



BALOO

BASIC ADULT LEADER OUTDOOR ORIENTATION



BOY SCOUTS OF AMERICA®

C U B  S C O U T S



THANKS TO YOU,
MILLIONS OF BOYS ...

- ... Become More Confident
- ... Grow Spiritually
- ... Are Better Citizens
- ... Learn Life Skills
- ... and Have Fun!!

You have our eternal thanks for helping
make this an everyday reality!

The Boy Scouts of America welcomes your comments and suggestions
on how to improve this resource.

Please e-mail your thoughts to myscouting@scouting.org.



BALOO

A WORD ABOUT YOUTH PROTECTION

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

KEY TO SUCCESS: LEADERSHIP EDUCATION AND TRAINING

Registered leaders are required to complete Youth Protection training within 30 days of registering. Parents, guardians, and any adults working with youth (whether in Scouting or not) are also encouraged to take the training.

To take the training online, go to www.myscouting.org and establish an account. If you do not yet have your membership number, be sure to return to MyScouting later and enter your number for training record credit.

The training must be taken every two years to remain current. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered.

BSA YOUTH PROTECTION TRAINING

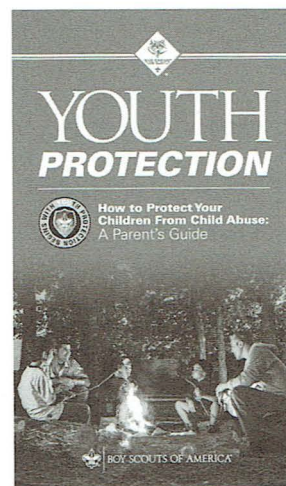
The BSA created Youth Protection training to address the needs of different age groups as follows.

- **Youth Protection Training for Volunteer Leaders and Parents**—Adults come away with a much clearer awareness of the kinds of abuse, the signs of abuse, and how to respond and report should a situation arise.
- **Youth Protection Guidelines: Training for Adult Venturing Leaders**—Designed to give guidance to the leaders in our teenage coed Venturing program. Supervision and relationship issues have a different focus regarding personal safety with this age group.
- **It Happened to Me**—Developed for Cub Scout-age boys from 6 to 10 years old and their parents. It addresses the four rules of personal safety: Check first, go with a friend, it's your body, and tell.
- **A Time to Tell**—A video for Boy Scout-age boys from 11 to 14 years old—the target group for most molesters. It stresses the three R's of youth protection: Recognize, Resist, and Report.
- **Personal Safety Awareness for Venturing**—Developed for youth ages 13 through 20 in the coeducational Venturing program. It deals with issues pertinent to this age group.

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

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

To find out more about the Youth Protection policies of the BSA and how to help Scouting keep your family safe, see the *Guide to Safe Scouting* at www.scouting.org/HealthandSafety/GSS/toc.aspx and the Parent's Guide in any of the Cub Scouting or Boy Scouting handbooks, or go to www.scouting.org/Training/YouthProtection.aspx.



Contents



| | |
|---|-----------|
| Sample Agenda—One-Day Training | 5 |
| Local Council Considerations. | 7 |
| Planning Your BALOO Training | 13 |
| Before the Training. | 17 |
| Opening Assembly. | 21 |
| Aims and Purposes | 23 |
| Planning | 29 |
| Lunch Prep. | 33 |
| Equipment | 35 |
| Campfire Planning | 39 |
| Campfire Demonstration | 43 |
| Health and Safety | 45 |
| Program | 49 |
| Round-Robin | 53 |
| Stoves, Lanterns, and Fire Safety | 55 |
| First Aid and Sanitation | 59 |
| Nature Hikes and Games | 63 |
| Cub Scout Cooking | 67 |
| Course Completion Recognition | 69 |
| After the Training. | 71 |
| Appendix Cross-Reference | 73 |
| Appendix. | 75 |

Sample Agenda One-Day Training



| Minutes | Time | Session | Person Responsible |
|---------|------------------|--|--|
| 60 | 8:00–9:00 A.M. | Before the Training Physical Arrangements Exhibits Last-Minute Check Registration Gathering-Time Activity | _____ _____ _____ _____ _____ _____ |
| 15 | 9:00–9:15 A.M. | Opening Assembly | _____ |
| 25 | 9:15–9:40 A.M. | Aims and Purposes | _____ |
| 45 | 9:40–10:25 A.M. | Planning | _____ |
| 15 | 10:25–10:40 A.M. | Break | _____ |
| 30 | 10:40–11:10 A.M. | Lunch Prep (Foil Packs) | _____ |
| 45 | 11:10–11:55 A.M. | Equipment | _____ |
| 20 | 12:00–12:20 P.M. | Lunch | _____ |
| 15 | 12:20–12:35 P.M. | Campfire Planning | _____ |
| 45 | 12:35–1:20 P.M. | Campfire | _____ |
| 45 | 1:30–2:15 P.M. | Health and Safety | _____ |
| 45 | 2:15–3:00 P.M. | Program | _____ |
| 15 | 3:00–3:15 P.M. | Break | _____ |
| 10 | 3:20–3:30 P.M. | Round-Robin, Intro | _____ |
| 15 | 3:30–3:45 P.M. | Round-Robin, Session 1 | _____ |
| 15 | 3:50–4:05 P.M. | Round-Robin, Session 2 | _____ |
| 15 | 4:10–4:25 P.M. | Round-Robin, Session 3 | _____ |
| 15 | 4:30–4:45 P.M. | Round-Robin, Session 4 | _____ |
| 10 | 4:50–5:00 P.M. | Recognition After the training | _____ _____ |

The following table shows the results of the survey conducted in the year 2000. The data is presented in a tabular format, with columns representing different categories and rows representing specific data points. The table is organized into several sections, each corresponding to a different aspect of the survey. The first section deals with the general characteristics of the respondents, while the subsequent sections focus on their attitudes and behaviors regarding the topic at hand. The data is presented in a clear and concise manner, allowing for easy comparison and analysis of the results.

| Category | Sub-category | Value | Percentage |
|--------------|-------------------|-------|------------|
| Demographics | Age Group | 18-25 | 15% |
| | Age Group | 26-35 | 25% |
| | Age Group | 36-45 | 30% |
| | Age Group | 46-55 | 30% |
| Attitudes | Strongly Agree | 10% | 10% |
| | Agree | 45% | 55% |
| | Disagree | 35% | 45% |
| | Strongly Disagree | 10% | 15% |
| Behaviors | Always | 5% | 5% |
| | Sometimes | 35% | 40% |
| | Rarely | 45% | 55% |
| | Never | 15% | 20% |
| Opinions | Very Positive | 10% | 10% |
| | Positive | 40% | 50% |
| | Negative | 35% | 45% |
| | Very Negative | 15% | 20% |

Local Council Considerations



Note: This checklist is also available on the BSA intranet. Contact your local council service center for assistance.

