



Venturing Monthly Program FORUM



VENTURING · BSA®



VENTURING MONTHLY PROGRAM FORUM

Note: This guidebook replaces the previously titled *Venturing Roundtable Guide*. The intent has remained the same in that it carries out the purpose of providing support to ensure the success of Venturing crews.



BOY SCOUTS OF AMERICA®

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FORUM OPERATIONS

What Is a Venturing Forum?

The Venturing forum should be conducted ideally as part of the district's monthly forum. Depending on geographic locations and the number of crews, some districts conduct a Venturing forum every other month. Some councils conduct Venturing forums quarterly. Each council and district should experiment with the frequency and location that serve its Venturing crews best. Ideally, each district forum should begin with a joint session of all Cub Scout, Boy Scout, and Venturing leaders. General information relating to the entire district and council should be communicated at this time. Then each program breaks out to individual meetings where specific matters are addressed.

The aim of the Venturing forum is to provide training, information, and motivation to Venturing adult leaders and crew officers.

The forum should be considered supplemental training to Venturing Leader Specific Training. The Venturing forum provides an outstanding opportunity to continue the Venturing leader training and education that began with Venturing Leader Specific Training. Each month, forum participants should receive helpful supplemental training activities and ideas that enhance the crew leaders' abilities to succeed.

Venturing adults and youth officers at forums should also receive helpful information about upcoming district and council events, campaigns, and priorities. The information they receive at forums should help empower them to be more effective leaders.

Probably, the most important goal of the Venturing forum is to motivate adult leaders and youth officers. The Venturing forum should be inspirational, create enthusiasm, and help adult and youth leaders implement the vision and promise of Venturing.

The primary purpose of a Venturing forum is to help ensure the success of the crews in your district and council.

The Job of the Venturing Forum Commissioner

- Put together an exciting, motivational, and informative forum.
- Recruit and train an effective forum staff from both adult and youth volunteers.

- Recruit consultants from within Scouting and the community to help conduct exciting and valuable Venturing forums.
- Serve as a member of the district commissioner staff.
- Coordinate closely with the district training team to provide supplemental training opportunities during Venturing forums.
- Spend as much time planning the forum as conducting one.
- Be flexible and responsive to the needs of Venturing crew Advisors and youth officers.

Who Attends Forums?

Forums are designed for all adult crew leaders, i.e., Advisors, associate Advisors, adult Sea Scout leaders, and crew committee members. On occasion, youth officers should also attend.

Unit commissioners attend the forums in which their leaders are involved. This may mean dividing their time between Boy Scout and Venturing forums. The Venturing Advisors invite their crew presidents and other officers, when appropriate, to Venturing forums. Subjects offered that would apply to them could be how to conduct an open house, crew review, leadership skills course, superactivity, etc.

The Successful Venturing Forum

People will want to come

- When there is a genuine sense of fellowship. They need to feel that they are wanted, they are important, and they belong.
- When they get valuable program ideas and crew leadership help they can use during the coming months.
- When learning is largely by doing or watching instead of by listening. The idea is to let the individual watch and then practice what is learned.
- When a dependable schedule is maintained. This means both a regular night and a regular hour for opening and closing.
- When every item in the program has been thoughtfully planned, carefully prepared, and

snappily executed. The most important factor in next month's attendance is this month's program.

To ensure a good program:

- Plan and assign parts well in advance.
- Build part of the program around next month's focus.
- Use a competent master of ceremonies.
- Include practical items that crews can use.
- Utilize adults and youth from crews as consultants and presenters.
- Model the elements of successful Venturing—for example, youth trainers.
- Use some activities that involve the participation of everyone.
- Make it *the* place to get program material.
- Keep it positive, and feature successes.
- Plan time for fellowship and morale-building, including refreshments.
- Use the resources of the community and the Boy Scouts.

You should call upon crew leaders, Scouters, merit badge counselors, professional staff, and local experts (consultants) with special talents to help in forum programs. The more people you ask for help, the more resources you will have.

Promote youth leadership by having Venturers give appropriate skill presentations.

During the summer, have each Venturing adult and youth officer in your district complete the Program Features Survey (page 8) and the How-To Section Survey (page 7). The results of these two surveys will give you valuable information as you plan for the year. This process will also communicate to crew leaders how they should operate their crew programs.

Advance Planning Brings Better Results

Good forums are not the result of last-minute improvisations or shooting from the hip. Rather, they are the result of well-conducted plans that begin long before forum nights. There are several important steps in this planning:

- Crew leader input (obtained from the Program Features and How-To Section surveys)
- Unit commissioner input
- Council and district calendar
- Annual Venturing forum planning conference

- Quarterly meeting of key forum staff
- Monthly planning meetings
- Follow-up

Annual Venturing Forum Planning Conference

The annual planning process will work if you already have surveyed the Venturing adult and youth leaders in your district. The combined results of the surveys will give you the data necessary to put the “meat on the skeleton.” The best time of the year to conduct this conference is July or August.

This annual conference gives you a chance to

- Review forums of last year.
- Review survey results from crew leaders.
- Review this forum guide.
- Begin to fill in the blanks on the Venturing Forum Annual Plan (page 6) and the Forum Planning Work Sheet (page 9).
- Build a “team” atmosphere and determine the skills and resources of your staff.
- Fill in the dates on the Forum Commissioner's Work Plan (page 5).

Forum Planning Work Sheet

A Forum Planning Work Sheet is provided on page 9. The planning sheet is a suggested forum agenda, with space provided for you to fill in the blanks. There is not a suggested theme or subject for each month. You and your staff decide the specifics of each monthly forum. In your staff annual and monthly planning, you “mix and match” based on the needs and desires of your Venturing crews and your district's unique circumstances.

A Venturing forum agenda normally contains the following:

Opening/announcements	5 minutes
How-to section	20 minutes
Activity section	10 minutes
Program section	40 minutes
Closing	5 minutes
Wrap-up—food and fellowship	

PLANNING

VENTURING FORUM COMMISSIONER'S WORK PLAN

JOBS TO DO	Days Before RT	Specific Dates for Developing Forums for Month of:											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
1. Develop forum outline and promotional plan with district executive and/or district chairman.	-45												
2. Review next two months programs and promotion/marketing plan at monthly district commissioners' meeting.	-40												
3. Confirm meeting place and make assignments with staff for next month's forum program.	-35												
4. Announce location and program highlights for next forum.	-30												
5. Follow up on forum program assignments.	-20												
6. Prepare notices for council/district newsletters and Web sites.	-18												
7. Follow up with district executive and/or district chairman on plans.	-15												
8. Mail and/or e-mail notices or newsletter to crew Advisors.	- 9												
9. Second follow-up on forum assignments.	- 8												
10. Final check on arrangements and properties at forum staff meeting.	- 5												
11. Telephone and personal contacts.	- 2												
12. Check meeting room arrangement and facilities.	- 1												
13. VENTURING FORUM	0												
14. Follow up attendance—return borrowed equipment—thank-you notes to helpers.	+ 1												

Reproduce locally

How to Complete the Venturing Forum Annual Plan

Opening—Ask crews to rotate presenting an opening ceremony.

How-To Subject—Based on the results of the How-To Section Survey, insert a how-to module each

month (Venturing adult leaders, crew officers, consultants, and professional staff should be asked to help).

Activity—Choose from the “Activities/Games” section and/or your own activities/games.

Program Feature—Based on the results of the Program Features Survey—insert a program feature module each month. (Venturing adult leaders, crew officers, consultants, and professional staff should be asked to help).

Closing—Ask crews to rotate presenting a closing.

VENTURING FORUM ANNUAL PLAN

	Opening (crew or person)	How-To Subject (crew or person)	Activity (crew or person)	Program Feature (crew or person)	Closing (crew or person)
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					



Venturing Forum How-To Section Survey

(Given to All Venturing Adults and Crew Officers)

The how-to section is a 20-minute segment of each Venturing forum. If demand dictates, two how-to sections could be conducted in one forum. A longer how-to session may result in a shorter program section—scheduling flexibility is left to the forum commissioner and the staff. There is no standard program—the forum staff should do whatever works best for the participants in their particular district.

CAN TEACH	NEED HELP	HOW-TO SUBJECTS
		How to Conduct a Crew Officers' Seminar (Annual Planning Retreat)
		How to Conduct the Program Capability Inventory (PCI)
		How to Conduct a Crew Officers' Briefing
		How to Plan a Superactivity
		How to Elect Crew Officers
		How to Recruit Parents
		How to Conduct an Open House
		How to Conduct Ethical Controversies
		How to Conduct the Venturing Leadership Skills Course
		Leadership—Division of Responsibilities
		Venturing Adult Recognition
		Religious and Community Life Bronze Award and Religious Emblems
		Venturing Youth Awards and Scholarships
		How to Conduct a Crew Review
		Venturing Uniforming and Insignia
		How to Conduct a Brainstorming Session
		How to Conduct a Reflection
		Conducting a Safe Program

Name _____ Crew No. _____ Position _____

Advisor _____ Phone No. (Home) _____ (Work) _____

Address _____ E-mail address _____ Fax No. _____

City _____ State _____ Zip _____



Venturing Forum Program Features Survey

(Given to All Venturing Adults and Crew Officers)

A program feature is a 40-minute segment of each Venturing forum.

CAN TEACH	NEED HELP	PROGRAM FEATURES
		Trek Safely
		Climb On Safely
		Safe Swim Defense
		Safety Afloat
		Conservation
		First Aid
		Cooking
		Emergency Preparedness
		Land Navigation
		Leave No Trace
		Wilderness Survival
		Backpacking
		Cave Exploring
		Kayaking
		Snorkeling
		Cycling/Mountain Biking
		Mountaineering
		Outdoor Living History
		Physical Fitness
		Archery
		Rifle and Shotgun
		Other

- Points to consider:
- BSA safety rules
 - Crews and troops working together
 - Invite Scoutmasters

Name _____ Crew No. _____ Position _____

Advisor _____ Phone No. (Home) _____ (Work) _____

Address _____ E-mail address _____ Fax No. _____

City _____ State _____ Zip _____



Venturing Forum Planning Work Sheet

Month _____ Year _____

Opening—5 minutes

Ceremony

Crew No. _____

Welcome new people

Recognition

Announcements

How-To Section—20 minutes

Subject—Run by _____

Activity—10 minutes

Activity/game—Run by _____

Program Feature—40 minutes

Subject—Run by _____

Closing—5 minutes

Crew No. _____

Wrap-up—Food and Fellowship

Assignments

Food—Crew No. _____

Cleanup—Crew No. _____

Reproduce locally

RESOURCES

The following publications produced by the National Council of the Boy Scouts of America will help you plan and conduct successful Venturing forums:

Publications

- Advancement Report, No. 34403
Advisor Award of Merit Application
(available on www.scouting.org)
Boy Scout Requirements 2009, No. 33216
BSA Lifeguard application, No. 34435
Caving, BSA Policy, No. 19-102B
Climb On Safely pamphlet, No. 430-099
Climb On Safety Training Outline, No. 20-101B
Climb On Safely patch, No. 3631
Fieldbook, No. 33104
Guide to Safe Scouting (available on www.scouting.org)
Here's Venturing: A Guide to District and Council Operations, No. 33466A
Historic Trails application, No. 34408A
Insignia Guide, No. 33066
Kayaking BSA, No. 14-510
Leadership Award Application, No. 25-203
Leave No Trace pamphlet, No. 430-105
Local Tour Permit Application, No. 34426
Lowe Alpine scholarship application, No. 25-115
National Eagle Scout Association scholarship application, No. 58-702C
National Tour Permit Application, No. 4419C
Outdoor Skills Instruction Climbing/Rappelling, No. 33036
Passport to High Adventure, No. 4310
Quest Award Brochure, No. 25-888
Quest Handbook, No. 33151
Relationships Resources, No. 4-400
A Scout Is Reverent religious emblems chart, No. 5-206C
Safe Swim Defense, No. 34370
Safety Afloat, No. 34368
Sea Scout Manual, No. 33239C
Sea Scouts Brochure, No. 25-353
SCUBA BSA, No. 14-515
Trek Safely, No. 430-125
Trek Safely Outline, No. 20-129
Troop Program Features Volume 1, No. 33110
Troop Program Features Volume 2, No. 33111
Troop Program Features Volume 3, No. 33112
TRUST Award Fact Sheet, No. 25-298
TRUST Handbook, No. 33154
USA Shooting Sports Passport brochure, No. 25-553
Venturing and Your Youth Ministry, No. 522-326
Venturing Awards and Recognition Program Poster, No. 25-884
Venturing Highlights, No. 25-200, and www.scouting.org/scoutsource/Venturing/Resources/resources
Venturer/Ranger Handbook, No. 33494
Venturing Advancement Chart, No. 34199
Venturing Advisor Award of Merit application, No. 25-013
Venturing Fast Start (available on www.scouting.org)
Venturing Leader Manual, No. 34655E
Venturing Leader Progress Record, No. 25-856
Venturing Leader Specific Training, No. 33491D
Venturing Leadership Award nomination form, No. 25-203
Venturing Leadership Skills Course, No. 34340
Venturing Program Planning Calendar, No. 26-211J
Venturing Monthly Program Forum, No. 34342
What Is Venturing? Fact Sheet, No. 02-388
Wilderness Use Policy, No. 20-121
William M. Minto scholarship application, No. 25-100

Videos

- Youth Recruiting, Sea Scouts, and Hangin' Out*, AV-03DVD19
Venturing Crew Officers Orientation, AV-0322CD
Selling and Supporting Venturing, AV-03DVD20
Selling and Supporting Venturing, Part II, AV-03DVD23
Venturing New Adult Leader Fast Start Orientation, AV-0321CD
Youth Protection Guidelines: Training for Adult Venturing Leaders, AV-03DVD14
Youth Protection: Personal Safety Awareness, AV-09V033



HOW TO

How to Conduct a Crew Officers' Seminar (Annual Planning Retreat)

(20 Minutes)

Review results of the How-To Section Survey for adults and/or youth willing to teach this subject.

Speak with them before the forum and share the following:

Resources

- *New Crew Fast Start* video
- *Venturing Leader Manual*, page 32
- Venturing Fast Start—www.scouting.org/venturing/training (select Venturing Fast Start PDF)
- *Venturing Monthly Program Forum*, Appendixes C and I
- "Brainstorming Destruction," from the "Activities/Games" section

Ideas

- Make copies and distribute addendums G and H in *Venturing Fast Start* (also appendixes C and I of this book).
- Distribute copies of an individual crew's annual plans.
- Have a crew Advisor and officers briefly role-play an annual planning retreat.
- Show a segment of the *New Crew Fast Start* video, 10:10–11:30.
- Play Juggling Balloons from the "Activities/Games" section.

Points to Consider

- Importance of a retreat setting versus the familiar surroundings of the crew's meeting place
- Youth input and ownership through the entire process
- The document produced from the retreat is a "draft." It will change and be adjusted throughout the year.
- Brainstorming hints: *Venturing Leader Manual*, pages 50–51
- "Brainstorming Destruction," from the "Activities/Games" section



How to Conduct the Program Capability Inventory (PCI)

(20 Minutes)

Review results of the How-To Section survey for adults and/or youth willing to teach this subject.

Speak with them before the forum and share the following:

Resources

- *Venturing Leader Manual*, pages 25–28
- *Venturing Fast Start*, addendums B, C, and D
- *Venturing Leader Specific Training*, pages 31, 71–79
- Appendix H, Program Planning Form

Ideas

- Distribute copies of the PCI and Activity Interest Survey (see appendixes A and G).
- Have a crew show actual completed PCI and Activity Interest Survey forms and how they used the results in program planning.
- Review pages 25–28 of the *Venturing Leader Manual*.

Put the following on a flipchart or handout:

PCI

Activity Interest Survey

Resources the adult community can provide	+	What the youth want to do	=	Program
--	---	------------------------------	---	---------

Points to Consider

- If we fail to plan, we plan to fail.
- The PCI–Activity Interest Survey process should be completed before the annual planning retreat.
- The more adults who complete the PCI, the more resources you will have.



How to Conduct a Crew Officers' Briefing (20 Minutes)

Review results from the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *New Crew Fast Start* video
- *Venturing Leader Manual*, pages 30, 32
- *Venturing Monthly Program Forum*, appendix B, Crew Officers' Briefing Agenda

Ideas

- Make copies and distribute the Crew Officers' Briefing Agenda from appendix B.
- Have a crew Advisor and officers briefly role-play a crew officers' briefing.
- Show a segment of the *New Crew Fast Start* video, 10:40–11:20.

Points to Consider

- It is important to train the crew officers immediately after they are elected.
- Each officer should have a job description of specific responsibilities.
- In our efforts to let the youth lead, we need to consider this:

Shadow Leadership Is

vs.

Puppet Leadership Is

- Behind the scenes
- Meet or speak with youth officers in advance of meetings

- Interrupting or correcting them in front of their peers
- Imposing your will/ideas on officers



How to Plan a Superactivity

(20 Minutes)

Review results of the How-To Section Survey for adults and/or youth willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Venturing Leader Manual*, pages 53–54
- Local Tour Permit Application
- National Tour Permit Application

Ideas

- Discuss the important points in the *Venturing Leader Manual*, pages 53–54.
- Actual crew itineraries and plans should be distributed.
- Discuss your council's policy on local and national tour permits.

