action! Cub Scout-age youth always have extra energy. Let's use it singing songs, doing cheers, and performing skits!

Adventure! A campfire is a great place to share someone else's adventure or start one of your own!

Training! Baden-Powell said it: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

Inspiration! Campfires will inspire everyone to leave with a greater commitment to Scouting's ideals.

Many packs use indoor campfires as part of their regular programs. Let's make it even better by taking our Cub Scouts out for a real campfire, if possible. Don't let them miss this great experience.

Campfire Leadership

Most leaders will take a lot of time physically building a campfire. The location and construction are important, but above all, it's the program that counts. Campfires can be big, little, formal, or informal, and can feature storytelling, dramatics, mystery, guest night, stunts, or a songfest.

Location Considerations

- Scenic spot
- Good drainage
- Protection from wind
- Freedom from insects
- Fire safety
- Firewood supply



Layout Considerations

- Stage area
- Lighting
- Fireplace
- Types of fires
- Sound—Will it carry?
Will it get lost?

What do I need for a successful campfire? Just remember the Four S's!

Scouting songs

- Can be peppy, quiet, action, special occasion, or novelty songs.

Stunts

- Fire-lighting. Adult supervision is required. Make it safe!
- Opening ceremony—sets the tone for your program.
- Stunts can be action, contests (physical/mental), humorous, mixers, “magic,” or educational.
- Closing ceremony—should be quiet and inspirational, can be the “main event.”

Stories—adventure, humorous, heroic, biographical, nature, or scientific

- Watch out for “scary” stories.
- Cubmaster's Minute—inspirational talk

Showmanship—Adds sparkle and life!

- Peppy when the fire is high.
- Vary the pace and timing of stunts.
- “Dress up” the setting.
- Encourage enthusiasm, but control discipline at all times.
- Quiet down as the embers die.

Remember to “Follow the Flames”

When the flames are high, action songs, loud cheers, and noisy stunts get everyone involved! When the flames burn down, have quiet songs, inspirational stories, and a respectful tone.

Build your fire to last 45 minutes to an hour. Don’t keep adding wood. Let the fire die down, and use the natural quiet that goes with that to build your mood. The formula for a great campfire is: Start FAST, reach a PEAK, slow DOWN, and give an inspiring CLOSE!

The sequence of events you choose will affect the success of your program. Make sure you let people know who they follow and where they are in the program, to keep everything running smoothly. If someone gets “lost,” be prepared with a run-on or joke to fill the time. Be sure to have an impressive opening and closing so everyone knows the campfire has begun and that it is over.

Everything that happens at your campfire should be checked and approved in advance. There is no place for off-color or questionable jokes, stories, or songs. Have the groups walk you through the skit or song if you are not familiar with it. You should not be surprised by anything at your campfire! A good rule of thumb is “Would you do this if your saintly grandmother was in the audience?” When in doubt, leave it out!

Help your audience with campfire etiquette. Some rules are

- Enter and leave in silence.
- Be courteous when it’s not your turn on stage.
- Cheer everyone for their contributions. (Support the effort of every Scouter.)
- Keep your flashlights off during the program.

Storytelling and Yarns

Baden-Powell once said, “The Cubmaster can command rapt attention at any time by telling the Cubs a story and through it conveying the intended lessons. It is the gilding of the pill which never fails if the teller is any good at all.”

Stories are a favorite part of any campfire. A good storyteller can take over a whole pack with just a few key thoughts in mind! There are four types of stories:

Adventure. These have a fast-moving plot, a romantic background, and unexpected events! We all are natural “hero worshipers.”

Instructive. These teach important things about nature, skills, safety, or others.

Good fun. These call for laughter and jokes. They share happiness, good fortune, and fun. Telling a funny story about a mistake can teach an easy lesson.

Inspirational. These are serious, with a moral, such as the Scout Oath or Law, or even religious themes.

How Do I Tell a Story?

Here are a few simple things to remember to help you tell a great story.

Believe in your story. Make it your own. Create names, use places that are familiar to you, and it will come across in your story. Remember that you're "selling" this story by the way you tell it.

Paint your picture with words. Remember, your audience is used to "seeing" the story on a TV. Use your talents to help them develop their imaginations. Don't hurry, except at appropriate spots to help create excitement. Let the story move at its own pace—slow to get their attention, faster when the action gets exciting. Pace your telling speed to the action in the story.

Vary the tone of your voice to fit the points of the story. When the action is exciting your voice should be louder; when it's suspenseful, lower it. Volume can be adjusted either way to get and hold attention. Use your voice as an instrument.

See the action in your mind's eye. If you live the story while you're telling it, your audience will join you in the adventure. Be sure everyone is comfortable before you begin. Nothing kills a mood faster than someone getting up to go to the bathroom.

Songs

I sing like a frog. How can I lead a song? So, sing a frog song! Enthusiasm will cover for a lack of skill. Here's what an audience really needs from a song leader:

- **The name of the song.** Give the name of the song, and if it's an unfamiliar song, give the tune. You may have to sing a line or maybe a verse to get them going.
- **The pitch or key.** Sing that first note; make sure they can sing it with you. If you are too high or low, adjust and try it again.
- **The tempo—marking time.** Shout "Let's go!" in rhythm, or clap hands to get the beat, then start with a nod of your head. Keep director-type motions to a minimum. Keep it simple.
- **Information about the song.** Make sure everyone knows it. If not, teach them. If you've chosen a song that needs the songbook, teach them with it and then put the book down. The result will be more satisfactory.
- **Pep—enthusiasm!** Don't insist on volume at the start. Tell them it's "singing" you want, not "noise." If it doesn't go well, say that was a good practice, now let's do it for real. Show them you really like this song.
- **Leadership—control.** Plan your selections carefully, using songs that fit the crowd and the event. Watch for parodies that might offend. Always tell them what the next song is; don't ask for suggestions.

Scouters tell stories of a famous campfire leader who had a tradition of yelling, "That's my favorite song!" when a song was announced, no matter what song was being sung. What a great way to sell enthusiasm and get everyone right into it!

Singing at a campfire should be a fun, natural thing. "Old favorites" are great for this purpose. Sing a song everybody knows in the beginning, just to get everyone singing. Adults generally like to harmonize, and youth like action songs. Singing rounds will help groups form together. Substituting motions for words will help you keep control. Sing in natural groups, keep the formal leadership to a minimum, and enjoy yourself too!

And the important advice: Know the songs you are singing!

And don't forget: Singing builds a group!

Appendix V

POSITIVE VALUES

The aims of the Boy Scouts of America are to develop character, citizenship, and personal fitness (including mental, spiritual, and physical fitness) in today's youth. All activities, including den and pack meeting programs; adult training events or committee meetings; camp programs; and campfire programs contribute to the aims of Scouting.

Every Scouting activity should be a positive experience in which youth and leaders feel emotionally secure and find support from their peers and leaders. Everything we do with our Scouts—including songs, skits, and ceremonies—should be positive and meaningful, and should not contradict the philosophy expressed in the Cub Scout Promise and the Law of the Pack.

Remember to:

- Reinforce the values of Scouting.
- Make everyone feel good.
- Make every element meaningful.
- Use age-appropriate activities.
- Get the whole group involved.
- Be positive.
- Teach the ideals and goals of Scouting.

GUIDELINES FOR SCOUTING-APPROPRIATE ACTIVITIES

- Cheers, songs, skits, stories, games, and ceremonies should build self-esteem and be age-appropriate.
- Name-calling, put-downs, and hazing are not appropriate.
- References to undergarments, nudity, or bodily functions are not acceptable.
- Cross-gender impersonations are not appropriate.
- Derogatory references to ethnic or cultural backgrounds, economic situations, and disabilities are not acceptable.
- Alcohol, drugs, gangs, guns, suicide, and other sensitive social issues are not appropriate subjects.
- Refrain from “inside jokes” that are exclusionary to the audience.
- Wasteful, ill-mannered, or improper use of food or water should not be used.
- The lyrics to the following patriotic songs should not be changed: “America,” “America the Beautiful,” “God Bless America,” and “The Star-Spangled Banner.”
- Similar respect should be shown for hymns and other spiritual songs.
- Avoid scary stories and bad language.
- Model the values of BSA and set a high standard for appropriateness in ALL Scouting activities.

Appendix W

CUB SCOUT OUTDOOR ETHICS

Outdoor Code

As an American, I will do my best to be

- *Clean in my outdoor manners:* We will clean up after ourselves. We will not leave graffiti, fire rings, camp gadgets, or other signs of our presence.
- *Careful with fire:* Fire is an important tool, but one that can be devastating if it gets out of hand.
- *Considerate in the outdoors:* We will think about other visitors in the outdoors and how our presence impacts them.
- *Conservation-minded:* We will think about our impacts on the environment.

Leave No Trace Principles for Kids

Source: Help Kids “Leave No Trace”; National Parks Conservation Association blog post by Jennifer Chambers, January 2015. Reprinted by permission of the author.

Since 1994, the Leave No Trace Center for Outdoor Ethics has been one voice among many hoping to inspire youth to be stewards of the earth through their engagement in the outdoors. Leave No Trace implemented a few tools to educate kids about reducing their personal footprint on nature: a “PEAK program” (six activities to engage elementary-age children), a teen curriculum, a manual of 101 activities, and seven principles specifically written for kids. Leave No Trace educators teach young people how they can be stewards of nature in small ways that make a big impact while having fun outdoors.

Below are seven tips on encouraging children to practice Leave No Trace.

1. **Know Before You Go:** Children have few choices in life, so finding ways to give them a choice helps build confidence. Get their input when planning an outdoor adventure. Have them plan the best clothing to wear based on the weather forecast. Provide trail choices within their ability. Allow them to choose their lunch and snack food.
2. **Choose the Right Path.** Play a game of “ninjas and detectives.” Encourage children’s imaginations while guiding their powers of awareness and role-playing. Ask them to pretend they are ninjas or spies—or any characters who might observe their surroundings without leaving clues as to where they have been. Parents can play the detectives, following the ninjas’ trails as they attempt to remain unseen and unheard.
3. **Trash Your Trash.** Play “I Spy” with trash by creating a competition among kids (or between child and parent) to see who can collect the most litter. This activity gets kids thinking about the accumulation of trash and its impact on parks and communities.
4. **Respect Wildlife.** Kids are naturally fascinated by animals they encounter outside, often wanting to touch or get close to them. Help them to understand how close they can safely be from an animal: Ask them to stand with one arm raised straight out at shoulder height with the thumb raised. Tell them to look at the animal with one eye closed and try to cover their view of the animal with the thumb. If they are far enough away, their thumbs will completely block out the animal.
5. **Be Careful With Fire.** When camping, play a firewood relay race. Create groups of two or more (or have a competition between children and parents). The objective is to gather dead and downed firewood of appropriate size. Then arrange the firewood from the smallest to the largest in diameter. Any firewood larger than a child’s wrist is disqualified. The team with the most appropriate firewood wins. Finish this game by explaining that firewood should be no larger in diameter because it takes too long to burn into ash, hindering the decomposition process.

6. **Leave What You Find.** Give the kids a camera to take photos of treasures they find on the trail. Then have them put their photos together with a photo collage app so they can save and share their outdoor adventures. This reinforces that they can keep the memory while leaving the actual objects in nature.
7. **Be Kind to Others.** Encourage kids to be inclusive and polite when playing outdoors. Model and teach good manners, such as sharing the trail with others, and avoid bad behaviors like talking on cell phones while exploring.

Extensive guidelines for teaching Leave No Trace principles are on the BSA website at www.scouting.org/programs/boy-scouts/teaching-leave-no-trace/.

Contact Information and Resources

Leave No Trace Center for Outdoor Ethics

P.O. Box 997

Boulder, CO 80306

303-442-8222

Toll-free 800-332-4100

Email: dana@lnt.org (Dana Watts, executive director)

Website: <https://lnt.org/>

Leave No Trace is a private, not-for-profit organization established to administer the national Leave No Trace program while partnering with the following federal agencies: U.S. Forest Service, U.S. Bureau of Land Management, U.S. Fish and Wildlife Service, and National Park Service.