Your training will be most effective if participants go home armed with real, usable information about local council rules and resources. Make this training as useful as possible for your participants by providing as much information as you can about local issues and attractions. The extra effort you put into this will make a real difference in the outdoor experience of the Cub Scouts your participants serve.

You can use this checklist to prepare a packet of local information and resources for Cub Scout leaders. It is organized by training sections so that you can distribute the information sheet at the beginning of the training and refer to it during those parts of the training. If any list in your information packet (such as the list of council-approved sites) is too lengthy, it could be set up as a separate attachment.

Pack Outdoor Activity Checklist

Council _____

Address _____

City, state, and zip code _____

Phone _____ Website _____

Fax _____ Email address _____

Attendance/Registration and Opening Assembly

Due to the nature of the responsibilities of a BALOO-trained leader, we encourage you to become a registered adult volunteer. You can pick up and fill out an application before you leave the training session today, or to register later, contact the council by telephone or email.

Aims and Purposes Session

The BSA requires Youth Protection training for all registered volunteers.

Youth Protection training must be taken every two years. If a volunteer's Youth Protection training record is not current at the time of recharter, the volunteer will not be reregistered.

Youth Protection training sessions will also be offered at the following locations. To register for a session, contact your pack trainer or email the council at _____.

To take Youth Protection training, go to myscouting.org and create an account if you don't have one.

| Location | Date and Time | Location | Date and Time |
|----------|---------------|----------|---------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Planning Session

(Use the option below that applies to your council.)

- Cub Scout packs in the _____ Council may camp only in locations approved by our council.
- Cub Scout packs in the _____ Council may camp only in locations approved by our council or by the _____ Council. Below is a list of all currently approved sites in our council; a list of _____ Council's sites is available at _____. *(Give contact information for the other council(s).)*

You can request that a site that meets our council standards be added to the list of approved locations by filling out a Camping Site Approval form and *(outline the procedure)*

To avoid last-minute disappointments, it is essential that you contact the park service, forest service, or other agency before planning an outing at any approved site.

Below is a list of all sites currently approved by our council:

| Site Name | Location | Agency | Telephone Number |
|-----------|----------|--------|------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Equipment

Access to necessary equipment is vital to the success of an overnighter and cannot be allowed to prevent any Cub Scout from participating. These are potential sources for borrowed equipment. Please bear in mind that your and the council's relationships with lenders of equipment must be maintained. Always return equipment in the condition (or better) in which you received it, and be prepared to replace any equipment that is damaged while in your care.

The following Boy Scout troops, Varsity Scout teams, Venturing crews, and Cub Scout packs may be willing to lend equipment when they are not using it:

| Unit Type | No. | Contact Name | Phone Number | Email Address |
|-----------|-------|--------------|--------------|---------------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

The council has established relationships with these camping-equipment stores:

| Name | Address | Contact Name | Phone Number | Agreement Terms |
|-------|---------|--------------|--------------|-----------------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

Health and Safety

Supplemental training such as Safe Swim Defense, Safety Afloat, Weather Hazard training, and Youth Protection training is an important asset in a Scouter and is required for certain Cub Scouting activities.

All of this training is available through myscouting.org.

Training sessions will also be offered at the following locations. To register for a session, please contact your pack trainer or call or email the council at _____

| Name of Training | Location | Date and Time |
|------------------|----------|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Be sure to review the Age-Appropriate Guidelines for Scouting Activities found in the *Guide to Safe Scouting*.

Program

Your role as a BALOO-trained leader will be much easier to fulfill if you know about the *current* program materials that are available from the council service center. These may include day camp craft items, sports equipment, or other Scouting-related items, as well as literature on outdoor activities and camping. The current list is given below, but it changes continually, so be sure to call the council service center for updates.

| Item | No. Available | Item | No. Available |
|-------|---------------|-------|---------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Round-Robin—First Aid and Sanitation

(If possible, include photos of the plants and animals on the list. Even better—have the list, with photos, on the council website.)

As a BALOO-trained leader, you not only should be versed in general first-aid and CPR techniques, but also should be knowledgeable about what particular poisonous plants, venomous snakes, or other health concerns are present locally, and about emergency agencies in all parts of the council’s geographic area.

These first-aid and CPR classes are offered in the council area:

| Class | Agency | Telephone Number | Website |
|-------|--------|------------------|---------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

These are the toxic or poisonous flora and fauna that occur naturally in this area:

| Photo | Name | Description | Treatment |
|-------|-------|-------------|-----------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

In all parts of the council, 911 is the primary emergency telephone number. In addition, these phone numbers should be with you during all Cub Scouting activities:

Local poison control _____
Centers for Disease Control and Prevention _____
(Other) _____

Round-Robin—Nature Hikes and Games

(If possible, include photos of the plants and animals on the list. Even better—have the list, with photos, on the council website. If your council area encompasses more than one kind of ecosystem (mountain, desert, woods, shore, etc.), the list will be most useful if plants and animals are grouped by ecosystem.)

You can make an overnigher or other outdoor activity a more rich and enjoyable one for the Cub Scouts if you can help them learn to identify local plants and animals. These are the plants and animals your Cub Scouts are likely to encounter during their outdoor activities:

| Photo | Name | Description | Ecosystem |
|-------|------|-------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Round-Robin—Stoves, Lanterns, and Fire Safety

Fire safety is critically important on an overnighiter and in any outdoor activity; as a BALOO-trained leader, you must be aware of local fire-safety issues.

Before every outing, re-acquaint yourself with (and learn if there have been changes to) BSA fire safety policies as outlined in the *Guide to Safe Scouting*, available online at www.scouting.org. Then review our council’s additional fire-safety rules and restrictions and common local fire concerns, listed below and (always most current) on the council website:

Council rule: _____

Council rule: _____

Council rule: _____

Local fire concern: _____

Local fire concern: _____

Local fire concern: _____

Finally, check with the activity site to learn if there are particular fire restrictions at that time. (See the list of council-approved sites for contact information.)

Notes



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

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

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

The staff should also understand that this course is one step in the evolving BSA camping training program and does not replace any existing training, nor should it be merged with any other training. For this program to be implemented successfully, this training must retain a clear spot as the entry-level, introductory outdoor training of the BSA. This training is not intended as an overnight experience, but rather a preparation of the Cub Scout leader interested in learning about overnight camping activities.

Review the *Cub Scout Leader Book* for more information and background on this outdoor activity area.