Points to Consider

- This subject should be taught in the fall to give crews time to plan a superactivity for the following summer.
- The youth should play a major role in planning and implementing a superactivity.



How to Elect Crew Officers

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resource

- *Venturing Leader Manual*, page 29

Ideas

- Review points from “Election of Officers” from the *Venturing Leader Manual*, page 29.
- Conduct on open forum; ask all participants to share how they elected the crew officers:
 - How long do your officers serve?
 - What kind of training did you provide?
 - Have your officers taken their responsibilities seriously?
 - How and who divided responsibilities among the officers?
 - When is the best time of year to elect officers?

Points to Consider

- The crew officers can help teach the Venturing Leadership Skills Course.
- For many youth, this is their first real “hands on” leadership opportunity.



How to Recruit Parents

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resource

- *Venturing Monthly Program Forum*, appendix K, *Seven Ways to Recruit and Retain Top Leaders*

Ideas

- Distribute copies of the “Seven Ways” appendix.
- Discuss each point.
- Role-play a face-to-face meeting between the crew Advisor and a parent, where the job is clearly defined with specific parameters.

Points to Consider

Emphasize that most people will agree to volunteer when the recruiter is specific, meets with them face to face, and asks for a yes/no response.



How to Conduct an Open House

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Venturing Leader Manual*, pages 35, 37, and 67–69
- *Venturing Leader Specific Training*, pages 35 and 89
- Recruiting Venturers—www.scouting.org/venturing/resources

Ideas

- Distribute copies of the sample open house agenda from appendix J in this manual.
- Decorate your forum room in an open-house atmosphere.
- Distribute copies of Recruiting Venturers.
- Have a crew role-play the before-meeting greeting, icebreaker, and welcome portions of the open house.
- You may consider taking more time and role-playing an entire open house.

Points to Consider

This how-to subject would be most appropriate at the June or September forum.



How to Conduct Ethical Controversies

(20 Minutes)

Review results from the How-To Section Survey for adults and/or youth willing to teach this subject. Meet with them before the forum and share the following:

Resource

- *Venturing Leader Manual*, pages 209–240

Ideas

- Review the instructions on pages 210–211 of the *Venturing Leader Manual*.
- Divide the participants into two groups, or several groups of four.
- Give each group or pair a copy of a position statement from pages 212–240 of the *Venturing Leader Manual*. One group gets position one; the other gets position two.
- Conduct the activity following the five steps on page 210 of the *Venturing Leader Manual*.
- Use a debate-type format with time limits for presentations and rebuttals.

Considerations

- Tell participants to be critical of ideas, not people.
- Do not announce that the groups will reverse positions until it is time to do so.

Conducting an Ethics Forum

Silver Award requirements and Religious and Community Life Bronze Award requirements call for participation in ethical controversies (see requirement 5 on page 250, and requirement 9 on page 255 of the *Venturing Leader Manual*).

This exercise helps teach participants to discover both sides of an issue.



How to Conduct the Venturing Leadership Skills Course (VLSC)

(20 Minutes)

Review results of the How-To Section Survey for adults and/or youth willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Venturing Leadership Skills Course*, No. 34340
- *Venturer/Ranger Handbook*, page 11—www.kodiak-bsa.org

Ideas

- Read the introduction of *Venturing Leadership Skills Course*.
- An enthusiastic adult leader or Venturer who has completed and or taught this course should share ideas.
- What is the best setting to conduct this course?
 - Entire course taught by the crew at a weekend retreat
 - Incorporating individual modules into crew meeting
 - District or council course
- Play one of the games in the *Venturing Leadership Skills Course*.
- Review Venturing Leadership Development on page 2 in the *Venturing Leadership Skills Course*. Describe how VLSC is related to Kodiak and Kodiak X.

Points to Consider

The Venturing Leadership Skills Course is leadership training for all Venturers.

- The Venturing Leadership Skills Course could be included as part of the crew's officer's seminar (annual retreat). Teach the Venturing Leadership Skills Course to the officers first, then they teach it to the rest of the crew.
- Read the Abraham Lincoln quote in the *Venturing Leadership Skills Course* (page 5) introduction at the closing ceremony of this forum.



Leadership—Division of Responsibilities

(20 Minutes)

Review results of the How-To Section Survey for adults and/or youth willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Venturing Leader Manual*, pages 11–23
- *Venturing Fast Start*, addendums B, C, and D
- *Venturing Leader Specific Training*
- *Venturing Leadership Skills Course*
- *Venturing Monthly Program Forum*, appendix L, Typical Crew Organization chart

Ideas

Review pages 11–23 of the *Venturing Leader Manual*.

Points to Consider

Advisors often feel like they need to do everything. Advisors should learn from this exercise that if they let others fulfill their own responsibilities, then the Advisor will have time to fulfill his or her own responsibilities. See the Typical Crew Organization chart, appendix L in this manual.

Preparation

1. On a flipchart or marker board, prepare columns with the following headings:
 - Crew Committee
 - Parents
 - Chartering Organization
 - Crew Advisors
 - Crew Officers
 - Crew President
 - Crew Members
 - Activity Committee
2. Prepare individual pieces of paper, writing on each piece one responsibility as listed below. Have participants at the forum draw these one at a time and read them out loud. Invite discussion for each responsibility in determining which of the positions (columns) it should be assigned to. Note that some of the responsibilities (such as “Attend Venturing forum meetings”) should be assigned to several positions.



3. The end of the discussion should point out that only a few responsibilities have been placed under the Crew Advisors column. This should leave the Advisors free to properly accomplish their own responsibilities rather than fulfilling everyone else's responsibilities.
4. The person leading this discussion should be prepared to justify the placement of each of these responsibilities and should lead the discussion. If there are any contentious points, resolve them as much as possible (possibly place the responsibility under several columns) and then move to the next responsibility. The principle here is not so much where the responsibilities go, but to teach the discipline of dividing responsibilities in the crew.

List of Positions and Responsibilities

Crew Committee

- Hold meetings of the crew committee.
- Check award progress (for adult leaders).
- Turn in tour permit.
- Attend Venturing forum meetings.
- Keep individual Venturers' records up to date.
- Attend Venturing Leader Specific Training.
- Find "special people" needed for crew projects/activities.
- Register current crew membership and any new members.
- Oversee the crew finances.
- Ensure that a program is functioning according to BSA and the chartered organization guidelines.

Parents

- Encourage crew members to attend their activities.

Chartering Organization

- Give information about the annual Friends of Scouting campaign.
- Furnish a crew meeting place.

Crew Advisors

- Attend Venturing forum meetings.
- Properly distribute and acknowledge crew members who earn awards.
- Attend Venturing Leader Specific Training.
- Check award progress (for the crew members).
- Attend activities.
- Be a shadow leader with crew officers. Advise and assist as needed.



Crew Officers

- Run crew meetings as assigned.
- Take attendance.
- Collect and record dues.
- Help Venturers grow in understanding of themselves and others.
- Promote the superactivity.
- Apply for crew fund-raising projects.
- Schedule crew events for one year.
- Coordinate fund-raising activities.
- Attend activities.

Crew President

- Conduct crew officers' seminar.
- Attend activities.

Crew Members

- Develop leadership skills.
- Attend activities.
- Work closely with Advisor and officers in all crew program.

Activity Chairs (Youth) and Consultants (Adults)

- Set up to prepare for the activity.
- Clean up following the activity.
- Arrange for crew visits and field trips.
- Plan the superactivity.
- Plan crew activities.
- Arrange transportation.
- Fill out permission slips.
- Buy food and supplies.
- Make camp reservations.
- Arrange for camping equipment.
- Find interesting service projects.
- Advertise the planned activity.
- Make phone calls to complete arrangements for the activity.



Venturing Adult Recognition

(20 Minutes)

Review results from the How-To Section Survey for adults willing to teach this subject. Meet with them before the forum and share the following:

Resources

- Venturing Awards and Recognition Program poster, No. 25-884
- Venturing Advisor Award of Merit application, No. 25-013
- Venturing Leadership Award application, No. 25-203
- Venturing Leader Progress Record, No. 25-856
- *Here's Venturing: A Guide to District and Council Operations*, No. 33466A

Ideas

- Discuss each of the above resources.
- Read descriptions of the adult awards from *Here's Venturing: A Guide to District and Council Operations*, pages 47, 49, and 53.

Considerations

This how-to section could be conducted the same evening as the Venturing Awards and Recognition how-to section.



Religious and Community Life Bronze Award and Religious Emblems

(20 Minutes)

Review results from the How-To Section Survey for adults and/or youth willing to teach this subject. Meet with them before the forum and share the following:

Resources

- *Venturing Leader Manual*, No. 34655E, pages 254–255, 337–338
- *Venturer/Ranger Handbook*, No. 33494, pages 31–33, 76–77
- *Relationships Resources*
- A Scout Is Reverent religious emblems chart

Ideas

- Have a crew share experiences and implementation of the Religious and Community Life Bronze Award:
 - Did it enhance the program of the group?
 - Did Bronze Award requirements blend in with the purpose and plans of the group?
- Distribute copies of the Religious Emblems Program, pages 337–338 of the *Venturing Leader Manual*.
- Have a knowledgeable adult describe the details of the religious emblems program.
- Have testimonials from youth recipients of religious awards.

Items to Consider

Order the colorful A Scout Is Reverent religious emblems chart to display at the meeting.



Venturing Youth Awards and Scholarships

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Venturing Monthly Program Forum*, appendix N, Venturing Advancement diagram
- *Venturer/Ranger Handbook*, No. 33494, pages 24–67
- *Sea Scout Manual*, No. 33239C
- Venturing Awards and Recognition Program poster, No. 25-884
- *Quest Award Handbook*, No. 33151
- Quest Award Brochure, No. 25-888, and www.scouting.org
- *TRUST Handbook*, No. 33154
- TRUST Award Fact Sheet, No. 25-298
- PADI scholarship program, www.scouting.org
- William M. Minto memorial scholarship application, No. 25-100, and www.scouting.org
- National Eagle Scout Association scholarship application
- Leadership Award application, No. 25-203, and www.scouting.org
- BSA Lifeguard application
- Historic Trails application

Ideas

- Distribute a copy of the Venturing Awards and Recognition Program poster to each participant. Walk them through each page of the youth awards. Download a description of each Venturing award from www.scouting.org/venturing/awards. Be sure to include the Quest Award and the TRUST Award. Pages 51–55 of the *TRUST Handbook* have simple descriptions of each award, including Sea Scouting awards.
- Distribute copies of the Venturing Advancement diagram. Explain “dual credit” and “multiple credit” on page 4 in the *Venturer/Ranger Handbook*. Explain that Venturing activities or projects that are more available in your area may be substituted with the Advisor’s approval for activities in the handbooks. (See last paragraph of the Sports, Religious and Community Life, and Arts and Hobbies bronze awards in the *Venturer/Ranger Handbook*.)
- This subject should be especially helpful to youth crew officers.



How to Conduct a Crew Review

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Here's Venturing: A Guide to District and Council Operations*, page 54
- *Venturing Leader Specific Training*, pages 27–28
- *Venturer/Ranger Handbook*, page 25
- *Venturing Leader Manual*, page 250
- Venturing Advancement Report

Ideas

- Role-play a crew review.
- Read crew review section of *Venturing Leader Specific Training*, pages 27–28.
- Distribute copies of the Venturing Advancement diagram from appendix N.
- Explain that upon completion of the crew review, the award is ordered on the Venturing Advancement Report and sent to the council office.

Point to Consider

The crew review is required only for the Gold and Silver awards.



Venturing Uniforming and Insignia

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Insignia Guide*, No. 33066
- *Venturer/Ranger Handbook* (inside front and back covers)
- Venturing Highlights, No. 25-200, and www.scouting.org
- *Venturing Monthly Program Forum*, appendix F, Venturing Insignia

Ideas

- Remember: There is no official Venturing uniform. The uniform, if any, is the choice of the crew.
- The *Insignia Guide* describes insignia for the recommended Venturing uniform. The recommended uniform is the spruce green shirt with green epaulets and charcoal gray pants.
- Distribute the Venturing Highlights.
- Have uniformed adults and youth in different uniforms parade around the room in a fashion show.
- Describe the left pocket, right pocket, right sleeve, and left sleeve positions.
- Provide copies of the *Insignia Guide* for participants to purchase.



How to Conduct a Brainstorming Session

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resource

- *Venturing Leader Manual*, pages 50–51

Ideas

- Distribute copies of appendix E from the *Venturing Monthly Program Forum*, How to Brainstorm.
- Discuss the bullet points under “Individual Suggestions” and “Group Guidelines.”
- Have a crew Advisor and/or officers briefly describe a successful brainstorming session.

Points to Consider

- If you are brainstorming program ideas, come prepared with maps; brochures; where to go camping, hiking, biking, etc.; and books to help stimulate ideas.
- Do not say yes or no to any idea (regardless of how bizarre it may sound) during the brainstorming process.



How to Conduct a Reflection

(20 minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resource

- *Venturing Leadership Skills Course*, No. 34340

Ideas

- Read the description of how to do a reflection from the *Venturing Leadership Skills Course*. Emphasize the ground rules.
- Have a crew Advisor or crew president demonstrate a reflection using the forum attendees as participants.



Conducting a Safe Program

(20 Minutes)

Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the forum and share the following:

Resources

- *Guide to Safe Scouting*, available on www.scouting.org (type "guide to safe scouting" in search)

Ideas

- Show the *Guide to Safe Scouting*. The following sections should be reviewed: leadership requirements for trips and outings; diving and elevated entry; scuba policy; drug, alcohol, and tobacco use and abuse; guns and firearms; caving; unauthorized and restricted activities; and automobiles.
- Emphasize the importance of all Venturing adults and youth being familiar with the *Guide to Safe Scouting*.
- You may want to highlight only a few of the items listed in the *Guide to Safe Scouting* to keep this section at 20 minutes.
- Consider doing the other portions at 10-minute segments at future forums.
- Provide copies of the *Guide to Safe Scouting* for participants to purchase.



ACTIVITIES/GAMES

Balloon Ball

Overview	This exercise is designed to get participants moving and working as a team.
Goals	<ol style="list-style-type: none">1. To allow participants the chance to work as a team2. To get the group moving3. To participate in a number of decision-making processes4. To see how competitive most people are
Time Required	Fifteen to 30 minutes
Size of Group	Unlimited
Material Required	A packet of balloons
Procedure	<ol style="list-style-type: none">1. Tell the group that they are going to participate in a new game called Balloon Ball. The object of this game is to score as many goals as possible in the time allowed. The group is divided into two smaller teams. The teams also have to decide what the goals are (opposite walls are fine). A goal is scored by hitting the designated wall with the balloon. They also have to inflate the balloons. More than one may be required as they tend to break easily.2. After the group has divided into two smaller teams, they should decide which way they each want to face. After the decision has been made the team members should position themselves in a scattered manner around the room. Once people decide on a position, they are not allowed to move from it until the end of the exercise.3. Tell the group when to commence play. Scores are to be kept by the participants. At the conclusion of the exercise a discussion should follow. <p>Note: The original instruction asked the participants to score as many goals as possible. Did the teams compete with each other, or did they work together?</p>



If they worked together the score will be high, as they will not have been trying to compete with each other. Most people tend to see that they are competing at everything.

Discussion Points

1. Was teamwork used effectively? Why? Why not?
2. What was the final score?
3. Is this an acceptable score? (See the note in "Procedure.")

Variations

1. Other types of balls may be used for different effects.
2. More than one balloon may be used at once.



Behavior Modification

With due acknowledgement to B. F. Skinner, we proudly present this delightful exercise in positive reinforcement.

Two of the participants are selected as the subjects of this not-so-serious scientific pursuit and are briefly excused from the rest of the group. Once the subjects are out of range, the rest of the participants decide on a pose or an action the subjects are to copy. It might be standing on one leg or holding hands, or linking elbows and bending over, or performing a tandem push-up. It is important that the pose be specific enough to be identifiable, but not too difficult or detailed. (Standing pigeon-toed with third and fourth fingers crossed while looking over your left shoulder and whistling "Home on the Range," for instance, is too detailed).

Once the exact pose is known, the two subjects are called back and they attempt to replicate it. They try various moves and check for a response. The group registers how close they are to the desired pose by clapping loudly or softly, or by cheering or booing, or by making a high or low hum. As the group continues to signal "hot" or "cold," the subjects should get the picture.

The subjects' best strategy is to try all sorts of moves until they get a rise out of the group. Then they should hold everything until they can isolate which of their moves is part of the desired position. When the two subjects do hit upon the right pose, offer them the ultimate positive reinforcement of a standing ovation, and perhaps a graduate degree in human behavior.



Brainstorming Destruction

Overview

In this exercise, participants are to list all the phrases they can think of that will destroy a brainstorming session.

Goals

1. To make participants aware of phrases that are banned from brainstorming sessions.
2. To start applying brainstorming techniques.
3. To allow one of the group members to experience the facilitator's role.