Staff members of Leave No Trace serve as the primary source of program information and coordination. In addition, more than 1,100 individuals throughout the country are Masters of Leave No Trace. These individuals can assist in the Leave No Trace program.

National Outdoor Leadership School (NOLS)

288 Main Street

Lander, WY 82520

307-332-8800

Email: lnt@nols.edu

Website: www.nols.edu

The following booklets from the Leave No Trace Outdoor Skills and Ethics series provide techniques for specific regions. These booklets are available through Leave No Trace or from the National Outdoor Leadership School.

Alaskan Tundra

Desert and Canyon Country

Lakes Region

North American

Northeast Mountains

Pacific Northwest

Rocky Mountain

Sierra Nevada Mountains

Southeastern States

Temperate Coastal Zones

Tropical Rainforests (also available in Spanish)

Western River Corridors

Other Written Materials

Backcountry Horse Use

Caving

Mountain Bicycling

Rock Climbing

Soft Paths, Second Edition

Teaching Leave No Trace: An Activity Guide

Appendix X

CAMP OHNO!

Overview: Teach participants Leave No Trace principles by showing them a firsthand example of a high-impact campsite. This works well for stationed events where participants rotate through various educational stations.

Objective: Participants will be able to list at least four of the seven principles and one way to follow each of them.

Materials: tent; litter; food scraps; fake fire, rocks, ax, and flowers; washing tub; dishes; fake dish soap; water or a blue towel to represent water; Inspiration Point sign; boom box; LNT principle signs—Know Before You Go; Choose the Right; Trash Your Trash; Leave What You Find; Be Careful With Fire; Respect Wildlife; Be Kind to Other Visitors

Time Considerations: Can be adjusted for station lengths from 15 to 30 minutes

Directions: Have Camp Ohno set up before participants arrive. The list below matches the high impacts with corresponding LNT principles, and the information in parentheses is what should be done. When participants arrive, have the music playing loudly. Turn it off and welcome them to Camp Ohno. Tell them to have a look around for a few minutes and try to spot what you've done wrong. Then you'll come back together and discuss it.

1. **Know Before You Go:** Tent doesn't have a rain fly (should always be brought in case it rains)
2. **Choose the Right Path:** Tent set up too close to water (should be 200 feet away)
3. **Trash Your Trash:** Litter (put in trash can), washing tub in creek or lake (should be 200 feet away)
4. **Leave What You Find:** Pulled flower (cannot pollinate and make more)
5. **Be Careful With Fire:** Setting up a fire (use existing fire ring if available), litter in fire (can be hazardous, paper products may blow away and start forest fires), ax in tree (use dead-and-down wood)
6. **Respect Wildlife:** Food scraps on ground (don't feed wildlife—it damages their health, alters natural behaviors, and exposes them to predators and other dangers)
7. **Be Kind to Other Visitors:** Boom box (volume should be kept low or use headphones; otherwise, leave at home)

Extension: This is a station at the TIC (Trout in the Classroom) Release and Nature Day. For this event, each participant keeps a journal. In the past, the LNT station's journaling has included participants writing down what they see being done wrong, how they would fix it, and two new LNT practices they have learned.

Sources: Camp OhNo in *Leave No Trace 101* (Leave No Trace Center for Outdoor Ethics, 2007); Quick Leave No Trace Activities: www.nevadaoutdoorschool.org/docs/LNT_Quick.pdf

Appendix Y

WILL YOU MAKE IT?

Overview: This match game introduces the Leave No Trace principle “Know Before You Go.” Using the event and solution cards below, participants will consider problems they might encounter on an upcoming trip and find the solutions.

Objective: Participants will be able to list two solutions to avoiding problems on the trail.

Time: 15 minutes

Directions: Distribute the event and solution cards, one to each participant, with the goal of having people find their corresponding event or solution card to form a pair. Once all the cards have been matched, have each pair share their event and solution. Then open the discussion to other solutions or personal experiences.

Source: Will You Make It? in *Leave No Trace 101* (Leave No Trace Center for Outdoor Ethics, 2007)

Will You Make It?

<p>Event Card: Blisters! You have a nasty blister and can no longer carry your pack. You are not even sure that you can walk to your campsite.</p>	<p>Solution Card: An adhesive felt-like material acts like a second skin and can be applied to the feet or other areas of human skin to prevent rubbing. Always carry this with you and break in new footwear BEFORE a trip.</p>
<p>Event Card: Lightning! A storm is quickly blowing into your area. From your vantage point high on the trail, you can see a lot of lightning. You estimate you have about five minutes before the storm reaches you.</p>	<p>Solution Card: Before your trip, you researched lightning safety. You remember that lightning is attracted to the highest point and that water and metal conduct an electrical charge. You take off your metal-frame pack, stay away from water and the tallest tree, choose a low spot to crouch in on your jacket, and stay 20 feet from your fellow hikers.</p>
<p>Event Card: Pack weight! Your pack did not feel heavy when you left, but now you can hardly move. You’re so tired you would just as soon sit down and not walk another step.</p>	<p>Solution Card: The weight of your pack should generally be no more than ¼ of your body weight. Weigh your pack before you leave, and leave some items behind if necessary. Some things like food and cooking supplies can be shared by several people in the group.</p>
<p>Event Card: Fire restrictions! You were planning on cooking with a small fire, but when you get to the trailhead you discover fire restrictions are in place. Those dehydrated meals aren’t going to taste very good.</p>	<p>Solution Card: Call ahead to the area you’re going and find out about restrictions and regulations. Bring a backpacking stove for cooking or bring food that doesn’t require cooking.</p>
<p>Event Card: Bear country! You are traveling in bear country and had planned on hanging your food to keep it and the bears safe. Unfortunately, there aren’t any suitable trees. You hang your food on a branch that’s too close to the tree and your food gets eaten.</p>	<p>Solution Card: Bear canisters are a great solution to food storage issues. There’s no need to hang them from a tree; simply place them 200 feet from camp in a spot where it won’t roll away.</p>

Appendix Z

SANITATION

As soon as the fire or stove is cleared of cook pots, put on a pot of water to heat for washing. After the meal, the cleanup crew goes to work. Pour half the hot water into a second pot; use one for washing, the other for rinsing. While many campers find that hot water is both ecologically sound and effective for most dishwashing tasks, a little biodegradable soap in the first pot will help cut grease. In the second pot, a few drops of a rinse agent such as liquid bleach will kill any germs the heat doesn't destroy. If you have sufficient water, a third pot with fresh water can be used as a final rinse.

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

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

Cleanup Hints

Wipe down with liquid dish soap the outside of any pots you are using in an open fireplace. It will prevent the pot from getting permanently fire-stained, and make cleanup simple. The black will wipe right off.

Keep food material out of your wash water pot. Make sure all utensils are free of as much food material as possible first.

Sand makes a great scouring medium if you forget scrubbing pads.

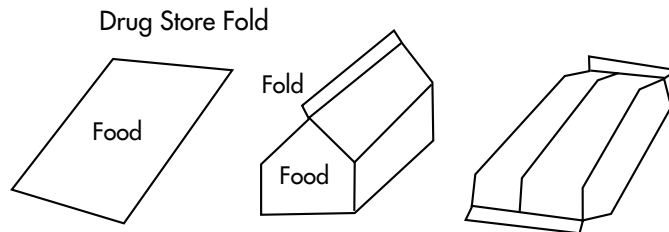
Get your wash water going early. You may want to start it before you cook your meal, then move it back on the heat as space becomes available.

Be sure to leave your fireplace clean. Don't leave any unburned material in the coals unattended.

Appendix AA FOIL COOKING

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

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



Here's a basic recipe:

Use two layers of lightweight foil or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some Scouts smear a layer of butter or margarine on the foil to start.

Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little bit of onion because it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. A twist might be to add a handful of rice and just a few ice cubes. This will make a great addition!

Spread the white-hot coals shallowly, and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, seal the pack by folding the edge over or wrapping it in another piece of foil. Turn the packs twice during the recommended time. When it's close to the completion time, open a corner of a pack and check to see if the meat is done.

Foil Cooking Times

Hamburger: 15–20 minutes

Chicken pieces: 20–30 minutes

Hot dogs: 5–10 minutes

Pork chops: 30–40 minutes

Carrots: 15–20 minutes

Ears of corn: 6–10 minutes

Whole potatoes: 45–60 minutes

Potato slices: 10–15 minutes

Whole apples: 20–30 minutes

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

ADDITIONAL CUB SCOUT-LEVEL RECIPES

Thanksgiving foil pack. Place a layer of ice cubes on the foil. Lay turkey breast on top of the ice. Add ½ cup Stovetop stuffing mix, ½ cup regular stuffing mix. Then add ½–¾ can of chicken soup (mixed with water according to directions on can). Wrap the pack using the drug store fold, and cook over coals about 40 minutes until done.

Baked apple. Core apple. Place on a square of foil. Fill hole with 1 tablespoon raisins, 1 tablespoon brown sugar, and a dash of cinnamon. Candy red hots also make good filling. Wrap foil around apple using the drug store fold, and bake in coals for 20 minutes.

Hobo popcorn. In the center of a foil square (six inches square), place a teaspoon of cooking oil and a tablespoon of popcorn. Bring foil corners together to form a pouch. Seal the edges, but leave room inside for the popcorn to expand. Tie the pouch on a long stick with a string, and hold the pouch over the coals. Shake constantly until all the corn is popped.

Pizza. Place a half of an English muffin on foil. Layer on pizza sauce, grated cheese, pepperoni, or whatever else you like on your pizza. Fold the foil drugstore style and place in the coals for 5–10 minutes.

Orange surprise. Cut off top third of an orange. Remove and eat the insides, leaving a little orange on the inside. Mix up a yellow or spice cake mix according to the directions on the mix box. Pour mix into orange about half full. Place the top back on the orange, and wrap in three layers of foil, using the drugstore fold to seal the pack. Cook for 15 minutes, then remove and let cool before eating.

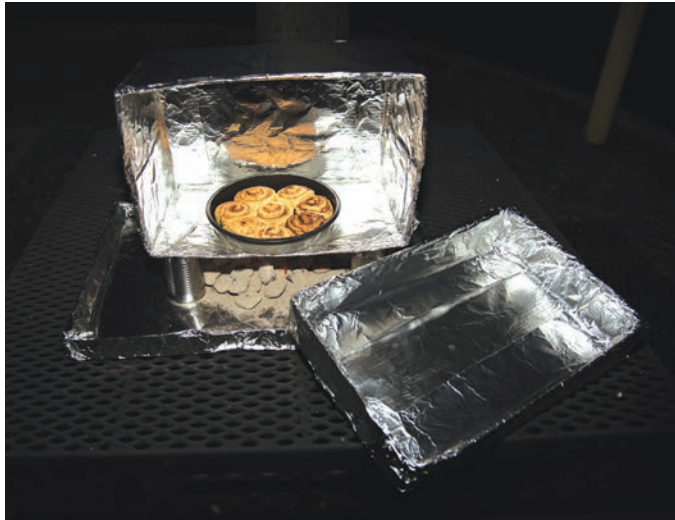
Stick bread. Use “refrigerator” biscuit dough, or prepare biscuit mix very stiff. Heat stick, flour it, then wind dough like a ribbon, spiraling down the stick. Keep a small space between the twists. Cook by holding about six inches from the coals at first so inside will bake, then brown by holding nearer the coals. Turn continually. Bread will slip off easily when done.

Camp doughnuts. Pour a few inches of cooking oil into a large pot. This will work on a camp stove or coal bed, but use caution as it works best when the oil is very hot. Make the “doughnuts” by poking a hole in the center of a canned biscuit. Drop in the oil, turning once with a tong or stick halfway during cooking time. They cook very fast; watch for good color. Remove to drain on paper towels, and roll in confectioner’s sugar or cinnamon sugar.