Learning Objectives

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

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

Location

The ideal location for this training course will combine an indoor facility that has adequate restroom facilities and classroom training areas with an outdoor facility capable of supporting the campfire, lunch, and round-robin activities. An existing Scout camp with a training center will be ideal. Select your location away from distractions and other activities. Obtain any necessary permits, including fire permits, as cooking is a scheduled part of this activity. Arrange for wood or charcoal as necessary. Consider instructing the participants to bring water bottles, sunscreen, etc.

Scheduling

The local council training committee should schedule this activity as needed, depending on number of units, facilities available, and interest level. Tour and activity plans require a BALOO-trained Scouter; local councils should provide every opportunity for packs to comply. It is recommended that each pack have one or more of its leaders be BALOO-certified. It is also recommended that training be held (at a minimum) in the fall and spring, as determined by location, weather conditions, and recruiting practices. Once training dates are scheduled, promoting them is essential.

Target Audience

Ideally, your target participant is a parent who is not already part of a pack leadership team. This position should be similar to the person in charge of the pinewood derby, blue and gold dinner, or other special pack activity. He or she should be current with BSA's Youth Protection Training. If they have not taken the training they must before becoming active in this assignment. He or she will be responsible for the success of this important pack camping activity and should be given adequate time to prepare. That is not to say that pack leaders are not welcome, but it will be important for you to convey this message as part of your promotion and planning.

Advance Registration

Advance registration will help you plan for food, handouts, and activities. A registration form with contact information and camping background questions may be helpful in arranging the training dens and planning the round-robin sessions. Consider setting a deadline for registration. Pre-registration materials should explain the benefits of BSA registration and encourage participants to complete an application prior to the training event. An application could accompany any pre-course announcements and forms.

Handouts

There are a number of handouts in the appendix. Plan how you will distribute them. Wasted time passing out paper can be minimized by providing handouts, in the order used, to the participants as part of a registration package that they receive on arrival. Inexpensive binders or folders should be provided to help organize the handouts. Local council handouts—such as a list of approved camping facilities and answers to the questions raised in the “Local Council Considerations” section of this syllabus—should also be provided as part of this package. It is a goal of this course for the newly trained leaders to have the necessary handouts at their fingertips when they leave. Do not simply refer to the *Guide to Safe Scouting*, but rather provide them with the necessary information (excerpted in appendix B) and quote the source. The local council may decide to provide the *Guide to Safe Scouting* as part of this course of training.

Health and Safety

The health and safety of participants and staff is of primary importance. Be sure the staff is exhibiting the standards they will be teaching, especially regarding the use of chemical fuels, stoves, and fires in general. Give consideration to hazards on the paths between activities and at the activities themselves. Be prepared for emergencies. (See the *Cub Scout Leader Book* for information on how to handle emergencies.)

Campfire

This campfire should be a model campfire, put on by members of your staff. You will be able to control the timing of the campfire better by using only staff members for the campfire. Of course, the participants should be included by using songs and stunts led by your staff. In some cases, the participants may still be eating lunch during the campfire, so plan on only staff for this activity.

The material presented as part of the campfire session should be provided in advance, properly screened, and represent the highest ideals of the BSA. Your staff should embody these values in every session presented at this training. Refer to appendix C, Positive Values.

Round-Robins

Remind your training staff that the purpose of the round-robin sessions is to provide a *hands-on opportunity* for the trainees to learn new skills. They should not be a “gear show” or an elaborate demonstration of your trainer’s prowess. Keep it simple!

Evaluation

You should decide which type of evaluation will be most useful to you and your staff in evaluating this training session and preparing for this training course next time. Consider preparing written forms for the participants to complete at a designated part of the day. Staff self-evaluations may also help you and your staff continue your development as trainers. Have the forms ready to go and consider distributing them for the participants to use on an ongoing basis throughout the day. Schedule time after the course to review the feedback with your staff.

Local Considerations

This training course will be most helpful to its target audience if you and your staff personalize it for your council and probable camping areas. Review the “Local Council Considerations” session.

Timing

This training course has a tight schedule. **It is recommended that trainers neither add nor delete from the course content.** If your outdoor and indoor facilities are some distance apart, it may be necessary to adjust start times to accommodate traveling. Be sure to start on time and end on time. Starting a song five minutes before a break is over is a clever way to get everyone back in place, on time. Set the tone by starting on time with the first session. Consider this when setting your arrival time in promotional brochures and fliers.

Attitude

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

Before the Training



Purpose

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

Physical Arrangements—Indoors

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

Physical Arrangements – Outdoors

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

Exhibits

1. Set up displays related to presentations.
2. Put up training posters and any additional posters you plan on using.
3. Set up a resource table with all BSA or other literature used as resource material for this class. Campsite maps, local information sheets, and pictures of previous outings are all possibilities for this table.
4. Display fliers or posters for other trainings for this group—Cub Scout Leader Position-Specific Training, Youth Protection, Safe Swim Defense, Safety Afloat, and first-aid classes are all possibilities.
5. Have on hand a current, printed copy of the *Guide to Safe Scouting* for reference purposes.

Last-Minute Check (To Be Conducted by the Course Leader)

The first few minutes of this training experience will set the stage for all that is to follow. Your staff should be on hand to welcome and direct the participants as they arrive. Therefore, all last-minute prep work should be done beforehand.

Some questions to answer:

- Are all staff members present in the welcome area and ready to go with their first task?
- Do all staff members understand their responsibilities for today?
- Are all handouts and activity props present, organized, and ready to go?
- Are the restrooms open and fully stocked with adequate supplies? Is drinking water available? Is the ventilation and temperature adequate inside?
- Are outdoor sites ready except for last-minute touches?
- Do you have introductory information for all the members of your staff? Will any council or district leaders be attending who should be introduced to the group?

Attendance and Registration

Consider setting up the registration table in view of the parking area so participants will be able to find their destination. Placing the table near a display area or gathering-time activity area will ease them into those areas.

1. Greet everyone warmly. Ask them to sign in on a prepared form, listing their name, address, phone, pack, and position as listed on official registration forms—information you will need to transfer to the training attendance report later.
2. Furnish everyone with a name tag. Consider using these name tags to identify them as members of different training dens for later on.
3. If part of your plan, distribute handout packets now. Consider including blank sheets of paper for taking notes. Have pencils available for participants who did not bring one.
4. Once finished at this station, direct them to the gathering-time activity.
5. When everyone has signed in, transfer the information to the training attendance report and prepare any certificates or cards you will present them with on completion using the information gathered.
6. Plan for a few late arrivals. Have name tag materials and den assignments readily available to allow the latecomers to get right into the course. Assign a staff member to stay in the area to watch for the latecomers.