Time required

Fifteen to 20 minutes

Size of Group

Unlimited

Material Required

A marker board or flipchart and markers

Procedure

1. Tell the group the rules for brainstorming. Make certain that things such as "no judgment," "all to participate," and "quantity rather than quality" are reinforced as important principles of brainstorming.
2. Tell the group members that, using these techniques, they are to elect their own facilitator to lead a session.
3. Tell the elected participant to elicit as many "blocking" brainstorming phrases as possible from the group. Remind them that there is to be no judgment or criticism allowed at all within the group.
4. Let the group members brainstorm for 10 minutes (or less if they run out of ideas). You may participate as a group member to keep the ideas moving and to suggest any common phrases that they may overlook.
5. Discuss the phrases generated.

Discussion Points

1. Discuss all the phrases generated.
2. How did they feel not being allowed to comment on ideas given during the exercise?
3. Do they consider this exercise a "model" brainstorming session? Why? Why not?



Variations

1. At the conclusion of the exercise, you could copy the group's list for distribution to the members.
2. You could give the elected facilitator the list of "Common Brainstorming Blocking Phrases" and tell that person he/she is responsible for eliciting most of these ideas from the group while still maintaining a facilitator's role.

Common Brainstorming Blocking Phrases

The group should generate these phrases. Ensure that the group generates most of these ideas among themselves. A little prompting at times may be required.

1. That's ridiculous.
2. We don't have the time.
3. We did all right without it before.
4. Let's form a committee.
5. Why change it when it's still working OK?
6. We've never done that before.
7. We're not ready for that.
8. That's their problem, not ours.
9. Let's go back to reality.
10. The crew committee won't agree to that.
11. That's not practical.
12. That will cost too much.
13. We've tried that before.
14. Has anyone else tried it before?
15. It's not in the budget.
16. You can't teach an old dog new tricks.
17. What will the (pick a segment of the crew) say?
18. That's not included in our responsibility.
19. Pull the other one, it laughs.
20. You should have passed on that one.



Building Blocks

Overview

This is a simple exercise that shows everyone the problems of one-way communication.

Goals

1. To allow participants to observe one-way communication not working
2. To allow participants to observe how the same scenario would have gone using two-way communication

Time Required

Twenty to 30 minutes

Size of Group

Unlimited (as long as they can all see the demonstration)

Materials Required

Two identically shaped sets of building blocks. Some of the pairs must be different colors to create extra confusion.

Procedure

1. Ask for one volunteer who believes he or she is a good communicator and another volunteer who believes he or she is a good listener.
2. The two volunteers come to the front of the group and sit at a prepared table. The table should have a chair at each end and a screen or partition through the center so neither volunteer can see the other end of the table. The rest of the group should stand around the table so they can see the different moves. Ask that they remain silent during the communication phases.
3. Give each volunteer a bag containing a set of building blocks. Tell them they both have a set of identically shaped blocks.
4. First, get the volunteer "communicator" to build something with his or her set of blocks.
5. When that has been completed, tell the communicator to give verbal instructions to the "listener" on how to assemble exactly the same model.
6. Tell the listener to follow the instructions given but not to talk back to the communicator.
7. When the instructions have been completed, let the volunteers look at each other's models.
8. Then discussion should take place, highlighting that two-way communication is essential for good communication.



9. Now get the volunteers to change roles and repeat the exercise. This time the listener is to question any instructions not clearly understood. The communicator should also get feedback as to what has been carried out.
10. At the conclusion, the volunteers are again allowed to look at each other's models. This time they should be very similar.

Note: During debriefing, you should make sure the volunteers are not seen as being poor at these skills due to this performance.

Discussion Points

1. Can we have good one-way communication?
2. What essentials are required for good communication?

Variation

The building blocks can be substituted with two sets of shaped paper cutouts. The shapes are to be identical, but different colors should be used.



Folding Paper

- Overview** This exercise shows participants how directions are interpreted differently by different people.
- Goals**
1. To allow participants to see how instructions/directions are interpreted in different ways by different people
 2. To get participants thinking about ways in which they can improve their communication skills
- Time Required** Ten minutes
- Size of Group** Unlimited
- Materials Required** A sheet of 8½-by-11-inch paper for each participant
- Procedure**
1. Give each participant a sheet of paper. Then ask them to close their eyes and follow your directions. Tell them they are not to ask any questions during the instructional phase.
 2. Give the following instructions. First, fold the sheet in half. Then fold it in half again. Then fold it in half yet again. Tear the right-hand corner off. Turn the sheet over and tear the left-hand corner off.
 3. Now get the group to open their eyes and unfold their sheets of paper. It should be immediately obvious that not everyone in the group has the same finished product.
 4. This now leads into a discussion on how to improve communication skills.
- Discussion Points**
1. Why didn't everyone finish up with the same end product?
 2. Were the instructions easy to follow? Why? Why not?
 3. Why do we need to improve our instructional skills?
 4. How could the instructions be improved?
- Variations**
1. More directions can be given for the folding and tearing.
 2. Get one of the participants to give the instructions.



Group Juggling

Fellow bumblers, fear no more! There is a way to juggle that's as much fun as the traditional method and a lot less work. We just combine a dozen or so aspiring jugglers and a game of catch.

Stand in a circle, facing the center, with hands raised in the air. Starting with one ball, catch it and throw it, establishing a pattern. One participant tosses the ball to someone on the other side of the circle, and that participant tosses it to a third person, who tosses it to a fourth, and so on, until everyone has tossed and caught the ball once. Drop hands to your side when you've had a turn. The last catcher tosses the ball back to the player who started the pattern, then the group runs through the sequence again, for practice. Now the real juggling begins.

With one ball on its way around the circle, add another so there are two balls in the air, following the catch-and-toss pattern. Now add another ball, and by this time watch carefully for midair collisions, trying to toss the ball so that the intended receiver can catch it, and perhaps calling out the names of the receivers as the ball is tossed to them. Remember that this is a cooperative venture. Keep as many balls in the air as possible. If one is dropped, it should be picked up, keeping the pattern going.

Continue to add balls, or reverse the balls' direction and send them through the pattern in opposite order. How about one ball going in one direction and another one going in the opposite direction simultaneously? Keep making the game more challenging as the participants get better at it.



How Do You Do?

Despite the fact that this game involves as mad a scramble as any circular chasing contest, its players never totally abandon their sense of etiquette.

The participants attend this game as party guests, standing in a circle facing the center. One participant volunteers to be the host. He/she walks around the outside of the circle and selects one player by tapping him/her on the shoulder. Now the formal pleasantries begin.

The host shakes the hand of the selected guest, introduces himself/herself and inquiring, ever so solicitously, "How do you do?" She/he tells the host her/his name and responds to the inquiry in her/his most genteel manner. "Fine, thank you." But the host proves to be exceedingly gracious (or perhaps just hard of hearing), for he asks again, "How do you do?" whereupon the guest replies, again, "Fine, thank you." The overly gracious host now asks for a third time, "How do you do?" all the while shaking the guest's hand. When he/she answers for the third time, "Fine, thank you," all propriety is finally abandoned and the action begins.

The host dashes around the outside of the circle in the direction he was originally going, while the guest runs in the opposite direction. It's a contest to see who can get back to the starting place—home—first. However, when their paths cross somewhere on the other side of the circle, the host and the guest must stop, shake hands again and go through the formalities three more times. "How do you do?" "Fine, thank you." "How do you do?" "Fine, thank you." "How do you do?" "Fine, thank you." Then they continue around the circle. Whoever gets beaten in the race home gets to host the party for the next round.

Can even more life be added to this madcap affair? How about specifying different forms of locomotion for the trip around the circle: hopping, skipping, or side-stepping? How about making the host and the guest get around the circle walking backward or with their eyes closed? Exchanging pleasantries and racing around the circle in pairs just adds to the formal frenzy.



Human Machines

Overview	In this exercise the participants are to form teams and build a human machine.
Goals	<ol style="list-style-type: none">1. To liven the group up2. To develop team-building
Time Required	Ten to 15 minutes
Size of Group	Unlimited, but broken into teams. Ideally, teams should be eight to 12 participants.
Material Required	None
Procedure	<ol style="list-style-type: none">1. Break the group into teams.2. Give the teams five minutes to design a human machine where the members are all components of the machine. All of the human components rely on each other for movement, that is, one action leads to another.3. When the planning time has ended, each team is to demonstrate its "human machine."4. The whole group is to select the best design.
Discussion Point	Did everyone feel comfortable with the exercise?
Variations	<ol style="list-style-type: none">1. After each team has demonstrated its design, all of the "human machines" may be joined together.2. The design period may be carried out non-verbally.3. The facilitator may have prepared slips of paper with machine titles that each team has to work to. These machines could include a sausage-making machine, a large clock, a fire engine, a bicycle, a calculator, a paddle steamer, a typewriter, a coffeemaker, a concrete mixer, etc.



The Numbers Game

- Overview** This exercise will show participants how practice improves learning.
- Goals**
1. To allow participants to see how practice improves learning
 2. To get the group thinking about student practice and evaluation
- Time Required** Ten to 15 minutes
- Size of Group** Unlimited, but becomes administratively difficult with groups larger than 12 to 18 people
- Material Required** A pen and six copies of “The Numbers Game” handout for each participant. A watch with a second hand and a flipchart or marker board are also required.
- Procedure**
1. Give each participant a pen and six copies of “The Numbers Game” handout. Place the handouts face down and ask the participants to leave them face down until asked to turn them over.
 2. Tell the group that they are going to participate in an experiment involving “student practice.” Tell them that the handouts they have been given contain 80 consecutive numbers (1 to 80). Number 1 has been circled to show them where they start. Tell them they will be given one minute after they are told to turn their sheet over to use their pen to connect as many consecutive numbers as they can, starting with number 1. As the end of the minute they are to turn their sheet face down again and wait for the next instruction.
 3. Ask the participants to write number 1 on the back of the first handout. Now tell them to turn the sheets over and join the numbers. Stop them after 1 minute and ask them to turn their sheets face down.
 4. Now ask the participants to write number 2 on the back of the second sheet. Repeat the exercise. Continue this for all handouts.
 5. Now ask the participants to report what number they got up to on the first trial. Display this information on the marker board or flipchart. Repeat this for the following trials.
 6. It will be obvious that each member’s scores have improved over the trials. If time permits, you may total all of the individual trials to get a better comparison.



Note: The pattern starts with number 1 in the top left-hand quadrant. The numbers then rotate to the top right quadrant, the bottom left quadrant, the bottom right quadrant, and back to the top left quadrant. This pattern is repeated for all 80 numbers.

Discussion Points

1. Why did the scores improve?
2. Did anyone's scores not improve? Why?
3. Did anyone find the pattern in the location of the numbers?
4. Can we use this experience in our training sessions?
5. How much practice should we allow/insist of our leaders?

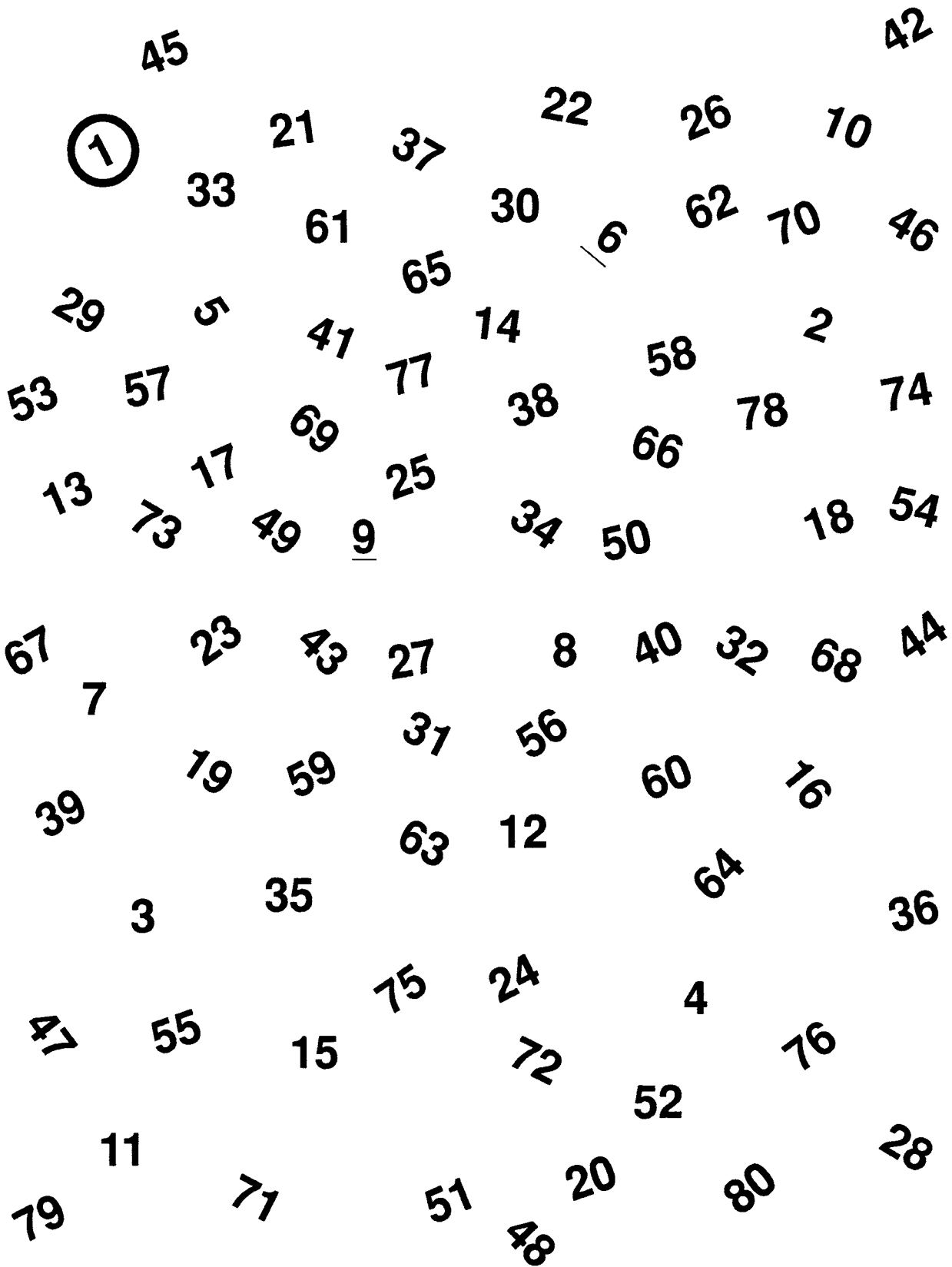
Variation

The number of sheets may be decreased or increased to suit group needs and time constraints.

Source

Adapted from "The Numbers Game," John W. Newstrom and Edward E. Scannell, *Games Trainers Play*, McGraw-Hill, New York, 1980

THE NUMBERS GAME





Paper Tower

Learning Objectives

At the end of this session, each participant should be able to

- Understand the critical role of planning and leadership.
- See the difference between a planned and an unplanned activity.
- Participate in planning an activity in a group setting.

Preparation

Meet with crew officers in advance. Have a date tentatively set for an activity in the near future.

Make copies or a poster of the Seven Steps of Good Planning (from appendix H of *Venturing Leadership Skills Course*).

Make one copy of the activity planner work sheet (both sides, see appendix J of *Venturing Leadership Skills Course*).

Materials Needed

- Two letter-size sheets of construction paper per team (Each team has three to five people.)
- Two 20-inch strips of clear tape per team
- One pair of scissors per team
- Two sets of prizes for the winning teams (Prizes could be anything you decide.)

Introduction

Introduce this activity by dividing the group into teams of three to five people. Announce that each team's mission is to build a tower as high as possible using only what has been placed in front of them.

Material for each group:

- One sheet of letter-size construction paper
- Twenty inches of clear tape
- One pair of scissors

Activity

State or post the rules of the game:

- There is a 25-minute time limit.
- No other materials or tools may be used.
- The tower must be freestanding and remain freestanding for at least 60 seconds.



- The tower cannot be taped to the floor or any other support.
- The team engineering the tallest tower wins a prize.

Begin the activity. Allow the teams to build their towers for 25 minutes, measure the towers, and recognize the winning team.

Reflection

Assemble the group in a half-circle and ask:

- What does the skill of planning have to do with this exercise?
- Was there a time in this project when you wanted to start over?



Pass It On

- Overview** This exercise is designed to show how messages can become distorted.
- Goals**
1. To make participants aware of how passed-on messages can become severely distorted
 2. To show participants that they need to improve their communication and listening skills
- Time Required** Five to 10 minutes
- Size of Group** Unlimited, but needs to be broken into subgroups of about eight to 10 participants
- Material Required** A copy of "The Story" for each group
- Procedure**
1. Tell the group that stories can get mixed up if the proper communication and listening skills are not used.
 2. Break the group into subgroups of eight to 10 participants. These participants sit next to each other but about a foot apart.
 3. The person at the front of each subgroup is given a copy of "The Story" to read silently.
 4. After a couple of minutes they are told that they are to pass the story on (verbally, but whispering so that others can't hear) to the person next to them in the subgroup.
 5. This is repeated with all of the members, one at a time passing the story they have just heard on to the next person in their subgroup.
 6. When the last person in all of the subgroups has been given the final version of their story, they are to tell the total group what they have been told.
- Discussion Points**
1. How close was the final version to the original?
 2. Does this type of thing happen in the workplace?