OUTDOOR COOKING HINTS

- Handy fire starters can be made by placing one charcoal briquette in each section of a paper egg carton. Cover with melted wax, and tear apart to use.
- Place a burger fresh from the grill into the bun and put it in a plastic bag for about a minute. The bun will be steamed warm.
- Put a kettle of water on the fire to heat while you are preparing your food and eating, and your dish water will be ready when you are.
- Freeze meat when putting in a cooler. It will last longer and help keep your other food cold. Make hamburger patties in advance and layer with paper.
- Give yourself plenty of time to start a fire and wait for the briquettes or wood to be ready.
- Don’t forget to rub the outside of pans with liquid soap before putting on the fire; they’ll clean up much more easily.

Appendix BB BOX OVEN AND SOLAR COOKING



The Box Oven

The cardboard boxes typically used to hold 10 reams of 8½×11 or 8½×14 paper will make very nice box ovens. Line the inside of the box and lid with aluminum foil. Use a sponge to dab some glue around the inside and the cover to hold the foil in place. Make two holes in the cover to let the combustion gases out, and make a few holes around the sides near the bottom to let oxygen in. Make a tray to hold the charcoal using one or two metal pie plates. You can either make feet for a single

pie plate using nuts and bolts, or bolt two pie plates together bottom to bottom. Cut two coat hangers to make a rack to hold up the cooking pan. Poke the straight pieces of coat hanger through one side and into the other. Two pieces will usually do fine. Put several lit briquettes on the pie pan, put your cooking pan on the rack, and place the cover on top. The first time you use this box oven, check it a few times to make sure that enough oxygen is getting in and that enough gases are escaping to keep the charcoal burning.



Solar Cooking

Solar cooking is gaining in popularity due to the excitement around the STEM programs. There are two different ways to cook in a solar cooker. The first way is to refocus the oven to follow along with the sun's rays every 25 to 30 minutes. This allows for food to be prepared the same way it would with a classic stove or oven. The solar oven can also be used as a slow cooker similar to a Crock-Pot. It is possible to prepare food, put it in the solar oven, point the oven where the sun will be, leave, and come back to a savory, slow-cooked dinner.

Appendix CC

FREEZER BAG COOKING

Freezer bag cooking (also known as FBC) involves making your own meals just the way you want. They are similar to commercial freeze-dried meals but without the cost, and you can customize them exactly the way you want!

How to Do FBC

Most people who do freezer bag cooking will package their meals at home before the trip. You should note on each bag what the meal is and how much water is required. Some people prefer to tuck a tiny note inside; others use a permanent marker on the outside.

When getting ready to cook your meal, bring your water to a near boil. Pour the water into your cup to measure, then add it to your freezer bag. This way you avoid the chance of burns, adding too much water, or touching your freezer bag with a burning hot piece of metal which risks melting the bag. You **DO NOT** need boiling water to rehydrate meals; boiling is at 212 Fahrenheit, but 180 degrees will work just fine in this case. However, if you choose to boil your water to remove any chance of water-borne pathogens, let it cool for a couple of minutes and then proceed.

Stir with a long-handled metal, wooden (bamboo), or heat-safe plastic spoon. After you have mixed it well, zip up the bag tightly and wrap in a fleece hat, jacket, or coozy made for the purpose. Then let the bag sit for 5 to 15 minutes; the recipe and altitude will determine how long. Make yourself a drink and wait for your meal. Once ready, stir well and eat. It's a good idea to put the bag into your coozy before you add the water. This way, the coozy holds the bag upright for you while the water is added.

Coozies

What is a coozy? Coozies are like hot pads designed to hold freezer bag meals. They are made of fabric and measure 8 inches in width and 7½ inches in length. Weight on average is 1 to 1.2 ounces, depending on the weight and thickness of the outer fabric. Coozies are open at the top to save weight.

Eating From the Bag

If you squeeze or knead your bags to mix up the food, be very careful—be sure you have pushed out all the air before you do this. The steam from the hot liquid can cause a buildup, and your kneading could cause the bag to pop open. Kneading works well, if done carefully, for items like mashed potatoes and stuffing.

Eating out of the bag may take a little practice. When your food is ready, roll the top one-third of the bag down, sort of like cuffing your socks. This will turn your bag into its own bowl. If eating soup or chowder, be careful. With a sharp camp knife, cut off the top half to make a “bowl.”

Alternatives

Alternatives to FBC include

- Cook in a pot or in a mug.
- Use plastic food containers that have a lid. The containers can be placed in soft-sided coozies.
- Use roasting bags or slow-cooker liners found in the plastic bag section at stores.
- Use vacuum sealer bags (or boil-in-bags) that are rated for submerging in boiling water for extended periods. These are some of the strongest food bags on the market.
- Use foldable bowls and plates (e.g., Fozzil bowls and Orikaso dishes).

Recipes

Many of the recipes below will feed two people, which might make one wonder how two people can eat out of one bag. The best way to handle this is to bring an extra bag. When the meal is ready, do the final stirring, then divide the meal between the two bags.

Breakfast Taters

Serves one; total time: 5 minutes

- ½ cup instant mashed potatoes
- 2 tablespoons cheese sauce powder (This can be found online or in some grocery stores. You can also use cheese sauce powder from boxed mac 'n' cheese or use 1 ounce of cheddar cheese, diced up and added in with the water.)
- 1 tablespoon dry milk
- 3 tablespoons shelf-stable bacon or bacon bits
- ½ cup water

At home, pack everything in a pint freezer or sandwich bag. If taking shelf-stable bacon, pack separately in a small plastic bag.

Freezer bag cooking method: Add near boiling water and mix well. Add a bit more water if needed. Let cool.

Insulated mug method: Add boiling water and mix well. Add a bit more water if needed. Let cool.

BBQ Chicken Wraps

Serves two; total time: 5 minutes

- 7 ounce pouch chicken breast
- 2 flour tortillas (soft taco size)
- ¼ cup barbecue sauce (This is shelf stable and can be carried in a leak-proof container, or you can use two tubs from a fast-food restaurant.)
- 2 ounces pepper-jack cheese (If purchasing at a grocery store in sticks similar to string cheese, bring along 2 sticks. If you cannot find these, carry 2 ounces of the cheese. Colby cheese or cheddar will also work.)
- ¼ cup french-fried onions

At home, pack the fried onions into a snack bag. Tuck in two paper towels with the ingredients.

When you're ready for lunch while camping, open the chicken pouch and add in the barbecue sauce, stirring well to break up the chicken. Lay out a clean paper towel for each tortilla, and divide the chicken between the two. Dice up a piece of cheese on each tortilla, then sprinkle on the onions. Roll up and enjoy! Bring some extra fried onions, and those can serve as a side treat!

Chicken, Gravy, and Stuffing

Serves one; total time: 5 minutes

- 1½ cup stuffing mix (low sodium will help with salt intake)
- 1 pouch chicken or turkey gravy (use 1-cup size package)
- 1 pouch (5 ounces) or can (7 ounces) of chicken or turkey

Put the stuffing in one freezer bag, and the gravy mix in another. At camp, pour 1 cup boiling water into the gravy, stir well, and add the chicken or turkey. Stir again and seal securely. Then place in the coozy. To the stuffing bag, add ¾ cup boiling water, stir, and seal well. Wrap in a towel or jacket and let sit for 5 minutes. Fluff up the stuffing, and pour the gravy over it. Very salty, but good!

Pecan Brownies

Serves up to four; total time: 10 minutes

- 1 sleeve graham crackers or 1¼ cup crushed cookies
- ¼ cup diced toasted pecans
- 2 tablespoons powdered sugar
- ¾ cup chocolate chips
- 3 tablespoons dry milk

At home, crush the graham crackers into crumbs and pack in a sandwich bag with the pecans and sugar. Put the chocolate chips and milk in a quart freezer bag. To make the dessert at camp, add ¼ cup water to the chocolate bag. Bring a small pot of water to a gentle simmer (warm). Turn off the heat. Dip the tightly sealed chocolate bag to melt the chocolate. When melted, add the graham cracker crumbs to the chocolate bag and knead to mix thoroughly. Eat warm with long-handled spoons or let it cool and break into chunks.

This recipe can serve up to four people, but that depends on what you consider “dessert”! If you want larger helpings, it may serve only one or two.

Appendix DD

FIRST-AID KITS

A first-aid kit well stocked with the basic essentials is indispensable. Choose one sturdy and lightweight, yet large enough to hold the contents so that they are readily visible and so that any one item may be taken out without unpacking the whole kit. Keep a list of contents readily available for refilling. Keep the kit in a convenient location. Make one person responsible for keeping the kit filled and available when needed. Quantities of suggested items for your first-aid kit depend on the size of your group and local conditions.

Suggested First-Aid Kit Items

- Absorbent cotton
- Adhesive strips
- Antibiotic ointment
- Assorted gauze pads
- Bar of soap
- Box of latex-free adhesive bandages (assorted sizes)
- Calamine lotion
- Clinical oral thermometer
- 3 cravat (triangular) bandages
- Foot powder
- Goggles
- Hand sanitizer
- Instant ice packs
- Latex-free, disposable gloves
- Lip salve
- Mouth barrier device
- Needles
- Paper cups
- 4 roller bandages (a pair of the 1-inch size, and a pair of the 2-inch)
- 2 rolls of latex-free adhesive tape (one 1-inch size and one 2-inch)
- Safety pins
- Scissors
- Small flashlight (with extra batteries and bulb)
- Sterile pads (3×3-inch and 4×4-inch sizes)
- Sunscreen lotion
- Thin board splints (1 pair, 17-inch)
- Tweezers
- Water purification tablets (iodine)

Because of the possibility of exposure to communicable diseases, first-aid kits should include latex or vinyl gloves, plastic goggles or other eye protection, and antiseptic to be used when giving first aid to bleeding victims, as protection against possible exposure. Mouth barrier devices should be available for use during CPR.

If creating the first-aid kit for the car, consider adding a white handkerchief or towel to use to attract attention, a blanket, a large red and white sign that reads “Send help!” that you can place in the front or rear window in an emergency, and several bottles of water.

Appendix EE BSA WHITTILING CHIP CERTIFICATION



Boy Scouts of America Whittling Chip Certification

This certification grants a Bear Scout or Webelos Scout the right to carry and use a pocketknife. The Scout must show the Scout leader, or someone designated by that leader, an understanding of the responsibility to do the following:

1. Know the safety rules for handling a knife and show, using these rules, that you know how to care for and use your pocketknife safely.

Date completed _____ Approved by _____

2. Make a carving with a pocketknife. Work with your den leader or other adult when doing this. (One of the items carved for Bear Claws requirement 3 may be used to fulfill Whittling Chip requirement 2.)

Date completed _____ Approved by _____

3. Read, understand and promise to abide by the "Pocketknife Pledge."

Date completed _____ Approved by _____

Information on these Whittling Chip requirements can be found in the Bear Claws adventure of the *Bear Handbook*.

The Whittling Chip patch is considered a temporary patch and, if worn, should be centered on the right pocket of the Cub Scout or Webelos uniform shirt. It should not be sewn on a pocket flap.

The following Scout has successfully completed the requirements for the Whittling Chip:

Scout's name _____

Pack No. _____

Date completed _____ Approved by _____

Den Leader's approval _____

Whittling Chip emblem, No. 8598

Whittling Chip pocket certificate, No. 34223

512-028
2016 Printing

Appendix FF

CAMPSITE CONSIDERATIONS

Cub Scout camping will be taking place in sites approved by your local council (council camps, local parks, campgrounds), so campsite selection may be limited. That being said, there are still several considerations to keep in mind when laying out your campsite for a pack event.

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

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

Protection. Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees? Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

Insects and animals. Insects and other animals all have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite. Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you as long as you leave them alone, but give them plenty of room. The same goes for most animals.