Gathering-Time Activity

1. Greet participants as they arrive and help them feel welcome. This is “first impression” time.
2. Direct them to the registration table if they have not signed in.
3. Select several get-acquainted activities from resources such as the *Cub Scout Leader How-To Book*, *Den Chief Handbook*, etc. Teach the skill to the first arrivals, ask them to teach it to the rest of the group as they arrive. If the activity is not working as planned, change to another choice.
4. If not already made at registration, consider using this time as a name tag-making session. Participants can make name tags designating which group you have assigned them to. Be sure to have adequate supplies on hand.
5. Consider setting up a “What’s wrong with this picture?” family campsite with obvious safety violations. Give each group a form to list what they find in the site that should be corrected. This can be an ongoing activity throughout the day. Cover it as a group in the afternoon break session.
6. When finished, direct them to the opening assembly area and ask them to stay close by.



Opening Assembly

Purpose

1. To welcome participants to the BALOO training session
2. To introduce the staff (Avoid extended biographical introductions.)
3. To get the training off to a good start
4. To set the tone for the rest of the day

Trainer Preparation

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

Materials

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

Handouts

- Copies of song, if needed
- Appendix D, Outdoor Flag Ceremonies

Time

The time available is 15 minutes. Start on time. Stop on time.

Opening Ceremony

The opening ceremony should be held outdoors, if feasible. Arrange participants by den so they can all see.

Conduct the flag ceremony, raising or posting the colors in the appropriate manner. Refer to appendix D, Outdoor Flag Ceremonies, for proper procedure. Lead the participants in the Pledge of Allegiance or a patriotic song, as planned.

Welcome and Introductions

The course leader should warmly welcome the participants. Let them know you are glad to be here.

Introduce the staff. Keep the introductions short, focused on Cub Scouting or outdoor expertise.

Introduce any special guests attending this training course.

Turn the program over to the master of ceremonies, if using one.

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

Explain any “housekeeping needs,” e.g., bathroom location, etc. Ask them to move quickly when asked to and stress that this training will be running on time. Ask for their help to make that happen.

Explain that today’s training is designed to provide the introductory level skills required for a successful first-time overnight campout. While there is a considerable amount of training available in each subject presented, today’s focus will be on the basics. The training includes the following subjects: aims and purposes of the Cub Scout outdoor program, planning, equipment, campfires, health and safety, program, cooking, equipment, first aid, and nature.

Remind them that some of them may already have some training in these subjects, but it is important for all of them to remember how each one fits into the goal of a successful first-time overnight campout in the framework of the Cub Scout outdoor program, and especially in pack camping.

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

Song

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

Closing Thought

Point out that this training will give Cub Scout leaders the tools they will need to successfully lead a pack camping program in their units. It will give them the basic skills they need to succeed, just like the pack camping activity they plan will give Cub Scouts the basics they need to be introduced to the BSA progressive camping program.

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



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Describe the BSA progressive camping program and the importance of maintaining the steps.
2. Explain the scope of this training.
3. Explain the purposes of Cub Scouting and the 12 points of the Scout Law, and how they relate to this training.
4. Describe the guidelines established by the National Council for this program.
5. Explain the value of the outdoor program in promoting Scouting values.

Trainer Preparation

1. Study the training outline.
2. Review the purposes of Cub Scouting and the 12 points of the Scout Law (in appendix E).
3. Select techniques of presentation that will help meet the learning objectives.
4. Practice and time your presentation in advance to help you stay within the time limit.

Materials

- *Cub Scout Leader Book*, No. 33221
- Appendix E, The Purposes of Cub Scouting

Handouts

- Appendix F, The Cub Scout Pack Camping Program
- Appendix E, The Purposes of Cub Scouting

Ideas for Displays

- Outdoor Code Poster, No. 33689
- Photos from pack camping activities

Presentation Ideas

Enter wearing a backpack, obviously full of Boy Scout-level items. As the presentation continues, remove a smaller, obviously Cub Scout-level bag to illustrate, as you make the point with your presentation, that age-appropriate activities are a must. The Cub Scout-level bag would contain items representing the purposes of Cub Scouting, showing how they are the basis for all activities planned for a pack overnigher.

Time

The time available is 25 minutes. Start on time. Stop on time.

Introduction

Ask any new Cub Scout why he wanted to join Scouting, and nine times out of 10, his answer will be “to go camping.” While his leader may have the desire to follow through on the young boy’s hope, the leader may not have the skills or the confidence to actually take him camping. The overall goal of this training experience is to provide an inexperienced leader with the necessary skills and confidence to venture into the great outdoors with his or her Cub Scouts to provide them with a great first-time experience.

The new leader should also gain new or increased knowledge of the BSA resources available to help carry out this successful pack camping activity. This course will provide the tools that the new leader will need to accomplish the goals for the Cub Scout camping program.

It is very important that this first-time experience be a good one—that the young Cub Scout comes home wanting more. To accomplish this goal, this training will focus on the health and safety of the participants, program planning, and very few basic outdoor skills.

Note: Refer participants to appendix F, The Cub Scout Pack Camping Program.

Review

This training is for a new leader with minimal camping experience, eager to have a successful pack camping outing. It is expected that this leader will increase his or her knowledge by attending further BSA outdoor training. This is not meant to be the required training for any other level of outdoor leadership including Webelos den camping.

National Guidelines

Pack camping activities are intended to include youth members and responsible adults. It is recognized that, on occasion, siblings and other family members may also be participating and that the ratio of boys to adults may increase. In all cases, each participant is responsible to a specific adult. It is up to the local council to set acceptable standards for this ratio. The emphasis is on fun, with naturally occurring advancement as a part of the program. Cub Scout outdoor activities should not include advancement for advancement’s sake. Certain advancement opportunities will present themselves in an outdoor setting that do not exist in a normal home/den/pack environment, and they should be considered carefully.

Camping activities take place in council-owned or managed facilities or council-approved developed sites such as national parks, state, county, and city camping parks, or council-approved privately owned campgrounds. See appendix F.

The local council surveys and approves each site using a form you'll hear about later on in the Health and Safety presentation. The local council should conduct this survey with the overall goals of the pack camping program in mind. The council-approved list will also be discussed later in this program.

Adults giving leadership to a pack overnigher must complete the Basic Adult Leader Outdoor Orientation (BALOO). Packs use the tour and activity plan, which will be covered later in the training. Those leaders must be present at the pack camping event.

Regardless of personal camping experiences, any hazing is in direct violation of the youth protection policies of the BSA and will not be tolerated.

BSA Progressive Camping Program

We introduce Cub Scouts to the outdoors through den and pack activities and achievement activities in the Tiger, Wolf, and Bear programs. The boys learn proper methods and safety procedures for hikes, cookouts, and conservation projects. They enjoy family camping, day camping, resident camping, and now, with a parent or other adult, pack overnighers.