Variations

1. You can give each subgroup a different “story” to pass on. After each final subgroup member has told the whole group what they have been told, the first member from each subgroup should immediately read out the original version.
2. The same “story” may be used with the whole group forming a chain of communication.
3. Take a member from each subgroup outside the training room and read them the “story” to pass on.
4. Write a different and probably more relevant story for each training group.
5. You could give participants different levels of the organization to represent (i.e., Advisors, adult leader, committee member, youth leader). If this is done, each participant could tell the group the message that they received working from the last person back to the start.



The Story

Tomorrow evening at approximately 7:30 P.M., fireworks will be set off on the eastern side of the Golden Gate Bridge. This event has taken place only once before, and that was on the night of January 12, 1988. As a token of goodwill to our employees, I would like you to arrange a bus to take all of your staff to the waterside balcony at Golden Gate Park so they may have spectacular views of the event. Before the fireworks commence, I have arranged for one of the fireworks designers, Ms. Sparky Burner, to give the staff an overview of what the fireworks signify. This will commence at 6:30 P.M. sharp on the balcony. In case of rain, the fireworks may be canceled. Should this happen, please arrange to have the staff seated in the cafeteria on the first floor by 7:15 P.M. so films of the previous fireworks may be shown instead.



Rock, Paper, Scissors

A fist means Rock, a hand held flat is Paper, and two fingers are Scissors.

Two by two, face and chant—one hand beating rhythm in the air—“Rock, Paper, Scissors,” and on the next beat throw one of the symbols. The pecking order is “Paper covers Rock, Rock breaks Scissors, and Scissors cut Paper.” One comes out the winner.

It is a game of chance but also takes some skill to guess your opponent’s move and then cast the conquering symbol. Two teams are needed, a “free zone” for each team, and a center line over which they meet. Each team huddles and collectively decides which symbol they will all throw. (For a group to psyche out another group can be pretty interesting.) In two lines, the teams face each other and begin to chant “Rock, Paper, Scissors” and throw their symbols. The team that throws the winning symbol chases the other team, trying to tag as many of their players as possible before they reach their free zone.

It takes a quick eye and lightning response to realize whether you should chase or run. You’ll be surprised at how often you get mixed up. It’s a good idea to have a second choice ready in case, at the moment of truth, both teams find they have cast the same symbol. Just begin again with the chant.

The old way to play would be that anyone tagged is out of the game, until one team eliminates the other. The new way is to have all tagged players join the team that caught them. This way, teams constantly change numbers and faces, and the game keeps going with everyone in it. You can test your newly captured teammates’ loyalties by seeing whether they’ll help you figure out the other side’s psychology.

Although it’s said that there’s safety in numbers, it seems there’s power in isolation. If you find yourself to be a one-person team, holding your own against 29 people, we’ll bet they’ll throw Rock if you throw Paper.



Scavenger Hunt

Overview	This exercise may be used at any stage in training to liven the group up again.
Goals	<ol style="list-style-type: none">1. To liven the group up2. To see how resourceful team members are
Time Required	Ten to 15 minutes
Size of Group	Unlimited, but there must be enough materials for all participants to scavenge.
Materials Required	A printed list of items for each group to find and a prize (such as a bag of lollipops) for the winning team.
Procedure	<ol style="list-style-type: none">1. Divide the group into teams of five to seven people.2. Tell the participants they are all going to be involved in a scavenger hunt. A prize will be awarded to the winning team.3. Give the scavenger hunt list to the teams. Tell them they are to use their own resources to get all the items.4. Stop the exercise when the first team collects all the items required. The group then reassembles for the award presentation.
Discussion Points	<ol style="list-style-type: none">1. How close were the others to finishing?2. How do you feel about the winning team?3. Did any one person in your team appear to be more resourceful or cunning than anyone else?4. Did anyone in your team take charge? Who? Why?
Suggested Items for a Scavenger Hunt	<ol style="list-style-type: none">1. A ladies' hairbrush2. A paperclip3. A copy of today's newspaper4. A handful of dirt5. A train or plane ticket6. Number of entrances to the building



7. Number of people working on this floor
8. A cold cup of coffee
9. A map
10. A list of team members' names (in full)

Note: The facilitator should tailor the list to suit each group and the surroundings. Harder-to-find items can also be included if time allows.

Variation

Impose a time limit and make the team with the most items the winner.



Stand Up

This cooperative game is a group favorite. You can start with just one friend and end up with a whole crowd of struggling, stumbling, giggling humanity.

Sit on the ground, back-to-back with your partner, knees bent and elbows linked. Now simply stand up together. With a bit of cooperation and a little practice, this shouldn't be too hard.

By the time you've got this mastered, you'll probably have drawn an interested spectator. Have him or her join you on the ground, and all three try to stand up. This feat should take you just long enough to attract another onlooker. Have him or her join you. Four people standing up together might be a genuine accomplishment.

By this time you should realize that there's more struggling, stumbling, and giggling each time you add another person. But this very fact ensures you an endless supply of fascinated spectators, ready to join up to help you get off the ground.

A gracefully executed mass standup (any number greater than five) is like a blossoming flower—but a more rare event. To achieve it, start by sitting close and firmly packed. Then all stand up quickly and at precisely the same moment.



Triangle Tag

Divide into groups of four to play. To start, three in each group hold hands in a triangle, facing each other. One participant is to be the target. The fourth player stands outside the triangle as the chaser.

The object of the game is simple, the chaser tries to tag the target. However, the dynamics of the game is unique. The three players in the triangle all cooperate to protect the target by moving and shifting, and the target cannot be legally tagged on the hands or arms or from across the triangle.

To make the game more challenging for the target's protectors and a bit easier for the chaser, the people in the triangle can keep their hands on each other's shoulders. If the players number a baker's dozen, there can be one chaser and four triangles, each with a target, or two pentagons, and three chasers.



Vampire

This game comes from Transylvania. Although it's not as physically demanding as its next of kin, the Blob, we don't recommend it if you have jumpy nerves or even a mild case of anemia.

To start, everyone closes their eyes (vampires roam only at night) and begins to mill around. You can trust the referee to keep you from colliding with anything but warm, living flesh. However, you can't trust him to protect you from the consequences, for he is going to surreptitiously notify one of you that you are the vampire.

Like everyone else, the vampire keeps her eyes closed, but when she bumps into someone else, there's a difference. She snatches him and lets out a blood-curdling scream. He, no doubt, does the same. The vampire would be advised to avoid leaving telltale marks on the necks of her victim. The quality of her performance depends solely upon the authenticity with which she executes her snatch and scream.

If you are a victim of the vampire, you become a vampire as well. Once you've regained your composure, you too are on the prowl, seeking new victims. Now perhaps you are thinking that this game too quickly degenerates into an all-monster convention? Ah, but then you didn't know that when two vampires feast on each other, they transform themselves back into bread-and-butter mortals.

Will the vampires neutralize each other before all mortals are tainted by the blood-sucking scourge? Why don't you try a little experiment and see? There's always hope, even in the midst of a blood-curdled crowd.



Other Resources for Initiative Games and Activities

As many of the activities and initiative games presented here are also included in the *Venturing Leader Handbook*, *Venturing Leadership Skills Course*, and *Venturing Leader Specific Training*, once leaders become comfortable with activities and initiative games in the BSA literature, they may choose to seek additional, tested initiative games to include in their unit, district, or council programs.

While there are many excellent resources available, some well respected trainers have suggested the following resources:

The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do, John W. Newstrom and Edward E. Scannell, McGraw Hill, 1998.

Indoor/Outdoor Team Building Games for Trainers: Powerful Activities From the World of Adventure-Based Team Building and Ropes Courses, Harrison Snow, McGraw Hill, 1997.

Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership, Butler and Karl E. Rohnke, Kendall/Hunt Publishing, 2003.



PROGRAM FEATURES

Trek Safely

(40 Minutes)

Resources

- Trek Safely, No. 430-125
- Trek Safely Outline, No. 20-129
- Local Tour Permit, No. 34426
- *Guide to Safe Scouting*, www.scouting.org

Trek Safely is the Boy Scouts of America's recommended procedure for organizing and carrying out outdoor treks. Trek Safely applies to all types of outdoor experiences that involve trekking, including hiking, backpacking, canoeing, horseback riding, caving, rafting, kayaking, sailing, ski touring, mountain climbing, and mountain biking. Trek Safely is designed to help youth and adult leaders plan and carry out a safe trekking experience for the members of their unit. Similar to Safe Swim Defense, Safety Afloat, and Climb On Safely, it is not designed to teach the skills of trekking.

Goals

- Explain how each of the seven points of Trek Safely contributes to the objective of assuring safe treks.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe unit trek incorporating the seven points of Trek Safely.
- List the resources available for planning and safely carrying out a trek.

Program—Discussion

The BSA's Trek Safely program is designed to be 40 minutes long and is perfect for a forum setting. Follow the training syllabus, No. 20-129.



Climb On Safely

(40 Minutes)

Resources

- Climb On Safely, No. 430-099
- Climb On Safely Training Outline, No. 20-201B
- Local Tour Permit, No. 34426

The increased interest in rock climbing and rappelling has made the BSA more aware of the inherent risks associated with these activities. More accidents occur during unit rappelling than during council-managed climbing or rappelling, and more accidents have occurred during rappelling than climbing. Many climbing and rappelling accidents could be avoided by having qualified instruction from a conscientious adult who has the attention and respect of the youth entrusted to his or her care. Supervision by a caring adult who fully understands and appreciates the responsibility he or she assumes helps assure safety when youth engage in or prepare for climbing or rappelling. The adult supervisor's relationship with youth should reinforce the importance of following instructions. The adult leader in charge and the climbing instructor share this responsibility. The instructor is responsible for all procedures and for safely conducting the climbing/rappelling activity. The adult supervisor works cooperatively with the climbing instructor and is responsible for all matters outside of the climbing/rappelling activity.

Goals

- Explain how each of the eight points of Climb On Safely contributes to the objective of assuring safe climbing and rappelling for Venturing crews.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew climbing activity using the eight points of Trek Safely.
- Describe the relationship between a safe and a fun climbing, rappelling, or bouldering activity.

Program—Discussion

Completion of the Climb On Safely program does not qualify the crew Advisor to teach climbing and/or rappelling techniques to Venturers. These skills should be taught by qualified consultants. Climb On Safely provides a process for establishing and maintaining the youth protection linkage between the crew and the consultants.

- Discuss local climbing resources—rock gyms, climbing stores, consultants.
- Climb On Safely certification is required on tour permits when climbing activities are planned.



Safe Swim Defense

(40 Minutes)

Resources

- Safe Swim Defense, No. 34370
- Local Tour Permit, No. 34426

Surveys of the most popular activities for Scouts of all ages rank swimming at the top of the list. Unfortunately, swimming also ranks near the top of the list for Scout injuries. When accidents occur, they almost always involve Scouts participating in unit activities. And, after more than 80 years of Scouting, nearly every tragic accident is the result of a lack of supervision and discipline. A conscientious adult who fully understands and accepts the responsibility for Venturing activities in and around the water, and whose relationship with the youth ensures directions will be followed, virtually assures a safe swimming experience.

Goals

- Explain how each of the eight points of Safe Swim Defense contributes to the objective of assuring safe swimming activities for Venturing crews.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew swimming activity using the eight points of Safe Swim Defense.
- Describe the relationship between a safe and a fun swimming activity.

Program—Discussion

In order for crew leaders to be certified, this training must be conducted by a person certified and authorized by the council. Contact the council to ensure an approved Safe Swim Defense instructor conducts this training. Forty minutes is sufficient to complete certification.

- Safe Swim Defense certification is required on the tour permit for adult leaders whenever crew swimming activities are planned.



Safety Afloat

(40 Minutes)

Resources

- Safety Afloat, No. 34368
- Kayaking BSA, No. 14-510
- Boardsailing BSA, No. 19-935
- Local Tour Permit, No. 34426

Like swimming and climbing, all activities afloat must be supervised by a mature and conscientious adult, 21 or older, who knowingly accepts responsibility for the safety of the Venturers participating in the activity. All supervisors must complete BSA Safety Afloat and Safe Swim Defense training prior to crew activities. At least one adult must be trained in CPR.

Goals

- Explain how each of the nine points of Safety Afloat contributes to the objective of assuring safe boating, canoeing, kayaking, and rafting activities for Venturers.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew boating activity using the nine points of Safety Afloat.
- Describe the relationship between a safe and a fun boating activity.

Program—Discussion

In order for crew leaders to be certified, this training must be conducted by a person certified and authorized by the council. Contact the council to ensure an approved Safety Afloat instructor conducts this training. Forty minutes is sufficient to complete certification.

- Safety Afloat certification is required on tour permits for adult leaders whenever crew boating activities are planned.



Conservation

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494
- Outdoor Code poster
- Hornaday Award Advisor guidelines, No. 21-379
- World Conservation Award for Venturers

Conservation and the Boy Scouts of America have been partners for a long time. Camping, hiking, and respect for the outdoors are a part of Scouting's heritage. Many of the requirements for Venturing awards call for an awareness and understanding of the natural sciences. Many former Scouts and Venturers have become leaders in conserving our environment and protecting it from abuse. Right now Scouts and Venturers are involved in learning about environmental problems and are actively working to make a difference. These awards programs were created to recognize those who have made intentional contributions to conservation.

Goals

- Describe Venturing's place in the BSA's program of environmental protection and wilderness preservation.
- Plan a crew-level conservation activity that incorporates some elements of the World Conservation and/or Hornaday awards.
- Explain the importance of developing conservation-minded Venturers

Program—Discussion

- Discuss how Venturers may earn the World Conservation Award.
- Discuss how Venturers may earn one of the Hornaday awards.



First Aid

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 39–41
- *Troop Program Features*, Volume 2, pages 25–33
- *Introduction to Outdoor Leader Skills*, No. 33640, pages 63–70
- *Guide to Safe Scouting*, www.scouting.org

Invite consultant(s) from the American Red Cross, local hospitals and/or clinics, or a fire department with paramedics, or a Venturing leader identified by the PCI. Meet with the consultant(s) ahead of time.

Goals

- Explain the importance of trained first aid and CPR providers during Venturing activities.
- Define first aid and explain why Venturing crews need a first aid plan before each activity.
- Describe the BSA's systematic approach to first aid.
- Explain the considerations for first aid in pre-trip planning.

Program—Discussion

Ranger requirements:

- 1(a) Build a personal first aid kit.
- 1(b) Know how to use contents of kit.

Review the "Rule of Three."



Cooking

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, page 23
- *Introduction to Outdoor Leader Skills*, No. 33640, pages 55–61
- *Troop Program Features*, Volume 1

Invite consultant(s) from the department of health, local restaurants, or camping clubs, or a Venturing leader identified by the Program Capability Inventory (PCI).

Goals

- Plan and budget nutritious, well-balanced meals for a crew.
- Explain the elements of a safe, well-organized, and clean cooking area.
- Discuss the advantages and disadvantages of different types of camp and backpacking stoves and fuels.
- Plan quality crew menus for three-day camp and backpacking trips—ensuring proper nutrition and incorporating cooked meals. Tell how to transport, store, and prepare the foods you select.
- Describe appropriate procedures for kitchen cleanup and why such procedures are needed.

Program—Discussion

Ranger requirements:

- 3(a) Plan a menu.
- 3(c) Demonstrate and explain proper safe food handling.
- 3(d) Demonstrate preparation of backpacking-type trail food.
- 3(e) Prepare a meal without utensils.
- 3(f) Cook with a Dutch oven.



Emergency Preparedness

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, page 23, 135–152
- *Troop Program Features*, Volume 1

Invite consultant(s) from the local police department, fire department, search and rescue organization, or the Federal Emergency Management Agency (FEMA), or a Venturing leader identified by the PCI.

Goals

- Develop an appreciation for local emergency response resources.
- Develop a plan for incorporating emergency preparedness/response into a Venturing crew's annual program.
- Describe a crew emergency action and recall plan.
- List the elements of a family disaster response kit.

Program—Discussion

Ranger requirements:

- 4(a) Discuss potential disasters—family emergency plan.
- 4(b) Build a family emergency kit.



Land Navigation

(40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 23–24
- *Introduction to Outdoor Leader Skills*, No. 33640, pages 81–84
- *Venturing Leader Manual*, pages 148–154
- *Varsity Team Program Features*, Volume 2
- *Troop Program Features*, Volume 1

Invite a consultant from the community or a person identified through the Forum Survey or International Orienteering Federation (www.orienteeering.org).

Goals

- Define what a map is, how it is used, and how maps may be obtained.
- Demonstrate how to read and interpret a map for descriptions, directions, distance, scale, and detail.
- Interpret a map accurately.
- Read and use a compass effectively.
- Correlate GPS references to a map.
- Plan a crew hike incorporating map, compass, and GPS.