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

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

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

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

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

Appendix GG

LARGE-GROUP GAMES

Large-group games involve everyone and can be a great tool for building group spirit. There are many sources in BSA literature and elsewhere for games that will be great fun for your group to learn and play! Avoid extreme physical contact and games in which large numbers of players get eliminated as play goes on. The object is for everyone to participate and have a great time.

Barnyard Bedlam

Supplies

- Peanuts in the shell (double the amount needed for each Scout to have a handful)
- Lunch bags or similar containers

Playing Area

A large field or lightly wooded area (where you can still see all the boys)

Preparation

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader distribute little piles of three or so peanuts in obvious and not-so-obvious spots around the field—at the base of a tree, on top of a stump, in the shadow of a rock, etc. Make lots of piles if you want a long, fun, loud game!
- Away from the site, divide the Scouts into two or three groups. Make someone in each group the farmer; the other members in each group decide on one animal they will be (e.g., birds, or forest or farm animals—whatever theme you've chosen). Each group must have a different animal. Practice making the animal sound, then give each "animal" a bag to collect peanuts. Explain why you are using peanuts: If they aren't found, they will feed the animals or biodegrade. Note: You can also use wrapped candy if there is a problem with nut allergies, but you will need to make sure all of the candy is found and nothing is left behind.

Rules

- Players cannot go out of bounds for safety reasons. Show them the boundaries, don't just tell them.
- On "go," the animals (not farmers) from all groups will spread out and look for peanuts hidden around.
- Players cannot talk at any time, for reasons explained below.
- Once an "animal" finds a hoard of peanuts, the animal does not touch them or talk about them but stands with toes pointing toward the peanuts and making the animal's noise as loud as possible. (Cub Scouts have no trouble with this at all!)
- The farmer has to listen for the animals' noises. The farmer hustles over to the animal making the noise (there's often more than one at once) and picks up the peanuts.
- Then comes the "bedlam" part:
 - After a while, Scouts are everywhere making loud noises. The strategy is for teams to split up so that, for example, there may be three "horses" neighing in different spots.
 - If a "horse" sees a pile of peanuts and is neighing, a "cow" can run over and start mooing. Whichever farmer hears first and reaches the spot, gets the peanuts. The farmers have to listen well, and judge which pile to pick up first.

- Bring the Scouts to the site, and turn them loose! You don't need to have winners if you don't want, but the youth may! If you play it a few times over the day, with only a few piles each time, different teams have a chance to win.
- Compost the peanuts that were used in the game, but give the Scouts the extras that weren't on the ground as a snack.

Blob

Rules

- No preparations are needed. Just pick two players to join hands and form the “blob.” On “go,” the blob tries to tag as many other players as possible. When tagged, a player joins the blob by grabbing the last hand in line. The blob grows by chasing other players and touching them. The players try not to be tagged. They cannot go out of bounds for safety reasons. (Again, show them the boundaries, don't just tell them.)
- Only the free hands at the end of the blob can be used to touch players. The blob continues to grow until only one player is left untouched. That player is the winner. The last three players to join begin the next round as the blob.
- As a variation, require the blob to split when it grows to six players; now there are two blobs, which split again when each grows to six players.

Spies

Supplies

- Several 8½×11 sections of cardboard hung about one yard above the ground
- Markers for players to write their names on the cardboard pieces

Preparation

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader hang the cardboard pieces around the area about one yard above the ground.
- Depending on the size of the area and the cover, identify one to three umpires who will patrol the playing area.
- Give each youth a marker to write their names on the cards.

Rules

- From the starting point, players move through the area attempting to find a specific number of hanging cards and write their names on them—while avoiding detection by the umpires.
- The umpires write down the names of players that they spot within five yards of a hanging card.
- At the end of the game, add the number of times a player has signed their name on different sheets and subtract the number of times that umpires recorded seeing that player. The individual or team with the most points wins.

Streets and Alleys

Rules

- No supplies are needed for this tag game, which is best done with about 20 players in a large field.
- Have two players volunteer to be “it.” One will be the pursuer and the other is the quarry. A facilitator will be in charge of the other players, who will divide into lines. A square-shaped group is best, so if you have say 25 players, divide into five rows of five.
- With the players in lines, have them face the facilitator with their arms stretched out. This creates the “streets,” and the pursuer and the quarry are able to run in the openings between the lines but they can’t break through the players’ arms. When the facilitator yells “Alleys!” the campers turn 90 degrees to the left and touch the hands of the players now beside them, forming the “alleys.” This changes the layout so that the pursuer and the quarry now have to cope with a different path. This can change the situation dramatically.
- The pursuer chases the quarry down the streets. Neither may break through or duck under the arms of those forming the streets or alleys. After a short time, the leader calls “Streets!” and the formation shifts once again.
- Continue to alternate between streets and alleys as the game progresses. Runners should be changed every minute or so to give them a break and allow everyone a chance to run.

Safety

- **Physical:** Don’t let the players hold hands, which can cause injuries. If the ground is gravel or asphalt, remind the players to be careful. If necessary, limit the pursuer and the quarry to very fast walking to prevent slips and further injury.
- **Emotional:** Don’t let one player become alienated by having to always chase the other players. Switch them out after a period of time.

Steal the Bacon

Supplies

An object like a ball, a 2-liter soda bottle, or even a sack of clothing, to serve as the “bacon.”

Rules

- Mark off a large playing field, identify a goal for each side, and mark the middle of the field. Split the group in half. Teams should be divided equally, both kids and adults.
- Teams line up on opposite sides of the playing area, by height. Each side counts off, starting from the short end. The shortest person on each team is number 1; the tallest person is the highest number. The tallest person on team A should be opposite the shortest person on team B, so they have to come from opposite sides when their number is called.
- Draw a goal line for each team about 20 feet apart. Place the “bacon” object at the center of the playing area.
- The person running the game will call out a number, and that number player from each side comes out to the center of the field. The object of the game is to get the bacon back to your line on your side of the field.
- One point is scored for getting the bacon back to your side, untouched by the other player, or one point for tagging the other player while that player is holding the bacon.

- Players can drop the bacon if they think they are going to get tagged, and the game continues. Once everyone gets the hang of the game, multiple numbers can be called.
- The leader can call multiple numbers to have multiple players from each team active. They can also have multiple bacons if using multiple players at once.

Alternative

True/False. Have a red and a blue bacon—one for “true” and one for “false.” Call out the number, and then ask a true/false question. The players should then retrieve the correct bacon. If a player returns with the wrong one or tags another player with the wrong one, the player’s team loses a point. The leader walks down the line asking true/false questions instead of calling out numbers.

Camp Baseball

Supplies

A foxtail

Rules

- Form two teams in a large field. One team is “batting,” and the other is “fielding.”
- The batting team spins the foxtail and launches it in any direction. The batting team forms a tight circle and the batter starts running around the batting teammates, counting each complete orbit as a run.
- Meanwhile, the fielding team has to recover the foxtail and pass it through the legs of the entire fielding team. Once this is accomplished, they yell “out” and the batter stops counting runs.
- There is no prescribed rule on how to accomplish the passing; it’s up to the team to decide its technique, but the foxtail must go through the legs of all players on the team.
- Once three outs are made, the teams switch, and the fielding team bats. Play as many innings as you want.

Appendix HH CUB SCOUT OUTDOOR PROGRAM CHECKLIST

Date(s) _____ Location _____

BSA facility

Council-approved non-BSA facility

I. Administration

Camp reservation made

Parent permission slips

Camp deposit/fee paid

Health forms

Local requirements

Insurance

Licenses and permits
(fishing, boat, campfire, parking, etc.)

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

Driver	No. of Seat Belts	Driver License No.	Auto Insurance Yes/No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Equipment hauled by _____

IV. Location

Maps prepared _____

Assembly location _____

Departure time _____

Camp arrival time _____

Camp departure time _____

Anticipated return time _____

Stops en route (meal Y/N) _____

V. Equipment

- Personal equipment lists
- Program equipment
- Group
- Emergency

VI. Feeding

- Menu planned by _____
- Who buys food? _____
- Fuel supplied by _____
- Duty roster by _____
- Food storage _____

VII. Sanitation

- Special camp requirements _____

VIII. Safety

- Ranger contact _____ Phone (____) _____
- Nearest medical facility _____ Phone (____) _____
- Nearest town _____ Police number _____
- First aid/CPR-trained leaders _____

IX. Program

- Program planned
- Special program equipment needed
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
- Rainy day activities planned

Appendix II

SAMPLE CAMPING MEAL PLANNING GUIDE

Breakfast

In camp, plan a hearty breakfast that's easy to prepare.

- **Fruit.** Use fresh, dried, or canned fruit—whichever best suits the type of outing your pack has planned.
- **Cereal.** Choose from oatmeal or some other type of hot cereal for cold days, and granola for warm-weather camping.
- **Eggs.** They come boiled, fried, and scrambled—take your pick.
- **Bacon and ham.** Fried bacon or ham makes any breakfast more satisfying.
- **Breakfasts from the griddle.** Try pancakes or French toast.
- **Breakfast drinks.** There's a variety to choose from—milk (dried or fresh, depending on the type of camping your pack has planned), cocoa mixes, and fresh or powdered fruit drinks.

Lunch

Refuel with lunch. Pack a lunch right after breakfast and take it with you, or stop for a hot meal if you will be near the camp kitchen.

- **Sandwiches.** Make some to take with you, or stop to build your own on the trail.
- **Hot dishes.** Hot soup (from a can or mix) served with grilled cheese sandwiches hits the spot on a cold day.
- **Quick one-pot camp stew.** They say variety is the spice of life, and the one-pot camp stew provides plenty of it!
- **Meat.** Whether grilled, fried, or stewed, meat makes the meal complete.
- **Chicken.** Frying, grilling, or broiling makes preparing chicken easy.
- **Fish.** Fresh fish tastes great fried or poached. Try either method.
- **Side dishes.** Side dishes help make sure your meal has something from every group in the food pyramid.
 - Vegetables: boiled carrots, corn, cabbage, string beans, peas, potatoes—boiled, fried, or mashed
 - Rice and pasta: white or brown rice, spaghetti, macaroni, ramen noodles
- **Bread.** There are lots of options for meals: Try biscuits, Dutch oven bread, stove-top oven bread, frying pan bread, or dumplings.

Desserts

Round out the meal with a tasty dessert as simple as cookies or instant pudding. As a special treat, serve cobbler or brownies.

Appendix JJ

SAMPLE INTERFAITH SERVICE

Call to Worship

How wonderful, O Lord, are the works of Your hands!

The heavens declare your glory; the arch of the sky displays Your handiwork.

In Your love You have given us the power to behold the beauty of Your world robed in all its splendor.

The sun and the stars, the valleys and the hills, the rivers and lakes all disclose Your presence.

The roaring breakers of the sea tell of Your awesome might; the beasts of the field and the birds of the air bespeak Your wondrous will.

In Your goodness You have made us able to hear the music of the world.

The voices of loved ones reveal to us that You are in our midst.

A divine voice sings through all creation.

—Jewish prayer

Hymn—In My Father’s House

(Please stand.)

Oh, won’t you come with me, to my Father’s house,
To my Father’s house, to my Father’s house.

Oh, won’t you come with me, to my Father’s house.
There is peace, peace, peace.

There’s sweet communion there, in my Father’s house,
In my Father’s house, in my Father’s house.
There’s sweet communion there, in my Father’s house,
There is peace, peace, peace.

There’ll be no more parting there, in my Father’s house,
In my Father’s house, in my Father’s house.
There’ll be no more parting there, in my Father’s house,
There’ll be peace, peace, peace.

Responsive Reading

Leader: Please join me in our dedication to living the Scout Oath.

Group: On my honor.

Leader: And being fully persuaded that, what he had promised, he was also able to perform.

—Romans 4:21

Group: On my honor, I will do my best.

Leader: I seek strength, not to be greater than my brother, but to fight my greatest enemy—myself.

—An American Indian Prayer

Group: On my honor, I will do my best to do my duty to God.

Leader: Fear God and keep His commandments, for this is the whole duty of man.