Webelos Scouts take the second step in outdoor adventure by taking part in more advanced overnight campouts with a parent or responsible adult. A Webelos den leader who has completed Cub Scout Leader Position-Specific Training and Outdoor Leader Skills for Webelos Leaders is trained to take his/her den camping as a den. They will participate in pack overnigher activities and may also participate in activities designed for their age level. In addition, Webelos Scout day and resident camps are an important part of their outdoor program.

Webelos dens are encouraged to visit Boy Scout camporees and Klondike derbies. The purpose of these visits should be for the boys to look ahead with anticipation to their future as Boy Scouts and observe troops they might join. However, Webelos Scouts should not compete or participate in activities designed for Boy Scouts. Webelos Scouts should not spend the night at the event if the program is Boy Scout-based.

Boy Scouts develop and polish their skills of long-term camping. They build on the basics learned as Cub Scouts and Webelos Scouts to add more complex skills, learn self-reliance, and develop a deeper sense of responsibility. Varsity Scouts, Venturers, and older Boy Scouts have opportunities for high adventure, backpacking, canoeing, etc., with more excitement and greater challenges. They use and expand on the skills they've learned so far.

Emphasize that each step in the ever-increasing challenge of the outdoor program is a foundation for the next, higher step. We should guard against using outdoor experiences that will take away from a boy's later experience in Scouting. We want to whet his appetite for Boy Scouting and beyond—not give him the whole meal too early, before he is ready.

Purposes of Cub Scouting

Ask the questions, “If advancement is not to be the focus of these pack camping activities, how do we know what type of activities to plan in our program? What kinds of enrichment do we, as parents and leaders, expect our Cub Scouts to come away from this activity with?”

Note: Let the participants come up with a variety of answers, then steer them into the purposes. Do not get tied up in specific activities at this point; point out those will be covered in the program planning session. If necessary, steer the participants to the following:

Character Development. The goal of character development is teaching children to

- Evaluate the situation
- Apply the correct moral principles
- Have the courage of their convictions

Character development is a part of all that we do—in Cub Scouting as in all aspects of life. The question is not whether we choose to do it, but how thoughtful and persistent we are about it.

Spiritual growth. Cub Scouts are building an appreciation for the world we live in, and the beauty God has given us—not just a specific religious feeling or focus, but a larger one including all of nature.

Good citizenship. What better way to develop pride in your country than by experiencing the rich heritage of the outdoors? The resources we have today were put aside many years ago by forward-thinking leaders, and it is up to us to continue the tradition of caring for our nation’s public resources.

Sportsmanship and fitness. Participating in new games as a den or as an individual will help a Cub Scout with the concept of sportsmanship. As in Cub Scout activities, sportsmanship should be a factor in any competitive activity.

Family understanding. Working with your son in an insulated world away from the distractions of TV, video games, and telephones is a wonderful experience. Family members will enjoy new experiences together and may see another side of a person they live with.

Respectful relationships. Living with other people, even on a short, overnight experience, may be a new experience for Cub Scouts. It will be an important skill for them to master to be successful in later life.

Personal achievement. Learning a new skill, pitching a tent, or cooking a snack successfully will give a Cub Scout and a parent that sense of personal achievement that is an important part of Cub Scouting.

Friendly service. Helping another camper pitch a tent or teaching a skill to a less-experienced camper will be a big help to the success of the event.

Fun and adventure. What could be more exciting to a young boy than spending the night with his buddies in a tent and hearing the sounds of nature at night?

Preparing for Boy Scouts. This is the first step in a potentially long line of great outdoor experiences. The skills a Cub Scout sees and learns on this trip will contribute to the rest of his camping and Scouting career.

Any activity that is a part of this pack camping experience should relate directly to one or more of the purposes of Cub Scouting. They set the course and provide a reference for all we do in Cub Scouting.

The purposes of Scouting, along with the 12 points of the Scout Law, provide a solid base for good character development and should extend into every aspect of a boy's Scouting experience. They should be a part of all types of activities, such as service projects, hikes, ceremonies, games, skits, songs, and crafts.

Have participants review the second half of appendix E, and discuss how the 12 points of the Scout Law could be implemented in a pack outdoor experience.

Values of the Outdoor Program

Ask den groups to spend a few minutes working together to make a list of the values of the outdoor program. Ask for brief reports. Record the answers on a board or flip chart.

Include the following in the discussion:

Natural resources. The outdoor program uses the resources of natural surroundings to make a significant contribution to the growth of the boy.

Good health. Outdoor activities contribute to good health through supervised activities, sufficient rest, good food, and wholesome companionship.

Natural curiosity. Spending time in the outdoors helps satisfy a boy's natural curiosity about plants, animals, and the environment.

Social development. The outdoor program contributes to social development by providing experiences in which Cub Scouts learn to deal with situations that occur when living and working with other people.

Self-reliance. The outdoor program helps boys develop self-reliance and resourcefulness, and builds self-confidence.

Refer back to the aims of the Scouting program. They are:

Character development. The outdoor program teaches personal development by helping young boys deal with new challenges presented by living in the outdoors.

Citizenship training. The outdoor program provides citizenship training through opportunities for democratic participation in outdoor games and other activities.

Personal fitness. The outdoor program helps boys physically as they play games and participate in active programs. It also teaches them to work with other people, take turns, and practice good health habits.

Summary

Remember that new Cub Scouts look for a camping experience. That is one of the reasons they joined Cub Scouting—to go camping. As Cub Scout leaders, we have a great opportunity to introduce him to the outdoors and set the stage for even more adventures as he grows through the Scouting ranks. It is our challenge to provide Cub Scouts with exciting and interesting outdoor activities that meet the purposes of Cub Scouting and the aims of the Boy Scouts of America.

[The page contains extremely faint, illegible text, likely bleed-through from the reverse side of the document. The text is too light to transcribe accurately.]





Learning Objectives

As a result of this training experience, each participant should be able to:

1. Describe local council procedures and approved facility locations.
2. Discuss the importance of planning to the success of a pack camping activity.
3. List the seven steps of planning as they apply to planning a pack overnighter.
4. Explain the importance of the annual pack planning meeting with regard to pack camping activities.
5. Describe the use of a planning checklist and calendar.
6. Explain the need to evaluate each activity for future reference.

Trainer Preparation

1. Study the training outline.
2. Review the *Cub Scout Leader Book*, No. 33221.
3. Select a technique of presentation that will help meet the learning objectives.
4. Practice and time your presentation in advance to help you stay within time limits.