Program—Discussion

Ranger Land Navigation requirements:

- 5(a) Show you know topographic map symbols.
- 5(b) Explain contour lines.
- 5(c) Use a compass to navigate an orienteering course.
- 5(d) Learn to use a global positioning system receiver.

Discuss the best places to conduct an orienteering event.

Distribute copies of *Venturing Leader Manual* pages 146–152 to give participants specific crew meeting ideas.

Discuss geocaching and how it can be used to teach land navigation skills and enhance the Venturing program.



Leave No Trace

(40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 8–9, 24
- Principles of Leave No Trace brochure, No. 21-105
- *Introduction to Outdoor Leader Skills*, No. 33640, pages 85–87
- Outdoor Code poster

Leave No Trace is an attitude, not a set of rules. The Outdoor Code reminds us of the importance of caring for the environment. The code has special meaning whenever we camp, hike, and enjoy outdoor adventures. By embracing the ideals of the Outdoor Code and making Leave No Trace a habit, we ensure that we and those who will follow us can enjoy the outdoors.

- Many councils have trained Leave No Trace instructors. Inquire as to their availability and incorporate them into the forum program.
- Call or contact the U.S. Forest Service (www.fs.fed.us) to identify a Leave No Trace consultant.

Leave No Trace—Center for Outdoor Ethics, www.Int.org, www.treadlightly.org

Goals

- Explain the principles of Leave No Trace.
- Explain the meaning of the BSA's Outdoor Code and how it affects users of the outdoors and the Venturing outdoor program.
- Commit to Leave No Trace principles and apply them to all outdoor adventures.
- List local resources for Leave No Trace training.

Program—Discussion

Ranger requirement:

6(a) Recite and explain the principles of Leave No Trace.

From the Leave No Trace pamphlet:

- Review the requirements for the Leave No Trace Awareness award.
- Review the principles in the Leave No Trace pamphlet.
- Brief history of Leave No Trace.



Wilderness Survival

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 24–26
- *Wilderness Use Policy*, No. 20-121
- *Troop Program Features*, Volume 3

Invite consultant(s) from the National Park Service, a local mountaineering club, or a hunter safety club, a local search and rescue organization, or a Venturing leader identified by the PCI.

Goals

- Explain how to incorporate wilderness survival into a Venturing crew's annual program.
- Describe the environmental and safety considerations in developing wilderness survival programs for Venturing crews.
- List available wilderness survival resources and opportunities in/around the council.

Program—Discussion

Ranger requirements:

- 7(a) Write a risk management plan.
- 7(b) List survival priorities.
- 7(c)1 Learn about and make a presentation about emergency signals.
- 7(c)2 Learn about and make a presentation about search and rescue patterns.
- 7(c)3 Learn about and make a presentation about evacuation procedures.
- 7(d)1–6 Explain exposure problems.
- 7(e)1 Explain dehydration.
- 7(e)2 Explain how to obtain water.
- 7(f)1–2 Demonstrate and discuss laying a fire and fire starters.
- 7(g) Explain weather patterns.
- 7(h)1–2 Explain and demonstrate ropes and knots.
- 7(i)1–2 Explain and prepare food from the wild.
- 7(j)1–2 List the items for, then make a survival kit.



Backpacking No. 1

(40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 28–30, 97–98
- *Venturing Leader Manual*, pages 155–160
- *Troop Program Features*, Volume 1

Recruit consultant(s) to help teach backpacking. Within your Boy Scout district, there should be many people. Your local outdoor/sporting goods retailers could be asked to bring people and equipment. See the list of associations on pages 97–98 of the *Venturer/Ranger Handbook*.

In advance, ask forum participants, youth and adults, to bring a backpack packed for a three-day, two-night backpacking trip.

Goals

- Introduce various types of affordable backpacking equipment.
- Discuss the distribution of crew gear.
- Explain how to determine appropriate weight for a Venturer's backpack.
- List the techniques of safe backpacking and hiking.
- Describe how to pack a neat, well-balanced, and organized backpack that is comfortable and efficient.
- Explain safe use of backpacking stoves and fuels.
- Plan a weekend-long crew backpacking trip.

Program—Discussion

Ranger requirements, backpacking elective:

- 2(a) Try on three types of backpacks.
- 2(b) Explain the different parts of a pack.
- 2(c) Learn the proper way to lift and wear a backpack.
- 2(d) Describe four ways to limit weight.
- 3(a) Participants bring packed backpacks.
- 3(b) List 10 essentials for every backpacker.
- 3(c) Unload pack; critique and reload.
- 4(a) List 20 items of group gear.
- 4(c) Demonstrate proper sanitation.
- 4(d) Pack a backpack with stove and fuel.

Distribute copies of pages 155–160 of the *Venturing Leader Manual* to give them specific crew meeting ideas.



Backpacking No. 2

(40 minutes)

Resources

- Same as Backpacking No.1

Recruit consultant(s) to help teach backpacking. Within your Boy Scout district, there should be many people. Your local outdoor/sporting goods retailers could be asked to bring people and equipment.

In advance, ask forum participants, youth and adults, to bring a backpack packed for a three-day, two-night backpacking trip.

Goals

- Discuss the differences in backpacking planning during summer and winter. Include clothing, shelter, food/nutrition, water, and land navigation.
- Explain the different types of water purification processes. Include local considerations in the discussion.
- Review the considerations for teaching backpacking to Venturers new to the sport.
- Develop an annual plan to prepare a Venturing crew for a weeklong, challenging backpacking trip (for example, on the Appalachian Trail or at Philmont Scout Ranch).

Program—Discussion

Ranger requirements, backpacking elective:

- 5(a) List 10 environmental considerations.
- 6(c) Use commercially prepared backpacking foods.
- 7(a) Learn about clothing for four seasons (fashion show).
- 7(b) Learn about proper footwear.
- 7(c) Demonstrate three uses of a poncho.
- 8(b) Explain water purification.

Discuss the best places to backpack in your area.

Consider conducting backpacking program features No. 1 and 2 at the same forum. Eliminate the how-to sessions.



Kayaking

(40 Minutes)

Resources

- Kayaking BSA, No. 14-510
- Safety Afloat, No. 34368
- *Guide to Safe Scouting*, pages 23–26
- *Venturer/Ranger Handbook*—Watercraft elective

Kayaking BSA provides an introduction to kayaking skills and safety procedures and serves as a program opportunity for Venturing crews. Mastery of Kayaking BSA skills is a first critical step toward satisfying Safety Afloat guidelines for safe kayak excursions.

Goals

- Explain how each of the nine points of Kayaking BSA contributes to the objective of assuring safe kayaking activities for Venturing crews.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew kayaking activity.
- Describe the relationship between a safe and a fun kayaking activity.

Program—Discussion

Kayaking is an exciting way for Venturers to complete the Watercraft elective of the Ranger Award. Venturers may embrace the excitement of kayaking and choose to go on to learn more advanced techniques associated with whitewater kayaking. During this session, Venturing leaders should discuss opportunities for different kinds of kayaking available to Venturers in their local area and ways of introducing them to this fun, challenging adventure.



Snorkeling

(40 Minutes)

Resources

- Snorkeling BSA, No. 14-276
- Safe Swim Defense, No. 34370
- *Guide to Safe Scouting*, pages 19–23

Goals

- Explain how each of the eight points of Snorkeling Safety in the Guide to Safe Scouting contributes to the objective of assuring safe and fun snorkeling activities for Venturing crews.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew snorkeling activity.
- State who can serve as a counselor for Snorkeling BSA requirements.

Program—Discussion

Snorkeling is an inexpensive and fun way to add adventure to your crew's program. Safe snorkeling opens up an entirely new world of discovery and excitement for Venturers. Snorkeling is also an easy way to introduce future underwater adventures such as scuba. Discussion should highlight snorkeling opportunities available in the local area.



Cave Exploring

(40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 25–27
- Cave Exploring, No. 19-102B
- *Venturing Leader Manual*, No. 34655E, pages 161–167
- *Varsity Team Program Features*, volume 1, No. 34837, pages 104–121
- National Speleological Society, www.caves.org
- *Guide to Safe Scouting*, pages 48–51

Recruit a local caving enthusiast or a person identified from the forum survey. Meet with him or her prior to the forum.

Share the resources available and requirements for the Ranger cave exploring elective.

Goals

- Explain how the BSA's policy on caving contributes to the objective of safe, exciting cave exploration activities for Venturing crews.
- Discuss the elements of caving safety, caving conservation, and caving courtesy.
- Discuss appropriate caving opportunities available to a Venturing crew from your district/council.
- Plan a safe caving activity for a Venturing crew.

Program—Discussion

1. Share information about caves in your area. Show slides and/or printed material.
2. Describe the different types of caves.
3. Teach caving courtesy.
4. Describe the BSA policy on cave exploring (*Guide to Safe Scouting*).
5. Teach the knots used in caving.
6. Show the different types or ropes available for caving.
7. Show personal caving gear (helmets, light sources, clothing, boots, etc.).
8. Show what is needed in a personal cave pack.
9. Describe cave hazards.
10. Teach seven safety tips (*Venturer/Ranger Handbook*, page 33).

Distribute pages 161–167 from the *Venturing Leader Manual* to give specific crew meeting ideas.



Cycling/Mountain Biking (40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 34–35
- *Varsity Team Program Features*, Volume 1, No. 34837, pages 138–149
- Wilderness Use Policy of the BSA, No. 20-121
- *Venturing Leader Manual*, pages 168–173

Invite consultant(s) from a local bike shop, cycling club, member of the International Mountain Biking Association, or US Cycling Federation (www.adventuresports.com/asap/uscf/uscf.htm), World Bicycle Association (www.worldbicycle.com), or a Venturing leader identified by the PCI. Meet with the consultant(s) ahead of time.

Goals

- Describe the differences in road cycling and mountain biking activities and equipment.
- Explain the elements of a safe cycling/mountain biking activity for Venturing crews.
- Describe road cycling courtesy.
- Discuss mountain biking/trail riding in terms of the BSA's Wilderness Use policy and conservation considerations.
- List trail riding opportunities available to a Venturing crew in your local area.
- Plan a fun, safe bicycling activity for a Venturing crew.

Program—Discussion

Ranger requirements:

1. Describe cycling vs. mountain biking.
- 2(a) Know state biking laws.
- 2(b) Know bicycle safety rules.

Mountain Biking (3(a) and (b))

- 3(a) Learn mountain biking rules.
- 3(b) Describe environmental considerations.
- 4(a) Establish a maintenance checklist.
- 9(b) Discuss the best places to go.

Action

- 5(a) Buy or build a tool kit. (The instructor brings a tool kit.)
- 5(b) Demonstrate the use of each tool.
- 5(c) Perform basic bike repairs.

Distribute copies of pages 168–173 of the *Venturing Leader Manual* to give participants specific crew meeting ideas.

Forum staff should bring examples of affordable mountain/trail bicycle and road bicycles to demonstrate. In addition, a range of bicycle helmets and other safety items should be demonstrated. Discuss/demonstrate the minimum equipment every mountain/trail cyclist should carry, whether solo or in a group.



Mountaineering No. 1

(40 minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 51–52
- *Outdoor Skills Instruction Climbing/Rappelling*, No. 33036
- *Climb On Safely* pamphlet, No. 430-099
- *Climb On Safely Training Outline*, No. 20-101B
- *Climb On Safely* patch, No. 3631
- *Venturing Leader Manual*, pages 129–135 and pages 142–147
- *Wilderness Use Policy of the BSA*, No. 20-121
- *Passport to High Adventure*, No. 4310
- *Topping Out: A BSA Climbing/Rappelling Manual*, No. 32007

Recruit a consultant from a local climbing organization or a certified person identified from the forum survey.

Goals

- Explain how each of the eight points of *Climb On Safely* and the *Guide to Safe Scouting* contributes to the objective of assuring safe and fun mountaineering activities for Venturing crews.
- Understand why the first and last points—qualified supervision and discipline—are crucial and why all other points rely on these two points.
- Plan a safe crew rock climbing/mountaineering activity.
- State who can serve as a counselor for *Climb On Safely* requirements.

Program—Discussion

Ranger requirements:

- 1(a) Describe bouldering vs. technical climbing.
- 1(b) Tell how bouldering prepares one for climbing.
- 2(a) Explain the grades of climbing difficulty.
- 2(b) Describe the effects of weather.

Activity

3. Learn and teach climbing knots.
- 4(a) Learn about and explain the types of climbing ropes.
- 4(b)–(c) Explain rope care.

From the *Venturing Leader Manual*, distribute copies of pages 129–135 (rock climbing) and pages 142–147 (rappelling) to participants to give them specific crew meeting ideas. Point out on the tour permit where *Climb On Safely* is required before any crew climbing activities.



Mountaineering No. 2

(40 Minutes)

Resources

- Same as Mountaineering No. 1

Goals

- Same as Mountaineering No. 1

Program—Discussion

Ranger requirements:

5(b) Describe three types of hardware.

5(c) Tell about climbing safety.

5(d) Learn about rescue equipment.

5(e) Learn about climbing clothing.

Action

- Put on harnesses and slings.
- Discuss best places to boulder and climb in your area.
- Distribute copies of pages 127–132 (rock climbing) and pages 140–145 (rappelling) to participants to give them specific crew meeting ideas.



Outdoor Living History

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 53–54
- *Varsity Team Program Features*, Volume 2
- The Brigade of the American Revolution, www.brigade.org
- Living History Association, www.geocities.com/~livinghistory
- National Civil War Association, www.ncwa.org
- North-South Skirmish Association, www.n-ssa.org
- The Virginia Line Association, www.wlu.edu/~valine

Goals

- Discuss opportunities to incorporate outdoor living history into the Venturing program in your district/council.
- Discuss the safety considerations associated with firearms and other weapons used as part of living history programs.

Program—Discussion

Recruit members of a local chapter of a living history group, or a person identified from the forum survey. Suggest they come in period costume and provide hands-on activities: cooking, weapons, etc.

Discuss upcoming events, rendezvous, celebrations, or gatherings that Venturing crews could be invited to attend.

Describe local historical sites:

- Civil War
- Revolutionary War
- Mountain men
- Pioneers
- Native American



Physical Fitness

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, page 55
- *Quest Handbook*, No. 33151
- *Troop Program Features*, Volume 3, pages 15–24

Recruit a physical fitness professional from a local health club or a physical education teacher or person identified from the forum survey.

Goals

- Discuss the importance of fitness education and preparation to the Venturing program. Be sure to highlight the often strenuous and challenging nature of many Venturing activities.
- Describe the Sports Bronze Award and the Quest Award.
- Incorporate fitness training into the crew's program.

Program—Discussion

Ranger requirements:

2. Explain six principles of physical fitness.
7. Learn to calculate calories.
8. Explain eating disorders.
9. Explain hazards of drugs.
10. Explain how to prevent injuries.

Sports Bronze Award requirements from *Venturer/Ranger Handbook*, pages 28–30:

8. Discuss hazards of drugs.
10. Using skin-fold calipers, determine body density and fat content.
12. Explain eating disorders.

Quest Handbook:

Skinfold measurements, pages 133–137



Shooting Sports—Archery

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 62
- *Quest Handbook*, pages 69–70
- *Guide to Safe Scouting*

Invite consultant(s) from the NRA, USSSA, or a local shooting sports club or a Venturing leader identified by the Program Features Survey. Meet with the consultant(s) ahead of time.

Goals

- Discuss ways to incorporate safe, fun archery activities into the crew program.
- Describe opportunities for Venturers to learn safe archery.
- Review the opportunities and limitations on archery and bow-hunting within the Venturing program.

Program—Discussion

Ranger requirements:

- 1(a) Recite, explain, and demonstrate archery range rules.
- 1(b) Recite and explain range commands.
- 1(c) Identify the parts of a bow.
- 1(f) Recite and explain the nine steps to the 10 ring.

Show a recurve and a compound bow.

Describe local archery resources, e.g., ranges, retailers, clubs, etc.



Shooting Sports—Rifle and Shotgun

(40 Minutes)

Resources

- *Venturer/Ranger Handbook*, No. 33494, pages 61–64
- *Venturing Leader Manual*, pages 198–201
- *Quest Handbook*, pages 73–75
- USA Shooting Passport Program
- *Guide to Safe Scouting*

Invite consultant(s) from the NRA, local gun club, police department (person with certification in gun safety), or a Venturing leader identified by the Program Features Survey. Meet with the consultant(s) ahead of time.

Goals

- Discuss ways to incorporate safe, fun shooting sports into the crew program.
- Describe opportunities for Venturers to learn firearms and hunting archery in the local area.
- Demonstrate different types of firearms appropriate to Venturing activities.
- Review the opportunities and limitations on shooting sports and hunting within the Venturing program.

Program—Discussion

Ranger requirements:

- 1(a) Recite, explain, and demonstrate three primary shooting safety rules.
- 1(b) Recite and explain range commands.
- 1(c) Identify the parts of a rifle or shotgun.
- 1(g) Explain how to sight a shotgun differently than a rifle.

Discuss different types of shooting sports, i.e., air pistol, air rifle, muzzle-loading rifle, pistol, small-bore rifle, and shotgun.