—Ecclesiastes 12:13

Group: To do my duty to God and my country.

Leader: Open the gates, so that the righteous nation that keeps faith may enter in.

—Isaiah 26:2

Group: On my honor, I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times.

Leader: And behold I tell you these things that ye may learn wisdom, that ye may learn that when ye are in the service of your fellow beings ye are only in the service of your God.

—Book of Mormon, Mosiah 2:17

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

Leader: This we know. The earth does not belong to us: we belong to the earth. This we know. All things are connected like the blood which unites one family. All things are connected. This we know.

—Chief Seattle

Silent Prayer

Prayer

How easy it is for me to live with You, O Lord!

How easy for me to believe in You!

When my mind parts in bewilderment or falters,

Then the most intelligent people see no further than this day's end and do not know what must be done tomorrow,

You grant me the serene certitude that You exist and that You will take care that not all the paths of good be closed.

Atop the ridge of earthly fame,

I look back in wonder at the path which I alone could never have found, a wondrous path through despair to this point from which I, too, could transmit a reflection of your rays.

And as much as I must still reflect You will give me.

But as much as I cannot take up You will have already assigned to others.

—Aleksandr Solzhenitsyn (1974)

Hymn—Kum Ba Yah

Kum ba yah, my Lord, kum ba yah,

Kum ba yah, my Lord, kum ba yah,

Kum ba yah, my Lord, kum ba yah,

Oh, Lord, kum ba yah.

1. Someone's crying, Lord, kum ba yah.

2. Someone's praying, Lord, kum ba yah.

3. Someone's singing, Lord, kum ba yah.

4. Kum ba yah, my Lord, kum ba yah.

Cubmaster's Message

Hymn—*Let There Be Peace on Earth*

(Please stand.)

Let there be peace on earth, and let it begin with me.

Let there be peace on earth, the peace that was meant to be.

With God as our Father, we are family.

Let us walk with each other, in perfect harmony.

Let peace begin with me, let this be the moment now.

With every step I take let this be my solemn vow:

To take each moment, and live each moment in
peace eternally!

Let there be peace on earth, and let it begin with me.

Benediction—*Celtic Blessing on Setting Forth*

May the road rise to meet you.

May the wind always be at your back.

May the sun shine warm upon your face,

The rains fall soft upon your fields;

And, until we meet again, may

God hold you in the palm of his hand.

Appendix KK SAMPLE GRACES, PRAYERS, AND INSPIRATIONAL SONGS

Graces

Armenian Grace

In peace let us eat this food, which the Lord has provided for us.

Blessed be the Lord in His gifts. Amen.

A Blessing

For what we are about to do, may the Lord make us truly responsible.

For what we are about to think, may the Lord make us truly wise.

For what we are about to say, may the Lord make us truly sensible.

For what we are trying to achieve, may the Lord accept and bless our efforts.

—*Thanks to Sergio Laurenti*

Indian/Native Thanks

The eagles give thanks for the mountains. (Spread arms like wings, then raise and bring them together to form mountain peaks.)

The fish give thanks for the sea. (Bring hands together and move them in a waving motion like swimming fish.)

We give thanks for our blessings. (Raise arms in front as if receiving something being passed down from a height.)

And for what we're about to receive. (Lower arms with hands cupped as if they are holding something.)

—*Thanks to Lori Purvis*

Brotherhood Camping Grace

We thank the Lord for all that's good,

For food, for life, for brotherhood.

For friends and family, near and far,

For fellowship right where we are.

Buddhist Grace

The food comes from the Earth and Sky.

It is the fruit of the entire universe

And the fruit of much hard work;

I vow to live a life which is worthy to receive it.

Camp Grace

For food and health and happy days,

Accept our gratitude and praise.

In serving others, Lord may we

Repay our debt of love to Thee. Amen.

For Health and Strength

For health and strength and daily bread,
We praise your name, O Lord.

Gracious Giver

Gracious giver of all good, we thank you for food and rest.
Grant that all we say or do pleases you.

Lebanon Grace

May the abundance of this table never fail and never be less.
Thanks to the blessing of God, who has led us and satisfied our needs.
To Him be the glory forever. Amen.

Hawaiian Grace

E Ke Akua (Dearest Lord,)
Mahalo. (Know our thanks to Thee.)
Mahalo ia `Oe (We especially thank Thee)
No Keia. `Ai. (For this food.)
`Amene. (Amen.)

Philmont Grace

For food, for raiment,
For life, for opportunity,
For friendship and fellowship,
We thank thee O Lord. Amen.

Simple Thanks Camping Grace

Thank God for the food we eat,
For camping fun and campers we meet,
For rushing streams and the calm cool breeze,
For rolling meadows and tall, green trees.

Thank You, God

Thank you for the world so sweet,
Thank you for the food we eat,
Thank you for the birds that sing,
Thank you, God, for everything.

The Sailors Grace

O God the Giver, take the thanks we give,
For life and for the food by which we live,
Thinking of those who carry it by sea,
Upon our sailors may Thy blessing be.

The World Hunger Grace

For food in a world where many walk in hunger,
For faith in a world where many walk in fear,
For friends in a world where many walk alone,
We give thee humble thanks, O Lord.

We Gather

We gather to ask for your blessing.

We gather to thank you in prayer.

Please bless all this food we are sharing,

And keep us in your tender care.

Prayers

An Irish Blessing

May the road rise up to meet you,

May the wind be always at your back,

May the sun shine warm on your face,

And rain fall soft upon your fields,

And until we meet again,

May God hold you in the palm of his hand. Amen.

A Leader's Prayer

Please God grant me

The spark to imagine,

The daring to innovate,

The discipline to plan,

The skill to do,

The will to achieve,

The commitment to be responsible,

The leadership to motivate.

—*Thanks to Bob Slater, London, Ontario*

A Prayer of Thanks

For each new morning with its light,

Father, we thank you.

For rest and shelter of the night,

Father, we thank you.

For health and food, for love and friends,

For everything your goodness sends,

Father, in heaven, we thank you.

—*Ralph Waldo Emerson*

Scout Prayer

Dear God, help us to carry your spirit in our lives, that we may share it with others by living it ourselves.

Help us to offer all that we have and are in your service.

And help us to live the spirit of Scouting so that the spirit will live on through us.

—*"A Memorial to a Scouter" by Laird Vanni*

Time

Thank you, God, for time:

Time for talking and time for walking,

Time for caring and time for sharing,

Time for working and time for playing,

Time for running and time for resting,

You give us time, God; Help us make the most of it.

—Scouting *magazine*

Wolf Scout Prayer, Bolivia

Kind and good Lord,

teach me to be humble and generous,

to imitate your example,

to love you with all my heart,

and to follow your path.

Songs: Inspirational Graces and Prayers

Day Is Done

Tune: Taps bugle call

Day is done, gone the sun,

From the lake, from the hills, from the sky,

All is well, safely rest, God is nigh.

God Made the Mountains

Tune: “I Love the Mountains”

God made the mountains,

God made the rolling hills,

God made the flowers,

God made the daffodils,

God made the field of wheat,

For all the bread we eat,

Alleluia, alleluia, alleluia, alleluia. (Repeat and fade out.)

God Is Great

Tune: “Michael, Row Your Boat”

God is great, God is good. Alleluia.

Let us thank him for this food. Alleluia.

By his hand we all are fed. Alleluia.

Thank God for our daily bread. Alleluia.

God Our Father Camping Grace

Tune: “Frere Jacques”

God our father, God our father

Once again, once again,

We would ask thy blessing,

We would ask thy blessing.

Amen, amen.

Johnny Appleseed Grace

Oh, the Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain and the apple seed.
The Lord is good to me.

He's Got the Whole World in His Hands

He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands.

He's got my brothers and my sisters in His hands,
He's got my brothers and my sisters in His hands,
He's got my brothers and my sisters in His hands,
He's got the whole world in His hands.

He's got the sun and the rain in His hands,
He's got the moon and the stars in His hands,
He's got the wind and the clouds in His hands,
He's got the whole world in His hands.

He's got the rivers and the mountains in His hands,
He's got the oceans and the seas, in His hands,
He's got you and he's got me in His hands,
He's got the whole world in His hands.

He's got everybody here in His hands,
He's got everybody here in His hands,
He's got everybody everywhere in His hands,
He's got the whole world in His hands.

Scout Vespers

Softly falls the light of day,
While our campfire fades away.
Silently each Scout should ask:
"Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?"

Singing Grace

Tune: "Frere Jacques"

Our Provider, our Provider,
Once again, once again,
Thank you for your blessing,
Thank you for your blessing,
A-men. A-men.

Von Trapp Grace

Tune: "Edelweiss"

Bless our friends, bless this food,
Come O Lord and be with us.
May our words glow with peace,
May Your love surround us.
Friendship and love may it bloom and grow,
Bloom and grow forever.
Bless our friends, bless our food,
Come O Lord and be with us.

'We Gather' Camp Grace

Tune: "My Bonnie"

We gather to ask for your blessing,
We gather to thank you in prayer,
Please bless all this food we are sharing,
And keep us in your tender care.

We Stand Before You

Tune: "I'd Like to Teach the World to Sing"

O God, we stand before You now,
Asking once again.
Please bless this food, and all we have,
We thank You God. Amen.

Appendix LL

OUTDOOR FLAG CEREMONIES

A proper color guard requires two people per flag to raise and lower the colors. If more than the U.S. flag is being used, the U.S. flag is raised first in the morning and lowered last in the evening. Use the commands shown in italics to cue the bugler, if one is used.

STATIONARY FLAGPOLE

Raising the Flag in the Morning

Command	Action
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard advances to the flagpoles.
“Color guard, present colors!”	The color guard attaches the flag to the halyard.
“Hand salute!”	All salute, except the Scout raising the colors; once the flag is raised and the hand used for doing this is free, this Scout joins the salute.*
“Color guard, post colors!” (Optional: “Bugler, sound off!”)	The flag is raised briskly to the top of the pole. After the flag stops at the top, the Pledge of Allegiance, if used, is recited while the salute is held. <i>(Optional: Bugler plays “To the Colors.”)</i>
“Two!”	All drop salute and remain at attention. The color guard ties the halyard to secure the flag. The process is repeated with any other flags being raised together; no salute is given, and the bugler does not play. When the halyard is secure:
“Color guard, dismissed!”	Color guard returns to the starting point. A patriotic song or reading may be done at this point.
“Camp at ease!”	The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point.
“Camp, dismissed!”	The ceremony is ended and the audience disperses.

***Note:** The salute is held only while the flag is moving on the pole. Once it reaches the top of the pole or is touched by a member of the color guard, the command “Two!” is given. Scouts should salute the pole itself, not follow the flag while it is moving up or down the pole.

Lowering the Flag Before Sundown

Any announcements, awards, or recognition may be done after the audience has assembled but before the flag is lowered.

Command	Action
<i>(Optional: “Bugler, sound retreat!”)</i>	<i>(Optional: Bugler plays “Retreat.”)</i>
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard advances to the flagpoles. Flags other than the U.S. flag are lowered first and folded bed sheet style.
“Color guard, prepare to lower the colors!”	The color guard unties the lanyard from the pole.
“Hand salute!”	All salute, except the Scout lowering the colors; the assistant salutes until the flag is within reach.
“Color guard, lower the colors!” <i>(Optional: “Bugler, sound off!”)</i>	<i>(Optional: Bugler plays “To the Colors.”)</i> The U.S. flag is lowered slowly, with dignity. When the flag touches the assistant’s hand:
“Two!”	All stop saluting, remaining at attention while the U.S. flag is properly folded triangle-style.
“Color guard, dismissed!”	The color guard returns to their starting point.
“Camp at ease!”	Audience relaxes from attention.
“Camp dismissed!”	The ceremony is over; the audience disperses.