Materials

1. *Cub Scout Leader Book*, No. 33221
2. Flip chart, marker
3. *Guide to Safe Scouting*, No. 34416
4. Age-Appropriate Guidelines for Scouting Activities (print from www.scouting.org)

Handouts

- Appendix G, The Seven Steps of Planning
- Appendix H, Cub Scout Pack Overnighter Planning Calendar
- Appendix I, Cub Scout Outdoor Program Checklist
- Appendix J, Pack Camping Evaluation
- Appendix K, Cub Scout Outdoor Awards
- Locally produced list of approved pack camping sites
- Appendix EE, Campout Safety Checklist

Time

The time is 45 minutes. Start on time. Stop on time.

Introduction

Ask if planning is important in Cub Scouting. Have the participants list a number of instances where planning is key. These should include pack meetings, den meetings, tours, hikes, and pack overnights.

Point out that effective planning is especially important for outdoor activities. During the annual pack program planning conference, normally held in July or August, the pack committee approves the calendar for the year. This calendar should include one or two pack overnights.

Steps in Planning

Once a campout has been added to the pack program calendar, there are six steps to follow to effectively plan the event. Refer to appendix G, The Seven Steps of Planning.

Step 1. Consider the Task. It involves:

1. What happened before? (Review written evaluations of the pack's prior overnight campouts. Learn from the successes and from the problems.)
2. What has to be done?
3. When does it have to be done?
4. We then have to decide
 - Who does what?
 - When, where, how?
5. Once assignments have been made, make sure that everyone has a clear understanding of what is expected. This is especially important if the assignment is new.

Step 2. Consider the Resources. These include:

1. Time available
2. Skills in the pack
3. Equipment and other supplies
4. Other needed items

5. We then decide:
 - What do we already have?
 - What do we need?
 - Possible sources for other items
6. Use the Campout Safety Checklist to determine if you have all health and safety items needed. See appendix EE.

Step 3. Consider the Alternatives, the so-called “Plan B.” We consider:

1. Emergency procedures (fire, medical, other)
 - Local emergency response contact information
 - Know when it is appropriate to call 911.
2. Plan B examples are:
 - Other approved campsite locations
 - Replacement activities
 - Ask the participants for others.
3. We should decide to be prepared to respond to any emergencies and to ensure that no boy is disappointed on an outing due to our failure to plan properly.

Step 4. Write the Final Plan.

1. A written plan lets everyone know what is expected.
2. If you include events leading up to the campout, the written plan can be used as a checklist to prepare for the event.
3. We should decide to put our plan into permanent written form.

Step 5: Promote the Plan.

- Promote the plan and the event. Have a point of contact who can answer questions.
- Consider the tools to use when communicating the adventure: social media or paper handouts? Keep in mind how the audience prefers to communicate.
- Follow up with multiple messages to keep the excitement building.

Step 6. Put the Plan Into Action! DO IT!

1. Too often, great plans are drawn and never followed.
2. We decide to:
 - Follow the plan, but be prepared to make adjustments as necessary.
 - Have fun!
3. Review the Campout Safety Checklist once camp is set up. See appendix EE.

Step 7. Evaluate.

1. We will need to determine:
 - What went well?
 - What problems were encountered?
 - What changes should be made in future pack camping activities?
2. We decide to:
 - Effectively evaluate the campout.
 - Produce a permanent written record of the event for future use.

Review

Make the following points:

1. At each step of the planning process, we have to decide whether we are going to continue. If not, we may have to back up a step, or even all the way back to Step 1.
2. Step 1 uses input from the evaluation stage as part of the decision to repeat the event, if it's something you've done before.
3. Keeping a written record of all these steps will be very helpful, both for repeating this event and as a template for other events.
4. By using the six steps of planning, a pack can continually improve the quality of its campouts. Answer any questions about planning a pack overnighter.

Group Assignment

Remind participants that there are many things that must be done to prepare for an outdoor activity. Ask each group to come up with a list of necessary tasks to prepare for a pack overnighter. Give them a few minutes, then ask for reports. List the new items on the flip chart as they are presented.

Make the point that there are many tasks essential to a successful pack overnighter.

Campout Planning Resources

Point out that the participants have received several handouts for use in planning their pack camping activities. They are:

- Appendix H, Cub Scout Pack Overnighter Planning Calendar. This handout provides a time line to ensure adequate time to put on a successful event.
- Appendix I, Cub Scout Outdoor Program Checklist. This checklist is included to make sure everything on the Campout Planning Calendar is done. These forms may have to be modified based on local council training schedules and other events. Discuss both handouts; answer any questions.
- Appendix J, Pack Camping Evaluation. This handout is a basic evaluation form for use in recording the event. It should be modified for local use as well. Building a file, or exchanging these with other units, would be very helpful in improving the quality of a district's or council's pack overnighters.
- Appendix K, Cub Scout Outdoor Awards. Review the requirements for this award.
- Appendix L, Leave No Trace Frontcountry Guidelines. Review the requirements for this award.
- Local approved campsites. Discuss your list of council-approved sites and how a site that is not listed can be added. This should be a function of the council camping committee, but may be modified based on local practices.

Summary

Planning is essential to getting the job done well. Cub Scouting happens as it should for a boy if he is in a pack that plans carefully and then carries out its plans. Careful planning, using the six steps, will ensure a fun experience for the boys, and their parents and leaders as well.

PLAN AHEAD—IT WASN'T RAINING WHEN NOAH BUILT THE ARK!



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the foil-pack cooking method.
2. Understand age-appropriate cooking.
3. Prepare his or her own lunch.

Trainer Preparation

1. Review appendix M, Foil Cooking.
2. Acquire necessary preparation materials for foil pack demonstration.
3. Acquire necessary food for participants to prepare their lunches.
4. Plan to start the coals so they are ready to go on time according to the schedule.
Coordinate this time with the course leader to ensure a smooth transition.

Materials

- Food, as planned, for participants
- Foil, charcoal, hot gloves, shovel, rake
- Foil, food prep gloves, cleaning supplies, trash bags

Handouts

- Appendix M, Foil Cooking

Time

The time is 30 minutes for lunch prep and an additional 20 minutes to eat later in the schedule. The actual cooking time will take place during the training session on equipment. Start on time. Stop on time.

Introduction

Start the session by making sure everyone has clean hands, or provide food prep gloves if it is not convenient to wash. Explain that it will be important for the Cub Scouts to have clean hands when they make their lunches as well.

Demonstration

Demonstrate how to prepare the foil and food before you start, as listed in the handout. Build your foil pack, discussing the possible variations as you go.