Describe local resources, e.g., ranges, retailers, clubs, etc.



APPENDIXES

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Appendix A

ACTIVITY INTEREST SURVEY

Complete the following. Your responses will be used to help develop the program of activities throughout the year, so it is very important that you provide complete responses.

Name: _____

Date: _____

1. What specific interests do you have that you would like to see our crew pursue during this year? _____

2. Do you have any ideas or suggestions for activities that would address these interests? _____

3. Consider for a moment the six experience areas (citizenship, service, leadership, social, outdoor, and fitness).

How would your interests fit into any of these areas? _____



VENTURING ACTIVITY INTEREST SURVEY—ALPHA LIST

Please check those activities, tours, projects, and seminars that you would like the crew to plan as part of its program for the year.

- | | | |
|---|--|---|
| <input type="checkbox"/> Airport tour | <input type="checkbox"/> Fishing | <input type="checkbox"/> Recognition dinner |
| <input type="checkbox"/> Auto mechanics | <input type="checkbox"/> Gourmet cooking | <input type="checkbox"/> Recycling center |
| <input type="checkbox"/> Automobile plant/dealership | <input type="checkbox"/> Government official | <input type="checkbox"/> Shooting sports meet |
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> Halloween party | <input type="checkbox"/> River rafting |
| <input type="checkbox"/> Barbecue party | <input type="checkbox"/> Ham radio | <input type="checkbox"/> Road rally |
| <input type="checkbox"/> Beach party | <input type="checkbox"/> Hiking trail cleanup | <input type="checkbox"/> Rock climbing/rappelling |
| <input type="checkbox"/> Bike hike | <input type="checkbox"/> History, study the town's | <input type="checkbox"/> Sailing |
| <input type="checkbox"/> Block party | <input type="checkbox"/> History, trace family | <input type="checkbox"/> Saving money |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Hobby smorgasbord | <input type="checkbox"/> Scholarships |
| <input type="checkbox"/> Buy a car, how to | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Scuba |
| <input type="checkbox"/> Camping trip | <input type="checkbox"/> Hunter education | <input type="checkbox"/> Senior citizens, assistance to |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Ice-skating party | <input type="checkbox"/> Skating |
| <input type="checkbox"/> Car wash | <input type="checkbox"/> Industry, local | <input type="checkbox"/> Ski weekend |
| <input type="checkbox"/> Career clinic | <input type="checkbox"/> Intercrew activities | <input type="checkbox"/> Slide show, plan a |
| <input type="checkbox"/> Cave exploring | <input type="checkbox"/> Job interviewing skills | <input type="checkbox"/> Snorkeling/scuba diving |
| <input type="checkbox"/> Child care | <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Spaghetti dinner |
| <input type="checkbox"/> Christmas party | <input type="checkbox"/> Lifesaving, swimming | <input type="checkbox"/> Sports medicine |
| <input type="checkbox"/> Civil defense | <input type="checkbox"/> Military base trip | <input type="checkbox"/> Sports safety |
| <input type="checkbox"/> College or university visit | <input type="checkbox"/> Morality, ethics | <input type="checkbox"/> Sports tournament |
| <input type="checkbox"/> College panel discussion | <input type="checkbox"/> Mountaineering | <input type="checkbox"/> State capitol, visit |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Movies | <input type="checkbox"/> Summer jobs clinic |
| <input type="checkbox"/> Community cleanup activity | <input type="checkbox"/> Music listening | <input type="checkbox"/> Swim meet |
| <input type="checkbox"/> Conservation project | <input type="checkbox"/> Newsletter writing | <input type="checkbox"/> Swimming party |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Orientation flight | <input type="checkbox"/> Television station |
| <input type="checkbox"/> Court session | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Tennis clinic |
| <input type="checkbox"/> Cruise, sailing | <input type="checkbox"/> Outdoor living history | <input type="checkbox"/> Train trip |
| <input type="checkbox"/> Cycling/mountain biking | <input type="checkbox"/> Pancake breakfast/supper | <input type="checkbox"/> United Way, support the |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Parents' night | <input type="checkbox"/> Watercraft |
| <input type="checkbox"/> Diet and nutrition | <input type="checkbox"/> Part-time jobs clinic | <input type="checkbox"/> Waterskiing |
| <input type="checkbox"/> Disabled citizens, assistance to | <input type="checkbox"/> Photography | <input type="checkbox"/> Weather bureau |
| <input type="checkbox"/> Drug abuse/alcoholism | <input type="checkbox"/> Physical fitness | <input type="checkbox"/> Wilderness survival |
| <input type="checkbox"/> Easter egg hunt for children | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Winter camping trip |
| <input type="checkbox"/> Emergency preparedness | <input type="checkbox"/> Plants and wildlife | <input type="checkbox"/> Winter sports |
| <input type="checkbox"/> Family picnic | <input type="checkbox"/> Play, produce a | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Family sports day | <input type="checkbox"/> Power station | _____ |
| <input type="checkbox"/> Fashion show | <input type="checkbox"/> Progressive dinner | _____ |
| <input type="checkbox"/> Fire safety | <input type="checkbox"/> Project COPE | _____ |
| <input type="checkbox"/> First aid training | <input type="checkbox"/> Public speaking | _____ |



Appendix B

CREW OFFICERS' BRIEFING Suggested Agenda

Welcome and Opening Remarks

Advisor

- ◆ Invite each officer to comment on how he or she feels the crew is doing and to suggest future activities.
- ◆ Ask each officer to read aloud his or her job description and to ask any questions regarding these responsibilities.

Opening Remarks by Youth President

President

- ◆ Establish motivational tone for the youth leadership team.
- ◆ Briefly discuss the crew's code and bylaws and the officers' responsibility to uphold them. The Advisor may comment on what he or she expects in the way of health, safety, or behavior standards.

Program Activity Update

President or Program
Vice President

- ◆ Inform the officers of the next three or four crew meetings and activities.
- ◆ Clarify the date, time, and place of monthly officer meetings.

Explanation of PCI and Venturing Activity Interest Survey

Advisor

- ◆ Explain the PCI and how the responses to this crew's PCI have helped shape the program of activities for the crew.
- ◆ Clarify the opportunity for the youth leadership to offer suggestions for this initial program. This is a good time to introduce and explain the Venturing activity interest survey.
- ◆ Clarify the officers' responsibility to design the long-term program for the crew.

Preview of the Upcoming Crew Officers' Seminar

President

- ◆ Clarify the purpose of the seminar.
- ◆ Inform officers of the date, time, place, and travel arrangements if needed.

Conclusion

Advisor

- ◆ Close with a few individual remarks about what you hope the crew will accomplish.
- ◆ Share with the officers your faith in their ability to lead their own crew and your intent to provide as much guidance and support as needed.



OFFICERS' MEETING AGENDA WORKSHEET

MONTH

Place _____ Date _____ Time _____

Call to order, introductions, etc. Presiding _____

Minutes of last meeting

Reports and old business

New business

"Action" assignments (report at next meeting)

Advisor's comments

Place _____ Date _____ Time _____



Crew Officers' Briefing

Right after the election, the Advisor and the new youth officers should schedule what is called the officers' briefing. This is a two-hour meeting that can take place after school, on an evening, on a Saturday morning, or whenever it is convenient for the group.

For this briefing, choose a location where you won't be interrupted. The new youth president chairs this meeting with guidance and assistance from the Advisor. If this is an established crew, the records from the previous officers should be given to the new officers.

The new youth president should carefully review the following areas with the Advisor so that he or she is fully prepared to chair this meeting effectively.

1. The president and Advisor should review the history of the crew and its program.
2. The Advisor should explain the purpose and agenda of the upcoming crew officers' seminar so that the president can explain this seminar to the other officers.
3. If this is an existing crew, the president should be ready to discuss the code and bylaws of the crew.

This meeting should be fast-paced. It's your kickoff meeting! Its purpose is to make you aware of the information you need to know at this point and to prepare everyone for the upcoming crew officers' seminar, which is probably the most important event in the first three months in the term of the officers.



Appendix C

CREW OFFICERS' SEMINAR AGENDA

WELCOME BY ADVISOR AND CREW PRESIDENT

Explain the purpose and objective of the seminar.

I. DUTIES—Review and discuss officer and Advisor roles and responsibilities:

Why they joined and what they expect to get from their participation.

II. ACTIVITIES—Discuss program planning process. Select one activity and practice steps in the planning process using the **Activity Planner**.

Plan this activity using the following steps:

1. Determine the activity (what is to be accomplished)
2. Identify resources (equipment, costs, manpower)
3. Consider alternatives (brainstorm how to accomplish)
4. Reach a decision (what, when, where, make assignments)
5. Conduct the activity (share plan, follow up)
6. Evaluate the activity (determine if members liked it)

III. SCHEDULING—Plan and schedule a year's program. Review importance of all six experience areas reflected in the year's activities. Review **Program Capability Inventory** and **Venturing Activity Interest Survey** for capabilities and interests. Use the brainstorming method to list definite activities for the year. Put the 12 monthly calendars on the wall and write in dates of crew meetings, topics of selected activities or special events, and the names of activity chairs. Avoid conflicts with school, vacations, etc. Before selecting activities, discuss their advantages and disadvantages and be sure activities are based on the six experience areas and crew goals. Decide which fund-raising activities are necessary.

IV. MEETINGS—Discuss format for crew meetings. Explain role of each officer, activity chair, and crew member. Develop sample agendas for meetings.

V. BYLAWS—Appoint a youth committee and chairperson with adult consultant to establish crew bylaws and code of conduct. Establish rules of conduct, attendance expectations, qualifications for participating in crew superactivities, dues, and allocation of funds from approved money-earning projects, etc.

VI. CLOSING—Congratulate officers. Reflect on and evaluate day's activities. Reinforce need to carry out each assignment and that their newly planned calendar of activities should be printed and distributed to all crew members, crew committee members, consultants, and parents.



Appendix D

ELECTION OF OFFICERS

Elections for a one-year term should be held as soon as possible after the start-up of a crew so that the officers can begin leading the crew's program of activities and crew business. Most established crews elect officers in the fall, corresponding to the school year. Other crews elect officers in January to follow the calendar year. This provides continuity for the crew through the spring and summer months.

Two types of elections may take place in a crew:

- ◆ Temporary election of officers followed by a permanent election (new crew)
- ◆ Permanent election of officers for a one-year term

The reason a new crew may begin with a temporary election of officers is that the crew members might not know each other well enough initially to hold a permanent election. Whatever option your crew selects is up to your crew.

Certain election procedures must be followed when your crew holds its regular election. These procedures include the following:

1. Your Advisor informs crew members of the responsibilities and job description of each office and stresses the need for commitment to the goals of the crew and attendance at all meetings.
2. The present or temporary youth president explains the election procedures and the date of the election, and appoints a nominating committee of three or more crew members. This nominating committee will interview prospects and prepare a slate of nominees. An associate Advisor should be involved with the nominating committee to lend support and advice. A nominating committee is important because this committee takes the time to be sure that nominees are able and willing to serve. Those nominated should understand and commit to the responsibilities and the time involved.
3. The nominating committee interviews those crew members indicating an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Venturers.
4. On election day, certain procedures are followed:
 - ◆ The president asks for the nominating report—the slate of candidates for each office.
 - ◆ Crew members are invited to make any additional nominations. If the nominations of these individuals are seconded and the nominees agree to serve, their names are added to the ballot.
 - ◆ Nominations are closed by a majority vote.
 - ◆ Each nominee is invited to give a brief talk on his or her qualifications, goals, and desire to serve. Crew members should be able to ask questions of each candidate.
 - ◆ Voting then takes place. If there is only one nominee for an office, the president requests a motion to approve this nominee for office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
 - ◆ The newly elected officers are congratulated, and an installation ceremony may be conducted.



Appendix E

HOW TO BRAINSTORM

Brainstorming is an essential part of good thinking, and it is also an essential part of coming to good decisions. How does brainstorming help you think better and make better decisions?

First, it helps you *get out* good ideas and information.

Second, it fosters creativity; it encourages people to see possibilities. Brainstorming causes you to *stretch*—to not stop at the first thing that comes to your mind but to keep thinking.

Third, it encourages everyone in a group to participate.

Fourth, brainstorming is fun, and causes us to get caught up with thinking in a way that makes us want to think some more.

Brainstorming is a part of many Venturing activities, like developing your year's program of activities. This how-to section offers some suggestions to help make brainstorming happen. We'll look at some suggestions to apply to yourself, and at some guidelines to apply to a group brainstorming together.

Individual Suggestions

The following are some suggestions to help you get in the mind-set to brainstorm.

- ◆ Relax. Let pictures freely come to your mind.
- ◆ Concentrate on what you're brainstorming about. Try to get everything else off your mind and focus on the subject at hand.
- ◆ Don't criticize or judge your own ideas internally. If you do, you'll start hesitating and being too careful.
- ◆ Take creative risks; think in terms of no limits.
- ◆ Believe in and use your own experiences as a springboard for ideas. Each person has all the experiences he or she needs for brainstorming.

Group Guidelines

Now *you're* ready. The next step is to help create the right kind of environment for the group to brainstorm together. You contribute to this kind of environment when you

- ◆ Encourage as many ideas as possible.
- ◆ Don't judge ideas (as good or bad) during brainstorming.
- ◆ Don't look ahead to making decisions; stay totally in the brainstorming mind-set.
- ◆ Build on one another's ideas.
- ◆ Encourage participation from everyone in the group.
- ◆ Don't worry about the words you're using to express an idea. Simply try to describe the picture you're seeing.
- ◆ List the ideas that your group comes up with so that you don't lose them.

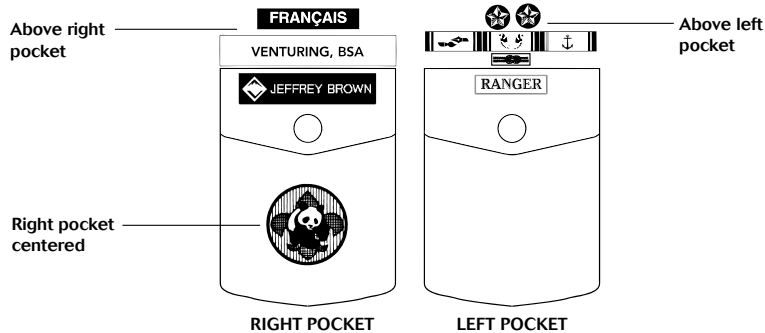
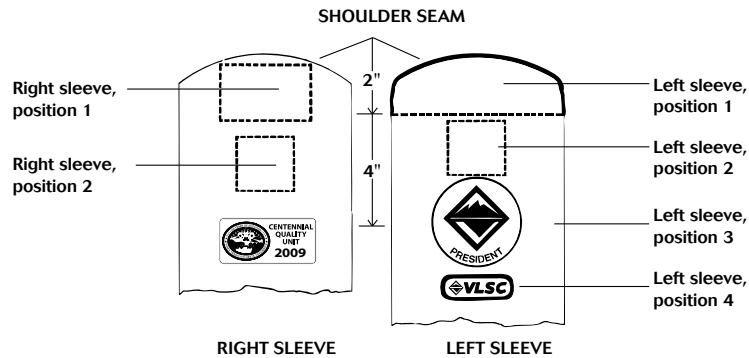
When you engage in brainstorming, think about the two words that make up this word. Once you experience brainstorming, you'll realize that it is like a *storm in the brain*. Ideas begin to flow that you never knew you had—and one idea breeds another idea, and that idea breeds yet another.

Brainstorming often surprises people. It *blows off* the thoughts that lie on top and exposes ideas we are often unaware are inside of us. We begin to appreciate more fully what we are capable of and how creative we are. By causing us to stretch beyond our usual way of thinking, brainstorming makes it hard for us to snap back to where we were before, because we've grown.



Appendix F Venturing Insignia

The recommended uniform is the spruce green Venturing shirt with green epaulette tabs and gray backpacking-style shorts or gray casual pants. However, the uniform, if any, is the choice of the crew. Sea Scouts may wear the Sea Scout uniform. If worn, the insignia guide is to be followed.



Venturing Program Identification



U.S. flag emblem, cloth, red, white, and blue, No. 00103, Venturer and Venturing adult, right sleeve. New uniforms have this emblem already sewn in the correct position.

Boy Scout advancement, earned Boy Scout rank recognition, may be worn on the Venturing uniform. See the Boy Scout section for guidelines. They may also wear the sash with their uniforms.



Venturing emblem, cloth, No. 04038, Venturer and Venturing adult, right sleeve, position 2 of official uniform shirt.

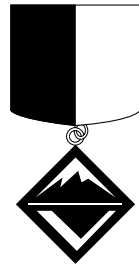
Council shoulder emblem, cloth, No. 16___ (last three digits indicate the council number), Venturer and Venturing adult, left sleeve, position 1, just below shoulder seam.

Shoulder loops, green ribbon, No. 00678, Venturer and Venturing adult, on shoulder epaulets worn on the Venturing spruce green uniform shirt. Not to be worn on Boy Scout khaki uniform.