HANDHELD FLAGPOLE

Raising the Flag in the Morning

Command	Action
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard moves toward the flag stands (in front of the audience) and stops on arrival.
“Color guard, present colors!”	The U.S. flag is raised high and held; any other flags are dipped forward.
“Hand salute!”	All except the flag bearers salute. The Pledge of Allegiance may be recited.
“Two!”	All drop salute, remain at attention.
“Color guard, post colors!”	The flags are posted in their stands; flag bearers take one step back.
“Color guard, dismissed!”	Color guard returns to the starting point behind audience.
“Camp at ease!”	The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point.
“Camp dismissed!”	The ceremony is ended and the audience disperses.

Lowering the Flag Before Sundown

Any announcements, awards, or recognition may be done after the audience has assembled but before the flag is lowered.

Command	Action
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard moves toward the flag, stands (in front of audience), and stops on arrival.
“Color guard, present the colors!”	The flags are removed from their stands; the color guard turns toward the audience and waits.
“Hand salute!”	All except the flag bearers salute.
“Color guard, retire the colors!”	The U.S. flag precedes all others and they exit (back of audience). When they are clear of the audience:
“Two!”	All drop salutes.
“Camp at ease!”	Audience relaxes from attention.
“Camp dismissed!”	The ceremony is over; and the audience disperses.

Flying the Flag at Half-Staff

When flying the flag at half-staff, the flag should be briskly run up to the top of the staff before being lowered slowly to the half-staff position.

Similarly, when retiring the colors, the flag should be briskly run up to the top of the staff before being lowered all the way down as normal.

The term *half-staff* means the position of the flag when it is one-half the distance between the top and bottom of the staff. The term *half-mast* is used when the flag is being flown on a ship.

An easy way to remember when to fly the United States flag at half-staff is to consider when the whole nation is in mourning. These periods of mourning are proclaimed either by the president of the United States, for national remembrance, or the governor of a state or territory, for local remembrance, in the event of a death of a member or former member of the federal, state, or territorial government or judiciary. The heads of departments and agencies of the federal government may also order that the flag be flown at half-staff on buildings, grounds, and naval vessels under their jurisdiction.

On Memorial Day the flag should be flown at half-staff from sunrise until noon only, then raised briskly to the top of the staff until sunset, in honor of the nation's battle heroes.

According to the U.S. Department of Veterans Affairs, the flag should fly at half-staff for 30 days at all federal buildings, grounds, and naval vessels throughout the United States and its territories and possessions after the death of the president or a former president. It is to fly 10 days at half-staff after the death of the vice president, the chief justice or a retired chief justice of the United States Supreme Court, or the speaker of the House of Representatives. For an associate justice of the Supreme Court, a member of the Cabinet, a former vice president, the president pro tempore of the Senate, the majority leader of the Senate, the minority leader of the Senate, the majority leader of the House of Representatives, or the minority leader of the House of Representatives the flag is to be displayed at half-staff from the day of death until interment.

The flag is to be flown at half-staff at all federal buildings, grounds, and naval vessels in the Washington, D.C., area on the day and day after the death of a United States senator, representative, territorial delegate, or the resident commissioner from the Commonwealth of Puerto Rico. It should also be flown at half-staff on all federal facilities in the state, congressional district, territory, or commonwealth of these officials.

Upon the death of the governor of a state, territory, or possession, the flag should be flown at half-staff on all federal facilities in that governor's state, territory, or possession from the day of death until interment.

The president may order the flag to be flown at half-staff to mark the death of other officials, former officials, or foreign dignitaries. In addition to these occasions, the president may order half-staff display of the flag after other tragic events.

See <http://halfstaff.org/> for half-staff flag notifications.

Appendix MM

SAMPLE PACK CAMPING AGENDA

This is a sample. Remember to keep it simple—make it fun!

Day 1

9:00 A.M.	Arrive at campsite; set up tents and bedding.
10:00 A.M.	Raise U.S. flag with ceremony. Welcome families and review ground rules.
10:15 A.M.	Visit nature center.
10:45 A.M.	Go on nature hike.
11:30 A.M.	Cub Scouts—each with their parent, guardian, or other caring adult—prepare and eat lunch; clean up.
12:30 P.M.	Free time
1:00 P.M.	Play large-group games.
2:30 P.M.	Go swimming.
4:00 P.M.	Cub Scout-adult teams build cooking fires and prepare dinner; dens eat as groups.
5:30 P.M.	Wash dishes and clean up.
6:30 P.M.	Free time
7:00 P.M.	Lower U.S. flag with ceremony.
7:30 P.M.	Prepare for campfire.
8:30 P.M.	Campfire program
9:30 P.M.	Cracker barrel
10:00 P.M.	Lights out

Day 2

7:00 A.M.	Reveille
7:30 A.M.	Air bedding; clean up campsite.
8:30 A.M.	Cub Scout-adult teams prepare and eat breakfast.
9:00 A.M.	Wash dishes and clean up.
9:30 A.M.	Interfaith service
10:00 A.M.	Strike camp, leaving it in better condition than you found it.

This schedule assumes that each family is preparing meals separately. Group meals are also appropriate. Consider a hamburger cookout, chili cookoff, or pancake feed.

Appendix NN

THE 12 ELEMENTS OF THE CUB SCOUT OUTDOOR PROGRAM

The Cub Scout outdoor program offers 12 elements for success. A successful Cub Scout outdoor event will include several of these elements, and the year-round program should include all of them. The elements support a successful outdoor program by helping event planners focus on the key parts of the Scouting program in general, and on the specifics of the Cub Scout outdoor program.

The 12 Elements of the Cub Scout outdoor program are:

- 1. Training.** Each type of camping opportunity in the Cub Scout outdoor program is supported by training: National Camping School for Day Camps, Resident Camps and Family Camps and council or district BALOO and Outdoor Leader Skills for Webelos Leaders provide the skills and knowledge needed for a great event.
- 2. Conservation.** Conservation has always been a part of the Scouting program. The Leave No Trace Awareness Award and Cub Scout World Conservation Award are only the beginning of the opportunities available for service to the out-of-doors.
- 3. Aquatics.** Be sure to use the principles found in Safety Afloat and Safe Swim Defense and in the *Guide to Safe Scouting*.
- 4. Camping.** Day camp, resident camp, pack overnights, Webelos den overnights, Webelos-ree events, and council or district family camps are the keys of the Cub Scout outdoor program.
- 5. Duty to God.** Be sure to include an interfaith worship service during the event, whether staying overnight or not.
- 6. Nature Crafts.** Add a touch of real nature to your craft activities and make it a learning experience and Fun!
- 7. Four-Season Activities.** Keep your program going year-round by using the resources available in your community.
- 8. Cooking, Hiking, and Games.** These are a natural part of any Scouting event; just be sure they are age-appropriate.
- 9. Ceremonies, Campfires, “Pizzazz.”** It’s better outside—don’t miss the chance to create a lasting memory.
- 10. Cub Scout Adventures.** Take advantage of opportunities to incorporate rank advancement when available. Make it a natural part of your Cub Scout outdoor program!
- 11. Themes.** Include a well-thought-out theme and make it Cub Scout special!
- 12. National Awards.** The Journey to Excellence, Summertime Pack Award, and Cub Scout Outdoor Activity Award support a great year-round unit program.

Appendix OO BSA POLICY ON THE USE OF CHEMICAL FUELS

policy on use of chemical fuels ::

National Council, Boy Scouts of America



Policy on the Storage, Handling, and Use of Chemical Fuels and Equipment

Purpose

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

Before any chemical fuels or chemical-fueled equipment is used, an adult knowledgeable about chemical fuels and equipment, including regulatory requirements should resolve any hazards not specifically addressed within this policy.

Definitions

Chemical Fuels—Liquid, gaseous, or gelled fuels.

Approved Chemical-Fueled Equipment—Commercially manufactured equipment, including stoves, grills, burners, heaters, and lanterns that are designed to be used with chemical fuels.

Prohibited Chemical-Fueled Equipment—Equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use. Examples include alcohol-burning "can" stoves, smudge pots, improperly installed heaters, and propane burners with their regulators removed.

Recommended Chemical Fuels—White gas (Coleman fuel); kerosene; liquefied petroleum gas fuels, includ-

ing propane, butane, and isobutane; vegetable oil fuels; biodiesel fuel; and commercially prepared gelled-alcohol fuel in original containers.

Chemical Fuels not Recommended—Unleaded gasoline; liquid alcohol fuels, including isopropyl alcohol, denatured ethyl alcohol, and ethanol; and other flammable chemicals that are not in accordance with the manufacturer's instructions for chemical-fueled equipment.

Storing, Handling, and Using Chemical Fuels and Equipment

An adult knowledgeable about chemical fuels and equipment should always supervise youth involved in the storage, handling, and use of chemical fuels and equipment.

Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.

Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.

No flames in tents. This includes burning any solid, liquid, gel, or gas fuel; including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.

Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.

During transport and storage, properly secure chemical fuel containers in an upright, vertical position.

Appendix PP

OPEN FIRES VERSUS COOKING STOVES

Open Fire Advantages

- Creates heat suitable for cooking food and warming chilly campers.
- Requires no special equipment.
- Allows cooks to bake in Dutch ovens and reflector ovens, and to broil food on grills.
- Provides a psychological lift on cold and damp days and serves in the evening as the center of pack fellowship.

Open Fire Disadvantages

- Can scar the earth on which it is built; stains rocks with soot.
- Difficult to control temperature.
- Creates a potential hazard to surrounding forests.
- Requires an adequate supply of wood or charcoal.
- Difficult to build and maintain in rain or snow.
- Illegal or allowed only by permit in many parks and forests.
- Blackens pots and pans.
- Can destroy hiking boots or clothing in the process of drying them.

Camping Stove Advantages

- Will not scar the earth.
- Temperature is controllable.
- Provides steady heat that won't blacken rocks or cooking gear.
- Requires no firewood.
- Operates dependably under adverse conditions.
- Faster, cleaner to use.

Camping Stove Disadvantages

- Requires the handling of flammable liquids or gaseous fuels.
- Useless for drying gear or warming campers.
- Useless for baking or grilling food.
- Must be used with adult supervision.

Appendix QQ BASIC KNOTS FOR CUB SCOUTS

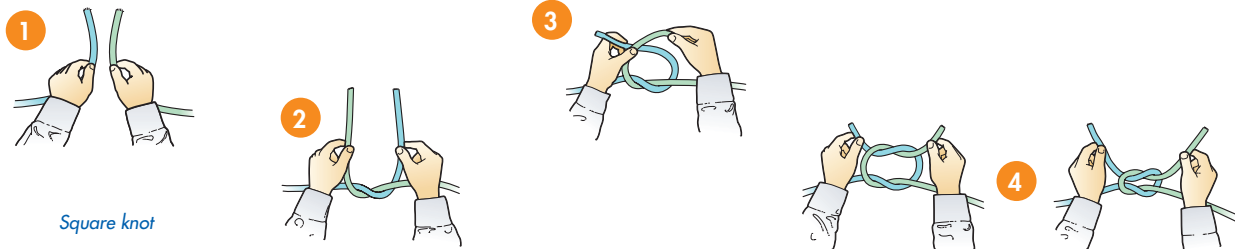


Overhand Knot

The simplest of all knots, the overhand knot has been in use for as long as there has been material that can be knotted. It also forms the basis of many other knots, particularly in the loop, bend, and hitch families. Once tied and put under strain, it is very difficult to untie.

1. Make a crossing loop turn by taking the working end of a rope behind the standing part.
2. Bring the working end to the front of the knot, then pass it through the crossing turn.
3. Pull on the working end and on the standing part to tighten the knot.

For more examples, reference these web pages: www.animatedknots.com/overhand/ and www.wikihow.com/Tie-an-Overhand-Knot/.