Discuss the use of vegetables for flavoring, even if the Cub Scouts will not eat them. Mention the uses of seasonings such as garlic powder, spaghetti seasoning, and others to spice up your foil pack. Demonstrate the drug-store fold slowly so that all can understand.

Explain the need to hold the moisture in the pack with the cooking food. Tag your pack so you will be able to identify it later. Ask for questions.

Get the participants started on their packs according to the space available. Additional staff members should be available to circulate and assist as necessary. Once the participants are finished with their packs, collect them or place them for cooking, depending on your schedule, and send them back to the next session. Emphasize that because of the estimated 20- to 30-minute cooking time, participants probably won't put their own foil packs on the fire.

Summary

Complete this session with any additional comments when the participants return to eat their lunch.



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Describe the Cub Scout Outdoor Essentials list.
2. Discuss use of different types of sleeping bags.
3. Discuss use of different types of tents.
4. Explain how to select a good campsite.
5. Describe the equipment needs of an individual and a group for this type of camping.

Trainer Preparation

1. Study this training outline.
2. Review information in the most current *Camping* merit badge pamphlet, *Boy Scout Handbook*, and *Fieldbook*.
3. Gather the necessary materials for the demonstration. This will include sleeping bags of various lofts, construction techniques and materials, and temperature ranges, as well as several different styles of tents.
4. Select a technique of presentation that will help you meet the learning objectives.
5. Practice and time your presentation in advance to help you stay within the time limits.
6. When planning the presentation, allow time for questions.

Materials

- *Camping* merit badge pamphlet, No. 35866
- *Boy Scout Handbook*, No. 34554
- *Fieldbook*, No. 34006
- Handouts as listed below

Handouts

- Appendix N, Sleeping Bags
- Appendix O, Tents and Shelters
- Appendix P, Cub Scout Outdoor Essentials
- Appendix Q, Campsite Considerations
- Appendix R, Pack Camping Gear

Ideas for Display

- Display different types of tents for the average family (A-frame, small dome, etc.).
- Display sleeping bags (from slumber bags to a sleeping bag rated at about zero degrees).
- Display different types of ground cloths.
- Display different types of sleeping pads.

Time

The time is 45 minutes. Start on time. Stop on time.

Introduction

Explain that the goal of Cub Scout pack camping is to provide a successful first-time camping experience for Cub Scout-age boys. For that to occur, it is important that the adults participating with their sons know something about the equipment they will need to bring along. This session will give you that information, along with what to look for when buying or renting camping tents and sleeping bags.

Cub Scout Outdoor Essentials

Boy Scouts have 10 “essentials” that they are always supposed to have with them on an outing. Because this level of camping is geared to younger boys, the list needs to be modified. (The modified list can be found in appendix P.) Each Cub Scout should have the items listed below with him on a camping trip. (Consider using small fanny back- or belt-packs to organize the items and make them easy to carry.) Assembling these kits could be done over the course of several den meetings. The Cub Scouts should be instructed on the reasons for taking each item on the list.

First-aid kit. This should be nothing more than a few adhesive bandages, some antiseptic wipes, and antibiotic cream sample packages. Putting them together in a 35mm film can and adding a PVC ring makes it a great neckerchief slide as well.

Water bottle. This can be a canteen, a sports bottle, or even a store-bought bottle of water, but each Scout and adult should have his own bottle. Cub Scout-age boys may forget to drink water when very busy outdoors, so have frequent reminders built into your day. Be sure everyone has a full container before departing on any hikes.

Flashlight. A small, two-cell light with fresh batteries should be sufficient for this over-nighter. Keeping it in the pack will make it handy for any exploring events during the day and readily available once it gets dark.

Trail food. Another great den project. The food should be items like nuts, dried fruit, coconut, raisins, pretzels, cereal, etc. Minimize the use of chocolate, as it will melt as the temperature warms up. Cub Scouts should be cautioned that this is not for normal snacking, but to be used

on a hike or other strenuous activity to restore energy. Give a brief reminder that before bedtime, food left in camp must be stored so that animals cannot smell it or get to it.

Sunscreen. SPF 15 or greater is recommended. Sunburn will ruin a campout in a hurry. Of course, sunscreen must be used prior to any activity to be most effective, so keep that in mind as you plan your activities. Lip balm will also be helpful.

Whistle. Another tool, not a toy, although an inexpensive one will work fine. In case of emergency or getting lost, a whistle will last longer and be heard better than the human voice. Many outside agencies sponsor trainings such as “Hug-a-tree” or “Get Lost!” and will train your Scouts and parents free of charge. Scouts must understand the use of this emergency whistle.

Sleeping Bags

Use appendix N, Sleeping Bags, and the examples you have displayed to explain the differences in construction, material and style, and advantages and disadvantages to each.

Tents

Use appendix O, Tents and Shelters, and the examples you have displayed to explain the advantages and disadvantages of different styles of tent. Make the point it is always important to stake down your tent once you have it located. Demonstrate how to stake down a tent properly.

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

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

Ground Cloths

Show examples of several types of material used for ground cloths. Plastic four to six mils thick and even old shower curtains will work as well as a commercially available ground cloth. Explain that the cloth acts as a moisture barrier between the ground and your tent or sleeping bag, and it will help insulate you from the ground temperature as well as protect your tent or sleeping bag. Make the point that experienced campers always use a ground cloth of some sort. Be sure to clean all rocks, twigs, and other debris out from under your tent or sleeping bag area as a first step.

Pads and Mattresses

Make the point that there are choices available here as well. The cheapest air mattress is the plastic swimming pool air mattress, but they rarely last more than one night. Better quality air mattresses are more durable, but do not add any insulation qualities, and in fact may cool you down faster by exposing your entire surface area to the cooler air. Closed-cell foam pads and other backpacker items can be more expensive, but are generally more effective. Newspapers will also insulate you from the cool ground and provide some padding against uneven ground.

Campsite Considerations

Use appendix Q, Campsite Considerations, to explain what to consider when choosing a campsite. Because this level of camping usually will have the sites already designated, the actual choices involved may be limited, but using the points listed will still help you find the best spot to put your tent.

Group Gear

Use appendix R, Pack Camping Gear, to explain the pack gear needed for this activity. Brainstorm any additional gear that should be brought along. Be clear on the difference between essential items and “nice-to-haves.” Be sure the group understands that this gear is the responsibility of all adults going on the trip, not just one person. The pack should pool its resources to find the necessary gear and ensure it arrives at the campout in working condition.

Axes, Saws, and Firewood

The use of axes and saws is a Boy Scout-level skill and activity. Firewood necessary for this event should be precut or otherwise prepared in advance. Charcoal is recommended for all cooking activities. Cub Scouts should not be involved with the use of axes or saws as a part of this event.