Unit number, cloth, white on red, Nos. 10400 through 10408 (last digit indicates the unit number for 0 through 8); for unit number 9, order No. 10406. Venturer or Venturing adult wearing traditional uniform, left sleeve, position 2, touching council shoulder patch. Multiple-digit numerals may be special-ordered—2-digit, No. 10409; 3-digit, No. 10410; 4-digit, No. 10411.

Venturing Advancement and Awards

Bronze Award, ribbon and pendant, No. 04223, Venturer, worn above left pocket. May be worn with device or ribbon for various Bronze Awards earned. Cloth-covered bar, Venturer, above left pocket, no more than three per row.



Bar holders. Bronze awards can be used with a one-ribbon bar holder, No. 04027; two-ribbon bar holder, No. 04028; or three-ribbon bar holder, No. 04029.



Arts and Hobbies, maroon on white, No. 04200B, mini-device, No. 04261



Religious Life, purple on white, No. 04200D, mini-device, No. 04263



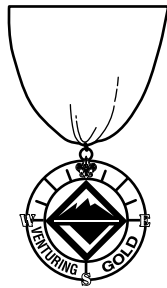
Outdoor, green on white, No. 04200F, mini-device, No. 04265



Sports, yellow on white, No. 04200C, mini-device, No. 04262



Sea Scout, blue on white, No. 04200E, mini-device, No. 04264



Gold Award, gold medal suspended from white cloth ribbon, No. 04187, above left pocket. (Also available for field wear, white cloth-covered bar, No. 04200A.)



Silver Award, silver medal suspended from white and green cloth ribbon, No. 04186, above left pocket.



Ranger Award, silver medal suspended from white and green cloth ribbon, No. 04184, above left pocket.

Venturing Training



Venturing Leadership Skills Course (VLSC) emblem, No. 04194, is available for all Venturers who have completed the Venturing Leadership Skills Course. The emblem is worn on the left sleeve, position 4.



Silver Ranger Bar for field wear, No. 04185, worn on left pocket flap.



Quest Award, gold medal suspended from green cloth ribbon, No. 04266, worn above left pocket.



TRUST Award, silver medal suspended from a ribbon with a solid field of purple, No. 14268, worn above left pocket.



Venturing Leadership Award, council, blue and white ribbon with pendant, No. 04220; regional, green and white ribbon with pendant, No. 04221; national, red and white ribbon with pendant, No. 04222; knot, No. 14220.

Boy Scout Advancement. See page 25 for Boy Scout advancement awards that may be worn on the Venturing uniform if earned as a Boy Scout. A Venturer may also wear the Arrow of Light Award if earned as a Webelos Scout.



Kodiak Award, silver metal with button loop, No. 14222, right pocket.



Kodiak X Award, gold metal with button loop, No. 18005, right pocket.



Kodiak emblem, No. 14262.



Kodiak X Staff emblem, No. 18006.



Kodiak X emblem, No. 18005.



Kodiak Bear Claw, No. 17034.

Venturing Crew Badges of Office

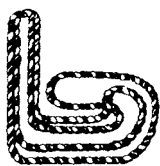
Crew committee, cloth, No. 04232, Venturing adult, left sleeve, position 3.

Crew Committee chair, cloth, No. 04231, Venturing adult, left sleeve, position 3.

Secretary, cloth, No. 04211, Venturer, left sleeve, position 3.

Advisor, cloth, No. 04040, Venturing Advisor, left sleeve, position 3.

Quartermaster, cloth, No. 04235, Venturer, left sleeve, position 3.



Den chief shoulder cord, cloth, blue and gold strands, No. 00388, Venturer, worn over left shoulder.

Treasurer, cloth, No. 04218, Venturer, left sleeve, position 3.

Vice president, cloth, No. 04216, Venturer, left sleeve, position 3.

Associate Advisor, cloth, No. 04042, Venturing adult, left sleeve, position 3.

President, cloth, No. 04215, Venturer, left sleeve, position 3.

Guide, cloth, No. 04233, Venturer, left sleeve, position 3.

Historian, cloth, No. 04234, Venturer, left sleeve, position 3.



Webelos den chief shoulder cord, cloth, blue, gold, and red cords, No. 00457, Venturer, worn over left shoulder.



Venturing Participation

The following items are described and pictured on pages 26–27 of the *Insignia Guide*:

Boardsailing, BSA
 BSA Aquatics Instructor
 BSA Lifeguard
 Conservation Good Turn Award
 50-Miler Award
 High-adventure bases
 High adventure emblem
 Historic Trails Award
 Hornaday Award
 Kayaking BSA
 Mile Swim, BSA
 Philmont Scout Ranch
 Scuba BSA
 Snorkeling, BSA

ITALIANO

***Interpreter strip**, cloth; French, No. 00391; German, No. 00392; Spanish, No. 00395; signing, No. 00390; Dutch, No. 00393; Italian, No. 00400; Portuguese, No. 00401; Russian, No. 00402; Cantonese (Chinese), No. 00404; Greek, No. 00405; Japanese, No. 00406; Simplified Mandarin (Chinese), No. 00407; Traditional Mandarin (Chinese), No. 00408; Vietnamese, No. 00409; Hebrew, No. 18039; Tiger Cub, Cub Scout, Webelos Scout, Boy Scout, Venturer, and Scouter, above right pocket. Interpreter strips are made in the alphabet of the native language represented, not the English language translation. To accommodate the cryptic characters of various languages, the size of each interpreter strip for each language may vary slightly.



Sea base conch shell, worn on back of jacket or jac-shirt.



Canoe base loon, worn on left side of jacket or jac-shirt above pocket.



Philmont bull, worn on left side of jacket or jac-shirt above pocket.



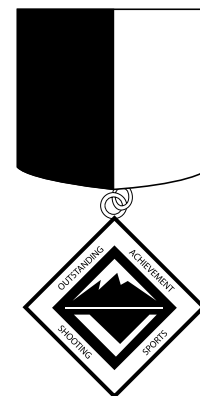
Centennial Quality Unit Award, cloth, youth member and leader, right sleeve, position 3. See your local council for specific year numbers. Only the most recently earned Quality Unit emblem may be worn.



Long Cruise badge, white cloth, No. 04136; blue cloth, No. 04139, Sea Scout and Sea Scout adult leader, left sleeve, position 4; Long Cruise arc, red cloth, No. 04137; white cloth, No. 04138.



Venturing World Conservation Award, No. 00152; Venturer, worn as a temporary patch on right pocket.



Venturing Shooting Sports Outstanding Achievement Award, above left pocket; available from Venturing Division. (Use application form No. 25-886.)

Religious Emblems for Venturers



Exploring Community Together, Community of Christ, device worn on ribbon, Venturer, above left pocket.



God and Life—Episcopal, bar pin, red ribbon and medal.



Etz Chaim, Jewish, bar pin, ribbon, and medal, Venturer, above left pocket.



God and Life—Protestant, bar pin, green ribbon and medal.



God and Life—Salvation Army, bar pin and medal; Venturer, above left pocket.



Pope Pius XII, Roman Catholic, bar pin, ribbon, and medal, Venturer, above left pocket.

The following awards may be earned by Boy Scouts and Venturers:

Saint Mesrob—Armenian Apostolic Church of America (Western Prelacy)

Unity of Mankind—Baha'i

Sangha—Buddhist

Good Servant—Churches of Christ

On My Honor—Church of Jesus Christ of Latter-day Saints

Ararat—Armenian Church of America

Alpha Omega—Eastern Orthodox

God and Country—First Church of Christ Scientist

Open Word Award—General Church of the New Jerusalem

Dharma—Hindu, Karma

In the Name of God—Islamic

Compassionate Father—Meher Baba

God and Country—Moravian

God and Country—Polish National Catholic

Spirit of Truth—Religious Society of Friends (Quakers)

Good Life—Zoroastrian

Notes: 1. See also pages 29–30 of the *Insignia Guide*.
2. For additional information on religious emblems, write for religious emblems programs poster, No. 5-206C, from the Program Impact Department, S209, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

See page 52 of the *Insignia Guide* for details on religious award square knots.

Venturing Leader Recognitions



Venturing Advisor's Key, green ribbon with broad white stripe, pendant, No. 00922. Trained Venturing Advisor wears pendant with Venturing device, No. 00940. Devices may also be worn on embroidered square knot, No. 05006. See note on page 52. See Progress Record Card, No. 25-856, or www.scouting.org for requirements.

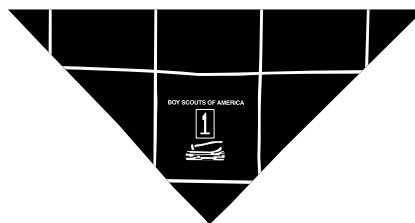


Seabadge Trident pin, restricted, No. 04097, presented by a region to a fully trained Sea Scout adult leader, centered above right pocket, above the Sea Scout's BSA strip and nameplate. A knot, No. 05527, is also available.



Trained Leader emblem, red border, No. 00280, is available for all leaders who have completed the Basic Leader Training program appropriate to their positions. The emblem is worn immediately below and touching the emblem of office for which it was earned. Elected Venturers who have completed the crew officers' seminar may wear the Trained Leader emblem above their badge of office on the left pocket flap.

Note: The Trained Leader emblem may be worn *only* in connection with the emblem of office for which basic training has been completed.



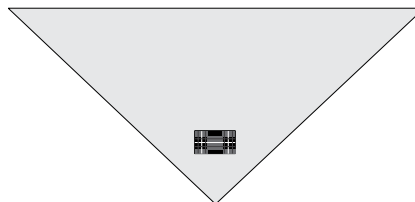
Wood Badge Troop 1 neckerchief, No. 02209.



Wood Badge slide or woggle, No. 02173, trained Scouter, with Wood Badge neckerchief; thong with two beads, No. 02175; staff, three beads, No. 02176; director, four beads, No. 02177; worn under Wood Badge neckerchief, and over the ends below the woggle, with official field uniform; Wood Badge beads are not worn on civilian clothes, dress blazer uniform, or with a T-shirt. Wood Badge beads may be worn with a neckerchief as indicated or alone.

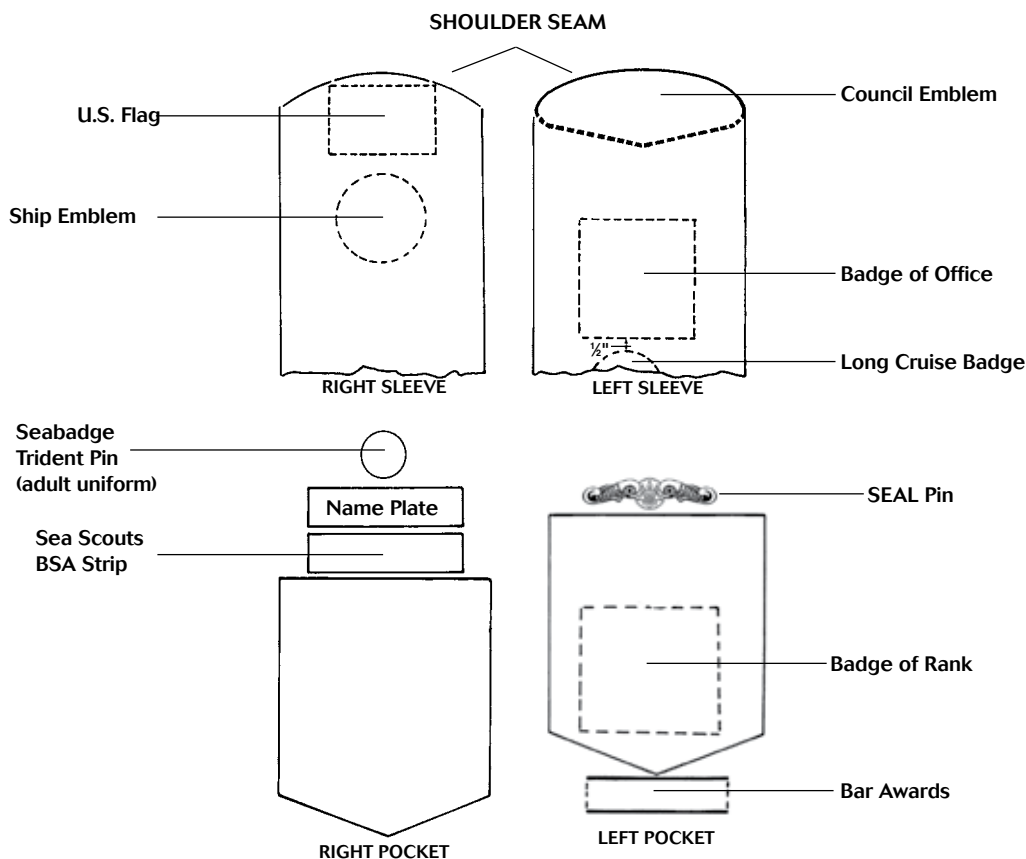


Powder Horn, a silver medal device, No. 04044; recognition for completion of a Powder Horn course, any adult leader, worn on left pocket.



Wood Badge tartan neckerchief, No. 02213.

Sea Scout Insignia



Sea Scout Program Identification



Sea Scouts, BSA, navy cloth, No. 04125B; white cotton cloth, No. 04126B; black letters on tan cloth, No. 04127B; Sea Scout and adult leader, above right pocket.



Sea Scout leader insignia, miniature pin, No. 04134, Sea Scout leader, placed on front of braid extension for leader's cap; metal miniature lapel pin, No. 04135, Sea Scout and leader, civilian wear.



Skipper's Key, blue ribbon and pendant, No. 00936. The ship committee chair and commissioner must approve the Skipper's application for a Skipper's key. Contact the National Events Department, S250 for requirements and the medal.



Sea Scout cap button, silver, small, No. 04156, worn on Sea Scout leader's cap.

Sea Scout coat button, silver, large, No. 04155, worn on Sea Scout leader's coat.

Sea Scout leader hatband, No. 04154.



Sea Scout youth jumper collar insignia, white cloth, No. 04146; black cloth, No. 04147, Sea Scout, corners of the jumper collar.

Sea Scout Ship Badges of Office



Boatswain, black cloth, No. 04062; white cloth, No. 04063; Sea Scout, left sleeve, position 3.



Boatswain's mate, black cloth, No. 04060; white cloth, No. 04061; Sea Scout, left sleeve, position 3.



Crew leader, black cloth, No. 04058; white cloth, No. 04059; Sea Scout, left sleeve, position 3.



Assistant crew leader, black cloth, No. 04056; white cloth, No. 04057; Sea Scout, left sleeve, position 3.



Purser, black cloth, No. 04069; white cloth, No. 04070; Sea Scout, left sleeve, position 3.



Storekeeper, black cloth, No. 04064; white cloth, No. 04065; Sea Scout, left sleeve, position 3.



Specialist, black cloth, No. 04072; white cloth, No. 04073; Sea Scout, left sleeve, position 3.



Yeoman, black cloth, No. 04123; white cloth, No. 04124; Sea Scout, left sleeve, position 3.



Skipper, black cloth, No. 04095. Sea Scout adult, both sleeve cuffs.



Mate or ship committee member, cloth, one star, blue, No. 04098. Ship Sea Scout adult, both sleeve cuffs.

Leader Metal Insignia



Skipper



Mate/ship committee



Council officer



Regional officer



National officer

Metal insignia is worn in place of sleeve patch. On white uniform shirt, place on black epaulet cover with base of anchor pointed toward shoulder. On khaki uniform, crown of anchor should be placed $\frac{3}{4}$ inch from the tip of the collar on the diagonal. Available only from the National Events Department.

Note: Wood Badge beads and Order of the Arrow pocket flaps are not worn on Sea Scout youth or adult uniforms.

Sea Scout Advancement



Apprentice badge of rank, black cloth, No. 04142; white cloth, No. 04145; Sea Scout, left pocket.



Ordinary badge of rank, black cloth, No. 04141; white cloth, No. 04144; Sea Scout, left pocket.



Able badge of rank, black cloth, No. 04140; white cloth, No. 04143; Sea Scout, left pocket.



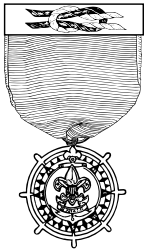
Quartermaster badge of rank, black cloth, No. 04121; white cloth, No. 04122; Sea Scout, both sleeve cuffs. Adults wear square knot.



Small-boat handler bar, metal, No. 04052, Sea Scout, left pocket.



Qualified seaman bar, metal, No. 04053, Sea Scout, left pocket.



Quartermaster Award, ribbon and pendant, No. 14119, Sea Scout, left pocket, (restricted item); patch, No. 04100, Sea Scout, left pocket; embroidered knot, blue on white, No. 05009, Scouter, above left pocket; miniature lapel pin, No. 04051, Sea Scout, civilian wear.



SEAL double-dolphin pin, metal, Sea Scout, left pocket, available only through the National Events Department, S250 (restricted item).



Appendix G

PROGRAM CAPABILITY INVENTORY

Venturing Crew No. _____ Organization _____

Instructions

Each year our Venturers need adult volunteers to serve as Advisors, program consultants, and helpers with transportation, chaperoning, counseling, and planning.