Square knot

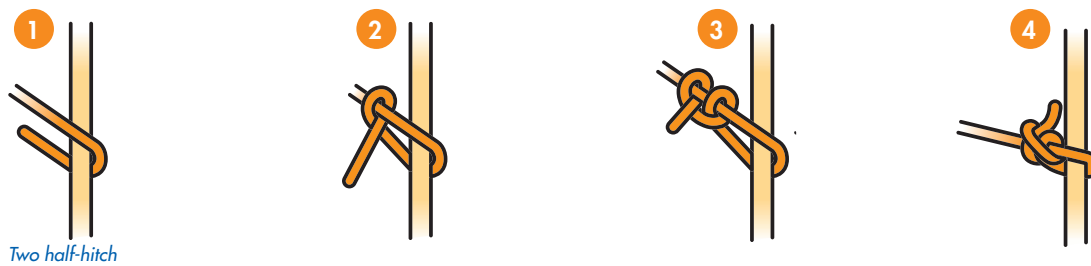
Square Knot

The square knot has many uses, from securing bandages and packages to joining two ropes together. A square knot works best when the ropes are of the same diameter and pressed against something else. This knot should not be used to hold a heavy load.

Tying a square knot is as easy as right over left, left over right. Here's how:

1. Hold a rope end in each hand.
2. Pass the right end over and under the rope in your left hand.
3. Pass the rope end that is now in your left hand over and under the one in your right.
4. Tighten the knot by pulling both running ends at the same time.

For more examples, reference the following web pages: www.animatedknots.com/reef/ and www.wikihow.com/Tie-a-Square-Knot/.



Two half-hitch

Two Half-Hitches

Two half-hitches can be described as a clove hitch tied around its own standing part instead of a pole, or another way as a taut-line hitch with an extra loop. However you describe it, two half-hitches (also called a double half-hitch) form a loop that can secure the rope to a post or grommet.

1. Pass the running end of the rope around the post or through the grommet.
2. Bring the end over and around the standing part of the rope, then back through the loop that has formed. This makes a half-hitch.



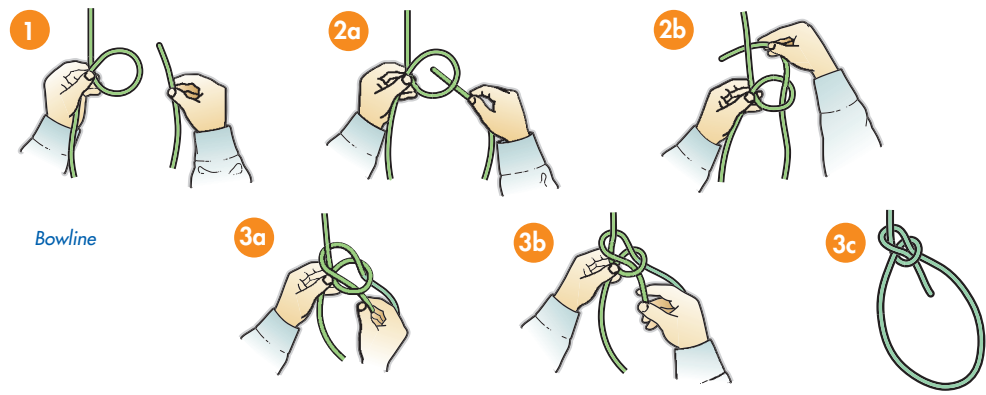
Taut-line hitch

Taut-Line Hitch

Two half-hitches will tend to slide until the knot is cinched close to the post or grommet. To create an adjustable loop that stays in place, use the taut-line hitch.

1. Pass the running end of the rope around the tent stake.
2. Bring the end over and around the standing part, then back through the loop that has formed. Go around the standing part inside the loop again (this time closer to the tent stake).
3. Going in the same direction, take the end around the standing part outside to tie another half-hitch.
4. Work any slack out of the knot.
5. Slide the hitch to tighten or loosen the line.

For more examples, reference the following web pages: www.animatedknots.com/midshipmans/ and www.wikihow.com/Tie-a-Taut-Line-Hitch/.



Bowline

The bowline forms a loop that will not slip but is easy to untie. Learn to tie the bowline around yourself, around a post, and in the free end of a rope. With practice, you can even tie it with one hand.

1. Make a small overhand loop in the standing part of a rope.
2. Bring the rope end up through the loop, around and behind the standing part, and back down into the loop. The amount of rope remaining below the loop determines the size of the fixed loop in the finished bowline.
3. Bring the working end back down through the overhand loop so it exits the knot toward the inside of the fixed loop. Tighten the knot by pulling the standing part of the rope away from the loop while holding the bight.
4. To untie the bowline, turn the knot over. Notice the collar-shaped bight of the rope in the bowline. To untie the knot, push the collar away from the loop as if you were opening the top on a soda can. That will break the knot so that you can loosen it.

For more examples, reference the following web pages:

www.animatedknots.com/bowline/ and www.wikihow.com/Tie-a-Bowline-Knot/.

Uses for the Basic Knots

Overhand knot: This knot is not very tight, nor large, but it still has uses. It serves as the initial portion of the knot used to tie shoes, packages, or any situation where a secure knot is needed that can be quickly and simply untied. Useful as a handhold as well as a stopper, it is tied at regular intervals along lifelines to prevent the rope from slipping through the hands or a hole or opening (like a rock climbing belay). It can also help prevent the end of a hanging rope from fraying.

Square knot: The square knot has many uses, from securing bandages and packages to joining two ropes together. A square knot works best when the ropes are the same diameter and pushed against something else. This knot should not be used to hold a heavy load.

Two half-hitches: Use two half-hitches to tie a rope around a post.

Taut-line hitch: This is the knot to use for staking out the guy lines of your tent or dining fly. It can be used to tighten or loosen a tent guy line by pushing the hitch up or down.

Bowline knot: Properly tied, a bowline never slips or jams. It holds permanent or adjustable loops and may be used to attach a cord to a pack frame, secure tarps and tents, or secure a line to a canoe. It's just what you want for tying a rope around your waist or around someone requiring rescue. A bowline also works well for securing guy lines through the grommets on a tent or dining fly. It is easy to untie.

Fusing and Whipping Rope

Fusing Rope

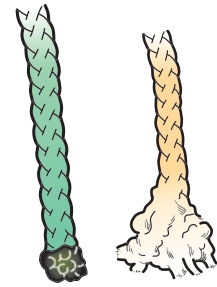
Rope is made by twisting together the stringy fibers of certain plants, or by twisting together or weaving strands of nylon, plastic, or other modern materials. Wear and tear sometimes causes a rope to unravel. For a temporary fix, tie a knot in each end or wrap it with duct tape. For a more permanent fix, whip or fuse the ends.

Fusing is a technique that you can use with rope and cord made of plastic or nylon. Plastic or nylon rope and cord melt when exposed to high heat. This method uses heat to melt (fuse) the fibers, forming a permanent bond that will prevent unraveling.

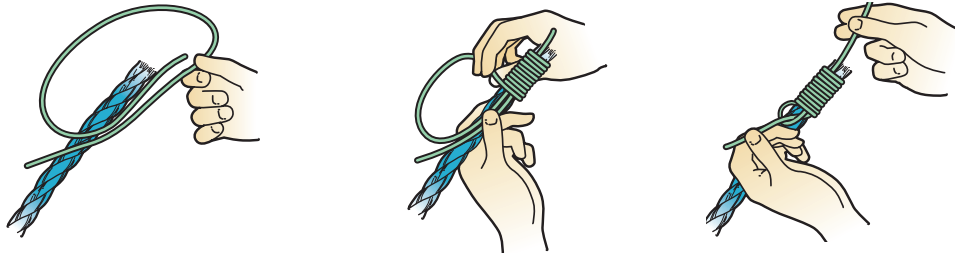
1. Cut off the frayed part of the rope. (With rope that comes untwisted very easily, it's helpful to wrap the ends with electrical tape before cutting.)
2. Working in a well-ventilated area, hold the rope end a few inches above a lighted match or candle to fuse the strands together.

Do not touch a newly fused rope end until it has cooled—melted rope will be hot and sticky. Remember to fuse both ends of the rope.

Do not try to fuse ropes made of manila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.



Fusing a rope



Whipping

Whipping Rope

1. To whip the end of a rope or cord, use your pocketknife to cut away any of the rope that has already unraveled.
2. Next, using a 2-foot piece of strong rope or cord, preferably waxed, form a loop and lay it along one end of the rope or cord.
3. Tightly wrap, or whip, the cord around the rope, working your way toward the loop formed in the cord.
4. When the whipping is at least as wide as the rope is thick, tuck the end of the cord through the loop, then pull hard on the free ends to tighten the cord and secure the wrapping.
5. Unlay the end of the rope that sticks out so the whipping won't pull off.
6. Trim away the extra cord, then whip the rope's other end.

Appendix RR UNIT FIREGUARD PLAN



UNIT FIREGUARD PLAN

HOW YOUR UNIT FIREGUARD PLAN WORKS

DUTIES

When you arrived at camp, you were oriented and trained in the use of the unit fireguard plan. It is your responsibility as a unit leader to train your unit members in fire prevention, fire detection, reporting, and fire control. Only implement fire control techniques that can be done quickly and safely.

Study the procedures outlined on this chart and then train your staff and youth members. Post the chart for all to see and follow. At some camps local changes are made in these suggested procedures. All exceptions, however, should be made on the written recommendation and with the approval of local fire authorities.

Organize to make the fireguard plan work by appointing capable fire wardens and deputies.

FIRE WARDENS AND DEPUTIES

The unit leader for each campsite assigns a unit fire warden and deputy, who may serve for the entire camp session or alternate with others. For Cub Scout camps, these should be adults. Youth leaders fill those functions at Boy Scout and Venturing camps under adult supervision.

Everyone in the unit should feel responsible for fire prevention, but additional personnel may be assigned daily to assist the unit fire warden and deputy during a fire emergency or drill with accounting for everyone in the unit and conducting an evacuation. In Cub Scout camps, parents and/or den chiefs may be assigned to help. For Scout camps, patrol leaders are logical choices. For small treks, the entire crew may be made responsible.

The unit fire warden and the deputy:

- Train all unit members in the fireguard plan
- Know where all fire equipment is located
- Complete this unit fireguard chart

- Verify that all cooking, heating, and campfires are completely out when not attended
- Conduct a fire drill once a week at the direction of the camp fire warden
- Report any fire hazards to the camp fire warden, immediately
- Are ready to evacuate and account for everyone in the event of an emergency
- Check fire extinguishers, smoke detectors, and carbon monoxide detectors if the unit sleeps in cabins

If a small fire breaks out, the person discovering it should take immediate action. Time is the most important element in the suppression of a fire. Some examples of fire control techniques are:

- **Immediately send someone to seek assistance, send a runner for help, and/or dial the camp office or 911.**
- **Douse fire with water or sand.**
- **Smother fire with a lid.**
- **In the event of a canvas tent fire, simply kick out the end tent poles if it can be done safely.**

Remember: Campers should not be involved in firefighting.

In making daily inspections of the unit campsite, the unit fire warden should follow the fire-prevention suggestions found throughout this chart as a guide. Campsite equipment will vary according to your camp. Results of the daily inspection should be posted on the chart in the space provided.



BOY SCOUTS OF AMERICA®

**Unit Campsite
Fire Prevention Assignments**

First-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Second-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Third-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Fourth-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Fifth-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Sixth-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____

Seventh-Day Warden: _____
 Fire Danger Level: _____
 Equipment Checked (Y/N): _____
 Fire Hazards Noted and Reported (Y/N): _____



SOUND ALARM



DROP CANVAS TENTS IF NECESSARY AND SAFE TO DO SO



IN CASE OF FIRE

Reporting and Assembly Instructions

At some camps, local changes are made in these suggested procedures. All exceptions, however, should be made on the recommendation and with the approval of local fire authorities.

IN A UNIT CAMPSITE

1. Sound the alarm by yelling "Fire!" and then notify the first adult you see, then report to a camp officer or the camp fire warden.
2. Extinguish a fire only if it can be done quickly and safely.
3. When the central alarm is sounded to warn the camp, quickly mobilize in your unit. Move to your preassigned point immediately and await directions.
4. A runner reports to the camp office for instructions from the camp fire warden.
5. In the event of a tent fire, drop the tent if it's safe to do so and let professionals fight the fire.