We would like to know in which areas of interests, hobbies, or contacts you would be willing to help our Venturers.

If they decide to call on you for help, an appointment will be made with you well in advance.

Thank you for your willingness to assist our Venturers and please return this PCI form to: _____

(Please complete.)

Date: _____

Name _____

Address _____

City _____ State _____ ZIP _____

Phone (home) _____ - _____ (business) _____ - _____

Occupation _____ Position _____

Yes! I would be willing to help in the areas designated below:

Hobbies AND SKILLS

- | | | | | | |
|------------------|-----------------|---------------------|-----------------------------|-------------------|-------------------|
| Backpacking ____ | Canoeing ____ | Equestrian ____ | Orienteering ____ | Scuba Diving ____ | Water Skiing ____ |
| Basketball ____ | COACHING ____ | First Aid ____ | Outdoor Living History ____ | Shooting ____ | Other ____ |
| Bicycling ____ | Cooking ____ | Fishing ____ | Photography ____ | Snow Skiing ____ | |
| Bowling ____ | COUNSELING ____ | Marksmanship ____ | PROMOTING ____ | Softball ____ | |
| Camping ____ | CREATING ____ | Mountaineering ____ | PUBLIC SPEAKING ____ | Swimming ____ | |
| Caving ____ | Diving ____ | ORGANIZING ____ | Sailing ____ | TRAINING ____ | |

MEMBERSHIPS

Please list your clubs, associations, fraternal groups, etc.:

CONTACTS

Please list people that you would be willing to ask to share their careers, hobbies, or skills:

SPECIAL PROGRAM ASSISTANCE

- | | |
|---|--|
| <input type="checkbox"/> I have a station wagon ____ van ____ or truck ____. | <input type="checkbox"/> I can help with leadership skills. |
| <input type="checkbox"/> I have a workshop. | <input type="checkbox"/> I can help with _____
(Career information) |
| <input type="checkbox"/> I have family camping gear ____ RV ____ or pop-up camper ____. | <input type="checkbox"/> I can help with _____
(Vocational information) |
| <input type="checkbox"/> I can make contacts for special trips and activities. | <input type="checkbox"/> I can help with community service projects. |
| <input type="checkbox"/> I have access to a cottage ____ or camping property ____. | <input type="checkbox"/> I can help with fund-raising projects. |
| <input type="checkbox"/> I have access to a boat ____ or airplane ____. | |



Appendix H

PROGRAM PLANNING FORM

To be used for Program Capability Inventory recap.

NAME	PHONE	OCCUPATION	HOBBY	CONTACT

CREW COMMITTEE SUGGESTIONS

EQUIPMENT AND FACILITIES

CHARTERED ORGANIZATION SUGGESTIONS

CONSULTANTS



Appendix I

SAMPLE ANNUAL CREW PROGRAM OUTLINE

Date	Topic	Activity Chair
June 1	Crew Officers' Meeting	Geoffrey Smarte
June 10–17	Colorado Trip	Robert Yarbrough
July 1	Crew Officers' Meeting	Geoffrey Smarte
July 13–15	Gulf Sailing Trip	Joe Henning
August 1	Crew Officers' Meeting	Geoffrey Smarte
August 22	Open House Plans	Bill Rogers



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Date	Topic	Activity Chair
September 1	Crew Officers' Meeting	Geoffrey Smarte, president
September 6	Open House—Sign-up Meeting	Charles Holmes, Advisor
September 21–23	Venturing Canoe Trip/Visit Council Camp	Bill Evans/Brad Harris
October 1	Crew Officers' Meeting	Geoffrey Smarte
October 4	Overview of Telecommunications	Robin Hunt
October 18	Community Night Watch	Elaine Carlberg
October 22	Crew Officers' Seminar	Brian Schad
November 1	Crew Officers' Meeting	Geoffrey Smarte
November 8	Ethical Controversy Activity— "Who Owns Your Knowledge"	Jim Kaminski
November 8 and 19	Crew Community Service Project	Bill Ridge
December 1	Crew Officers' Meeting	Geoffrey Smarte
December 3	Hayride	Debbie Williams
December 6	High School and College Curriculum	Shawn Flate
January 5	Crew Officers' Meeting	Geoffrey Smarte
January 10	Backpacking Trip	Carrie Walker
January 24	Nature Walk	Maria Bamberger
February 1	Crew Officers' Meeting	Geoffrey Smarte
February 7	Crew Parents' Night	Mickey Manuel
February 8	Ski Trip	Kathleen Conwell
February 21	Ethics Forum: "Can Food and Water Be Denied?"	Tonia Badura
March 1	Crew Officers' Meeting	Geoffrey Smarte
March 7	Town Council Meeting	Rachel Nieder
March 11	Landscape Public Property	Brett Braitwaite
March 21	Council Venturing Leadership Conference	Michael Plochocki
April 1	Crew Officers' Meeting	Geoffrey Smarte
April 4	Radio Station with Remote News Coverage	Lori Angel
April 13	Annual Crew Awards Dinner	Philip Tesarek
April 18	Assist Local Charity with Painting and Repair	Mark Bass
May 1	Crew Officers' Meeting	Geoffrey Smarte
May 9	Superactivity Plans (Colorado Trip)	Robert Yarbrough
May 13	Crew Family Picnic and Day Hike	Bill Lugg
May 23	Final Colorado Trip Plans	Shana McElroy



Appendix J

OPEN HOUSE SAMPLE AGENDA

- 1. Before the Meeting**

The open house committee arrives at least one hour before the open house. All other crew members arrive at least half an hour before the open house. All hands-on activities are set up at least half an hour before the open house. All equipment such as VCR/TV, welcome kit, name badges, sign-in roster, registration table, etc., are set up at least half an hour before the open house.
- 2. Greeting**

Have signs in the parking lot directing guests to the entrance. Have greeters outside the entrance and just inside the entrance. Have greeters at all turns and at the door to where your open house is held. Once guests are inside, all crew members are greeters.
- 3. Hands-On Activity/Icebreaker**

Ask everyone to take a seat.
- 4. Welcome**

The crew president welcomes everyone and introduces crew officers and Advisors.
- 5. What Is Venturing and the Purpose of a Crew?**

Consider creative ways to have your crew officers and/or members explain what Venturing is and what a crew does. Tell about program planning, officers, leadership opportunities, the Venturer/Advisor relationship, etc.
- 6. About Our Crew**

Also in a creative way, share what you think your crew is and some of the activities your crew has done. This could be slides or a video of what you have done. Share your future plans for trips, activities, and your superactivity.
- 7. Questions and Answers**

Give potential members and their parents an opportunity to ask questions.
- 8. Advisor's Comments**

The crew Advisor wraps up any area not properly addressed earlier and talks about adult supervision and adults' role in the crew. He or she invites parents to talk further during the registration process.
- 9. Invitation to Join**

Invite visitors to join. Explain registration costs, insurance, the code of conduct, crew policies and bylaws, and other pertinent crew information. Explain line by line how to complete the registration form. Tell new members to turn in registration forms and fees to the crew secretary at the registration table during the hands-on activities.
- 10. Hands-On Activities Again and Registration Process**

This is another opportunity for potential members to experience a little of what you do. At the same time, they can register at the registration table.
- 11. Refreshments**

Refreshments are optional, but often popular. They could be pizza, ice cream, cookies, soft drinks, etc. Have them at the same time as the hands-on activities or whenever else you want.
- 12. Cleanup**

Greeters

**Hands-On Committee
Open House Chair or
Crew President**

Crew President

Crew Officer

Crew Officer

Crew President

Crew Advisor

Crew President

**Crew Members
Crew Secretary**

All

Cleanup Committee



Appendix K

SEVEN WAYS TO RECRUIT AND RETAIN TOP LEADERS

1. Positive Attitude

- Expect people to volunteer.
- Everyone does something.
- Create jobs for everyone.
- Don't assume a negative response.

2. Don't Say No for People

- The busiest people make the best leaders.
- Ask, ask, ask.

3. Be Specific

The usual ask is “Would you like to help with my crew?” The usual response is “No, I’m too busy.” The better ask is “I need you to attend our crew meetings and help with crowd control on the second and fourth Tuesdays from 7 P.M. to 9 P.M. Would that be a problem?” The usual response is “Let me check my calendar.”

4. Atmosphere

- Create a positive atmosphere for new parents.
- Does your unit look like a sinking ship, or is it sailing along smoothly?
- Insist on two-deep leadership in every position.

5. Training

- Use the Fast Start videotapes for all new leaders.
- www.scouting.org/venturing/training
- Encourage attendance at the district's formal training. Conduct a kitchen table training in someone's home within one week of recruiting.

6. Meetings

- Keep meetings short.
- Keep minutes—follow up on assignments.
- Fun—food.
- Recognize volunteers publicly.

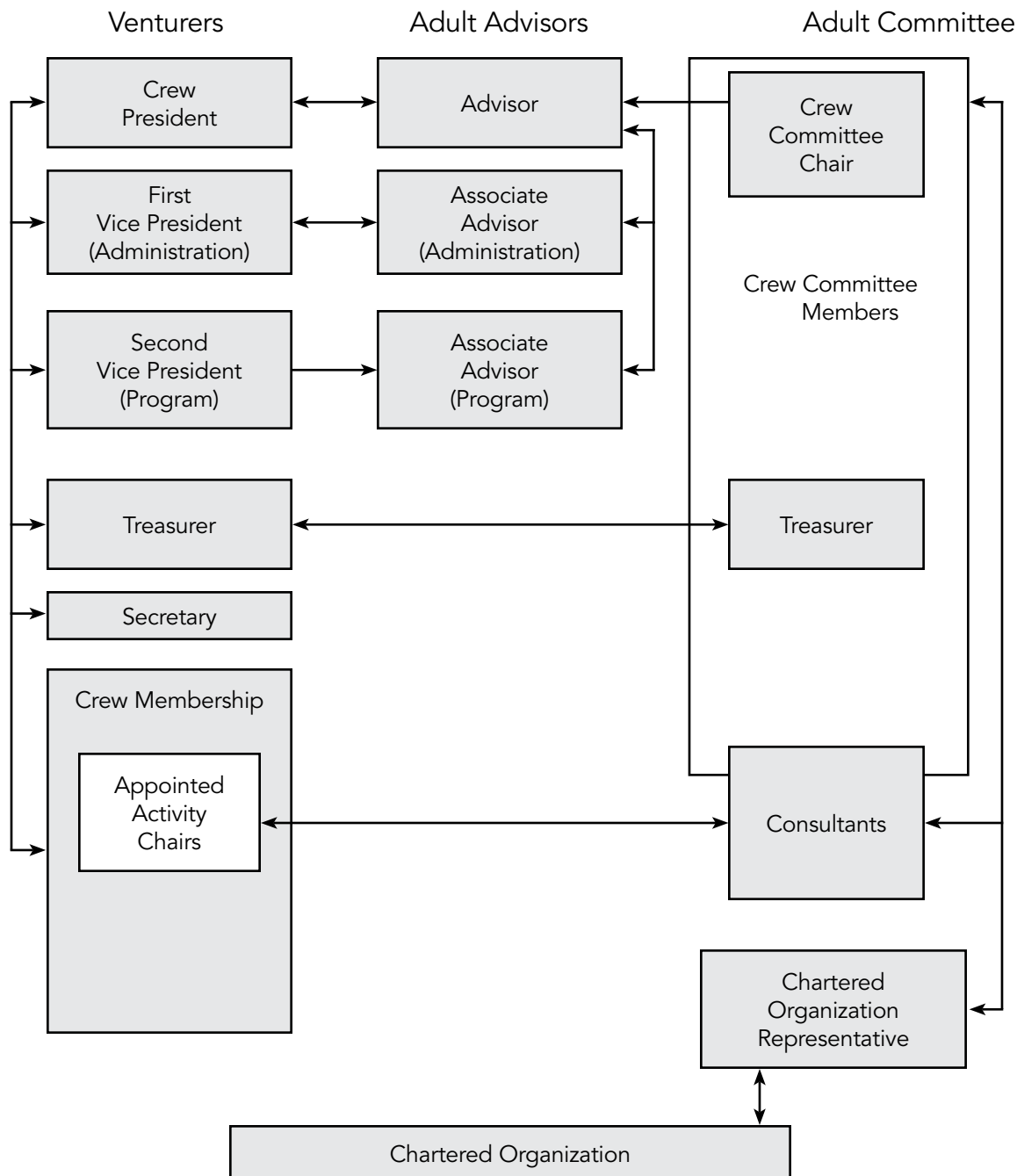
7. Recruiting Techniques

- Shotgun approach at recruiting nights:
 - Write the current positions filled on a poster or marker board.
 - After specific descriptions of each job, ask for volunteers.
 - Be willing to “shut up” after your presentation and let “silence” do the recruiting.
 - Write new volunteers' names on the board or poster next to their position.
- Rifle approach:
 - Develop list of prospects.
 - Rank them.
 - Get the right recruiter.
 - Pledge support and help and be specific.
- Subliminal (doesn't work):
 - Put posters on the wall.
 - Wait for a phone call.
 - Make general appeals or threats.



Appendix L

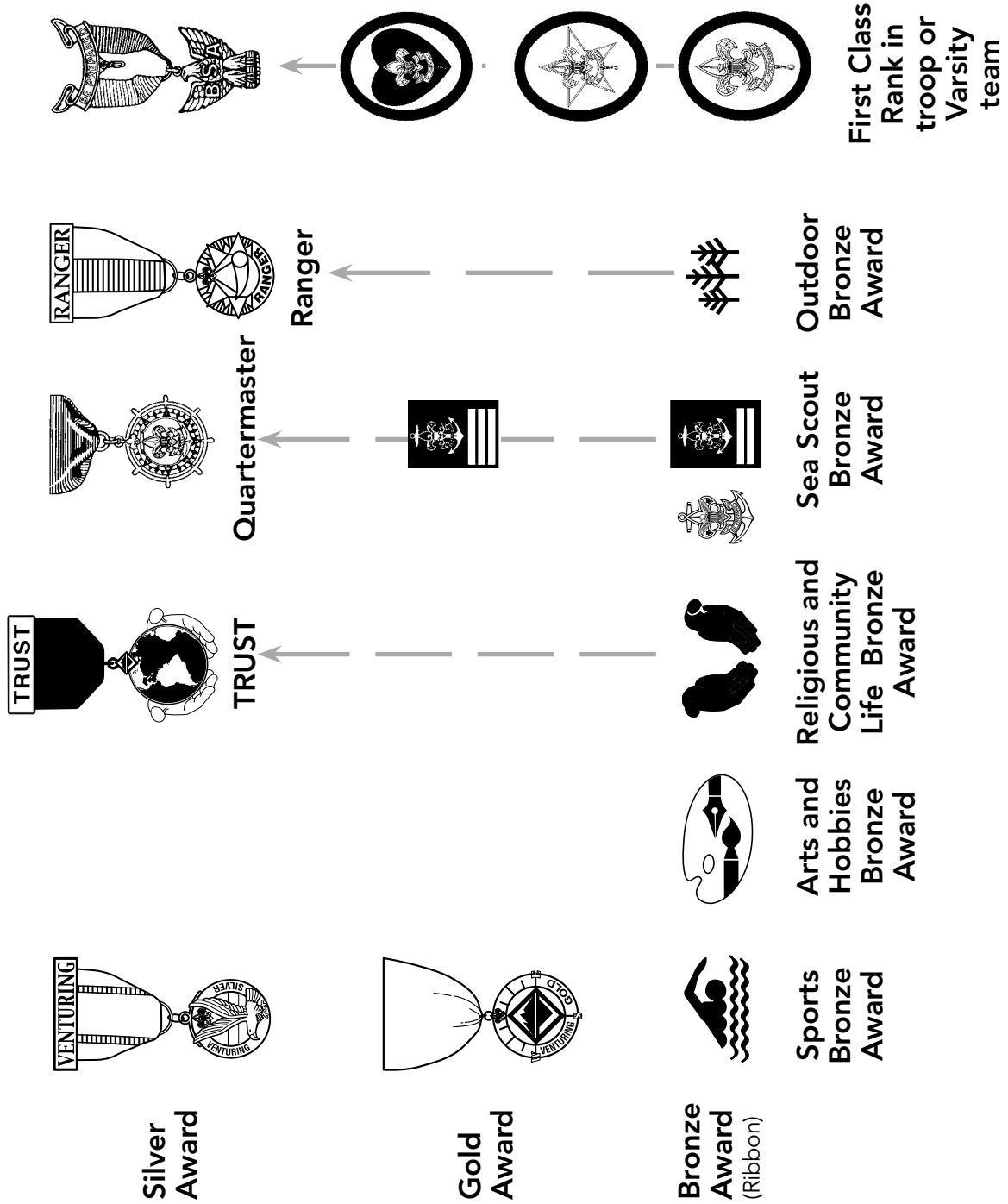
TYPICAL CREW ORGANIZATION





Appendix M

VENTURING ADVANCEMENT DIAGRAM





BOY SCOUTS OF AMERICA
 1325 West Walnut Hill Lane
 P.O. Box 152079
 Irving, Texas 75015-2079
<http://www.scouting.org>



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