OUTSIDE UNIT CAMPSITE

1. If you discover a fire anywhere in camp, report immediately to the camp office so the alarm may be sounded and fire authorities notified.
2. Camp fire warden sounds the central alarm, and your unit follows steps 3 and 4 above.
3. Remember: Campers should not be directly involved in the firefighting process.



In case of a fire in our campsite,

we will notify _____

Camp fire warden

and follow the instructions of our unit fire warden.



POLICY ON THE STORAGE, HANDLING, AND USE OF CHEMICAL FUELS AND EQUIPMENT

PURPOSE

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

Before any chemical fuels or chemical-fueled equipment is used, an adult knowledgeable about chemical fuels and equipment, including regulatory requirements, should resolve any hazards not specifically addressed within this policy.

DEFINITIONS

Chemical Fuels—Liquid, gaseous, or gelled fuels.

Approved Chemical-Fueled Equipment—Commercially manufactured equipment, including stoves, grills, burners, heaters, and lanterns, that is designed to be used with chemical fuels.

Prohibited Chemical-Fueled Equipment—Equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use. Examples include alcohol-burning "can" stoves, smudge pots, improperly installed heaters, and propane burners with their regulators removed.

Recommended Chemical Fuels—White gas (Coleman fuel); kerosene; liquefied petroleum gas fuels, including propane, butane, and isobutane; vegetable oil fuels; biodiesel fuel; and commercially prepared gelled-alcohol fuel in original containers.

Chemical Fuels not Recommended—Unleaded gasoline; liquid alcohol fuels, including isopropyl alcohol, denatured ethyl alcohol, and ethanol; and other flammable chemicals that are not in accordance with the manufacturer's instructions for chemical-fueled equipment.







STORING, HANDLING, AND USING CHEMICAL FUELS AND EQUIPMENT

- An adult knowledgeable about chemical fuels and equipment should always supervise youth involved in the storage, handling, and use of chemical fuels and equipment.
- Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.
- Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.
- No flames in tents. This includes burning any solid, liquid, gel, or gas fuel; including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.
- Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.
- During transport and storage, properly secure chemical fuel containers in an upright, vertical position.



Appendix SS

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: Is the activity appropriate for the age and for Scouting? Not every activity needs to be conducted.	 LIONS (WITH ADULT PARTNER)	 TIGERS (WITH ADULT PARTNER)	 WOLF/BEAR SCOUTS	 WEBELOS SCOUTS	 SCOUTS	 OLDER SCOUTS, SEA SCOUTS, VENTURERS <small>("Older Scouts" are age 13 and have completed eighth grade or 14 years old and up.)</small>
OUTDOOR SKILLS						
Hunting						Venturers Only
Mountaineering/Scrambling/Cross-Country Travel						✓
Search and Rescue Missions						✓
Search and Rescue Practice					✓	✓
Fueled Devices (Stoves and lanterns)					✓	✓
Hiking—Multiple Day					✓	✓
Mountain Boards					✓	✓
Orienteering					✓	✓
Wilderness Survival Training				Castaway Elective	✓	✓
Camporees				Day Visit Only	✓	✓
Fire Building				✓	✓	✓
Pioneering				✓	✓	✓
Cooking Outdoors			Bear Necessities Requirement	✓	✓	✓
Horseback Riding			✓	✓	✓	✓
Map and Compass		Map Only	✓	✓	✓	✓
Pioneering Towers (Check requirements for height restrictions.)		Council/District Events Only		✓	✓	✓
Rope Bridges (Check requirements for height restrictions.)		Council/District Events Only		✓	✓	✓
Conservation Projects	✓	✓	✓	✓	✓	✓
Fishing	✓	✓	✓	✓	✓	✓
Hiking—Day	✓	✓	✓	✓	✓	✓
TOOLS (See handbook requirements, merit badge pamphlets, and Age Guidelines for Tool Use, No. 680-028, for additional limits.)						
Power Tools—Chain Saws, Log Splitters, Wood Chippers, Power Saws				Adult Use Only		See Age Guidelines for Tool Use
Power Tools						See Age Guidelines for Tool Use
Axes					✓	✓
Bow Saws				✓	✓	✓
Pocketknife			Bear Only	✓	✓	✓
Hand Tools	✓	✓	✓	✓	✓	✓
TREKKING (See Trek Safely, 430-125.)						
Horse Treks						✓
Backpacking—Overnight, Backcountry					✓	✓
Bike Treks—Multiple Overnights					✓	✓
Ski Touring—Multiple Days and Nights Carrying Gear					✓	✓
Day Hikes	✓	✓	✓	✓	✓	✓
SHOOTING (See shooting sports guides at www.scouting.org . Note: Shooting at each other is prohibited.)						
Centerfire/Large-Bore Rifles						Venturers and Sea Scouts
Pistols						Venturers and Sea Scouts
Pistol Safety and Marksmanship Programs						Council-Run Program
Specialty Programs—Cowboy Action Shooting						✓
.22 Rifle					✓	✓
Archery—Field					✓	✓
Muzzleloaders					✓	✓
Shotguns					✓	✓
Specialty Programs—Airsoft					✓	✓
Specialty Programs—Chalkball					✓	✓
Air Rifle (pellet guns)				Webelos Resident Camp Only	✓	✓
BB Guns			Council/District Outdoor Programs Only		✓	✓
Archery—Target, Action (moving targets)		Council/District Outdoor Programs Only			✓	✓
Slingshots/Wrist Rockets		Council/District Outdoor Programs Only			✓	✓
Catapults/Trebuchets					✓	✓

Projectiles must be soft and small (no larger than a tennis ball).

AGE-APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES

Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: Is the activity appropriate for the age and for Scouting? Not every activity needs to be conducted.



LIONS
(WITH ADULT PARTNER)



TIGERS
(WITH ADULT PARTNER)



WOLF/BEAR
SCOUTS



WEBELOS
SCOUTS



SCOUTS



OLDER SCOUTS,
SEA SCOUTS,
VENTURERS

(*Older Scouts* are age 13 and have completed eighth grade or 14 years old and up.)



VEHICLES

Driving

Drivers must be currently licensed and at least 18 years of age.

Snowmobiles

Venturers Only

All-Terrain Vehicles (ATV)

Approved Council Use Only; No Unit Use

Personal Watercraft (PWC)

Approved Council Use Only; No Unit Use

BMX Biking

✓

✓

✓

✓

Mountain Biking

✓

✓

✓

✓

Bike—Day Trip

✓

✓

✓

✓

✓

✓



COPE AND CLIMBING (See Climb on Safely training and Belay On, No. 430-500.)

Caving (other than simple novice activities)

✓

Lead Climbing

✓

Snow and Ice Climbing

✓

Belaying

✓

✓

Rock Climbing

✓

✓

Amusements—Aerial Adventure Parks

✓

✓

Amusements—Canopy Tours

✓

✓

Amusements—Zip Lines

✓

✓

Rappelling

✓

✓

✓

COPE

Age-Appropriate Initiative Games

✓

✓

Bouldering

✓

✓

✓

✓

✓

✓

Climbing (age-appropriate man-made facility)

✓

✓

✓

✓

✓

✓



AQUATICS (See handbooks, Safe Swim Defense, and Safety Afloat for restrictions based on skills, such as swimming ability, rather than age.)

Aerial Towed Activities (kitesurfing, parasails)

Not Authorized

Cliff Jumping, High Dives

Not Authorized

Triathlon: Swim Races in Open Water

Sanctioned Events

Paddle Sports: Youth Operated on Class III or Above Whitewater

✓

Personal Water Craft (PWC)

Approved Council Programs Only

Paddle Sports: Whitewater With Professional Guide on Board

✓

✓

Paddle Sports: Youth Operated on Class I or II Whitewater

✓

✓

Motorboats: Youth Operated (check state regulations)

✓

✓

Overnight Cruise on Live-Aboard Vessel

✓

✓

Sailboats and Sailboards: Youth Operated

✓

✓

Snorkeling in Open Water

✓

✓

Scuba (See www.scouting.org/health-and-safety/gss/gss02/#h.)

✓

✓

Surfing

✓

✓

Towed Activities (waterskiing, knee boarding, floats)

✓

✓

Tubing (floating in gently flowing water)

✓

✓

✓

✓

Paddle Sports: Youth Operated on Calm or Gently Flowing Water

Passengers Only

Paddle Sports Include Canoes, Kayaks, Pedal Boats, Rafts, Rowboats, SUP

Commercial Marine Transport (ferries, excursion ships)

✓

✓

✓

✓

✓

✓

Day Rides on Large Private Craft With Trained Adult Operator

✓

✓

✓

✓

✓

✓

Swimming

✓

✓

✓

✓

✓

✓

Snorkeling in Confined Water

✓

✓

✓

✓

✓

✓

Water Parks, Slides, and Floating Attractions

Appropriate Age Varies by Feature



AIRCRAFT (Complete and follow Flying Plan Checklist, No. 680-672.)

Soaring (Orientation flights only)

✓

✓

✓

✓

Hot-Air Balloons (See Tether Guidelines and FAQs at www.scouting.org.)

✓

✓

✓

✓

✓

✓

Orientation Flight

✓

✓

✓

✓

✓

✓

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PARTICIPANT EVALUATION FORM

BALOO Leader Skills for Cub Scout Leaders

We hope you have learned new skills that will make your role in Cub Scouting easier—and that you had fun, too.

Please help us improve future courses by completing the following:

1. How did you learn about the BALOO training course?
District/council newsletter Roundtable Pack Website Other
2. How soon before this event did you first learn about it?
Two months One month One week Other
3. Do you think the registration fee (\$_____) was a fair price?
Yes No If no, why not? _____
4. Did the round-robin sessions give you ideas to help with activities and camping skills?
Yes No Comments: _____
5. Check how you would rate each element:

	Excellent	Good	Fair	Poor
Round-Robin	_____	_____	_____	_____
Campfire	_____	_____	_____	_____
Meals	_____	_____	_____	_____
Training Staff	_____	_____	_____	_____
Online Portion	_____	_____	_____	_____

6. What did you like the best? _____
7. What did you like the least? _____
8. Did we meet your expectations? Yes No
If yes, how? _____
If no, why not? _____
9. How do you plan to implement the knowledge gained in this training?

Would you like to be considered for staff at some future date? Yes No

If so, please complete the following:

District _____ Pack _____

Name _____ Phone _____

Complete address _____

Email _____

FACULTY EVALUATION FORM

BALOO Leader Skills for Cub Scout Leaders

(To be completed by the end of the training course.)

1. Did we meet our objectives?
Yes No If no, why not? _____
2. Did we provide information, ideas, materials, and skills that will help leaders do a good job? Yes No
If no, what was lacking? _____
3. Were materials and handouts available? Yes No
Or did you make your own? Yes No
If you made your own, why? _____
4. Did the sessions open and close on time? Yes No
If no, why not? _____
5. Were you prepared for your session(s)? Yes No
6. Was a variety of training aids and techniques used at this training course?
Yes No
7. Were Cub Scouting values modeled in these sessions? Yes No
8. Did we identify the resource materials available to participants? Yes No
9. Did participants actively participate in the sessions? Yes No
10. Did we provide inspiration and motivation? Yes No
11. Was the facility adequate? Yes No
If not, what was lacking? _____
12. Was the room arrangement satisfactory? Yes No
If not, how can we improve? _____
13. Do you feel your session(s) went well? Yes No
14. What changes would you like to see for the next Outdoor Leader Skills course?

15. Did you have fun doing this training? Yes No
16. Were you able to attend the staff meeting(s)? Yes No
17. Are there any additional comments you would like to make? _____

Thank You!

NOTES

NOTES

NOTES

NOTES

SCOUT OATH

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

SCOUT LAW

A Scout is trustworthy,
loyal,
helpful,
friendly,
courteous,
kind,
obedient,
cheerful,
thrifty,
brave,
clean,
and reverent.