Locating Equipment

Because this is an entry-level camping activity, equipment may not be readily available for all Scouts to use. Packs should make every effort to locate Boy Scout troops and other friends who camp to borrow the necessary equipment, if necessary. Packs should not expect the Cub Scout families to come up with all the necessary gear if they are unable to. An outing like this is a good time to try out different types of equipment to determine future purchases. Many cities have stores that rent camping equipment. Every opportunity should be made to ensure that a Cub Scout and his family are not excluded because they could not afford to buy all necessary equipment for this activity.

Summary

Close by making the following point. An otherwise fantastic camping experience can be ruined if the equipment used is faulty or inadequate. Encourage the participants to distribute the information they received in this session to the members of their pack to make sure that equipment problems are minimized and that pack members are free to enjoy themselves without worrying about equipment issues.



Campfire Planning

Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the basics of planning a successful campfire.
2. Serve in the role of campfire planner.
3. Describe where to find resources for successful campfires.

Trainer Preparation

1. Study the campfire planning information in appendix S, Campfires. This presentation should hit the high spots and allow the participants to follow up by reading the handout. Provide the handout after the session.
2. Select a technique of presentation that will help you meet the learning objectives.

Practice and time your presentation in advance to help you stay within the time limits.

Materials

- Unit Fireguard Chart, No. 33691
- Campfire-related resource books listed in the resource pages or locally available.

Handout

- Appendix S, Campfires
- Appendix C, Positive Values

Ideas for Display

Display the Unit Fireguard Chart, No. 33691, and explain its use.

Also display other campfire-related resource books listed in the resource pages or locally available.

Presentation Ideas

Use a humorous approach to present the high points; the participants will receive the handout after your session to fill in the blanks and for later reference.

Time

The time is 15 minutes. Start on time. Stop on time.

Introduction

A great campfire makes a wonderful conclusion to a fun day of activities. It can serve to wrap up the day with a feeling of fellowship and good Cub Scout fun. It should wind the boys down and prepare them to get ready for a good night's rest. Campfires can create magic in a boy's mind that will last long past the memories of the events of the day. Ask an adult who was a Scout as a youth what they remember from those days and they can probably relate a campfire story or two.

Why Do We Do Campfires?

There are lots of reasons for campfires. They can probably all be grouped into the following categories. A successful campfire will contain several of these:

- Fun
- Entertainment
- Fellowship
- Action
- Adventure
- Training
- Inspiration

Successful Campfires

The program for a successful campfire will include the Four S's: *songs, stunts, stories, and showmanship*. Use songs that everyone present either already knows or can easily learn so that no one will feel left out. An important concept in campfire planning is to "follow the flames." Early in the program, when the flames are high, the energy level should be also. Now is the time to burn off any leftover energy from the day. Noisy action songs and activities fit well here. As the fire dies down, the songs and stories get quieter, more reflective, and inspirational. Make the point that there is no need for anyone to be constantly adding wood to the fire. The goal is to have low coals after an hour. Start fast, reach a peak, slow down, and give an inspiring close.

Good, Clean Cub Scout Fun

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

Refer to appendix C. Encourage participants to "raise the bar" in the material that will be presented at a campfire for which they are responsible. There is a lot of great material available; let's use it and be proud of the finished product.

Summary

Make the point that it will be important for all participants to read and use the handout when they get home, and when they are planning their own campfires. There are hints for storytelling, song leading, and many good ideas they can include in their programs.

Close by making this point: Campfires create memories, and it's really simple to have a successful one if you use the tools from this session.

Note: Depending on time considerations with lunch preparation, the campfire may start immediately after this session. Check with the course director prior to starting this session.

Campfire Demonstration



Learning Objectives

As a result of this training experience, each participant should be able to:

1. List the components of a successful campfire.
2. Describe a properly planned campfire put on by the BALOO staff.
3. Enjoy the fun and fellowship of a successful campfire.
4. Conduct a recognition ceremony.

Trainer Preparation

1. Use the Campfire Program Planner to plan a campfire using the members of the BALOO staff. Participants should participate in group songs and audience participation stunts, but not be directly involved due to time constraints.
2. Provide a copy of the plan to all staffers so they know the schedule and can take their places promptly. Consider minimal use of a master of ceremonies, but rather just have each staffer or group of staffers move on stage when it is their turn.
3. Make sure staff recognition items are available and ready to be presented. The course director should refer to the "Course Completion Recognition" session late in this syllabus for ideas.

Materials

- Appendix FF, Campfire Program Planner
- Appendix S, Campfires
- Appendix C, Positive Values
- Props, as necessary according to plan

Time

The time is 45 minutes. Start on time. Stop on time.

Campfire

Conduct the campfire using the program planner. This is a model campfire. Exhibit the points listed in appendix S, Campfires. Make the point that campfires can be held very successfully in the middle of the day if properly planned.

End with an appropriate closing. Give instructions regarding the next session start time and location.



Health and Safety

Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the council pack overnighiter site-approval process.
2. Explain applicable water safety standards.
3. Describe applicable fire safety standards.
4. Discuss weather considerations.
5. Explain appropriate Youth Protection policies.

Trainer Preparation

1. Study the training outline.
2. Review the *Guide to Safe Scouting*.
3. Review the tour and activity plan, located at www.scouting.org/filestore/pdf/680-014.pdf.
4. Review appendix A, Pack Overnighter Site Approval Form.
5. Review the *Cub Scout Leader Book*.
6. Review the handouts used for this session.

Materials

- *Guide to Safe Scouting*, No. 34416
- *Cub Scout Leader Book*, No. 33221
- Unit Fireguard Chart, No. 33691

Handouts

- Appendix A, Pack Overnighter Site Approval Form
- Appendix T, Leadership Requirements for Trips and Outings
- Appendix B, Excerpts From the *Guide to Safe Scouting*
- Appendix U, The Sweet 16 of BSA Safety
- Annual Health and Medical Record, No. 680-001
- Tour and Activity Plan, No. 680-014

Idea for Display

- *Guide to Safe Scouting* (if not distributed as part of this training)

Presentation Ideas

The points in the learning objectives can be spelled out under the main letters “C-A-M-P-I-N-G” as noted below. “No surprises” can be repeated back by the audience to reinforce the concept.

Time

The time is 45 minutes. Start on time. Stop on time.

Introduction

Camping is a wonderful opportunity for parents and children to experience the outdoors. But along with this exposure to nature comes increased exposure to risk. Steps must be taken to minimize the inherent risks to make the camping experience as pleasant and safe as possible. Checklists are available and the guidelines are well defined. It is the responsibility of the outing leader to make all adults participating in the outing aware of the guidelines and to ensure that all guidelines are followed. **Use the tour and activity plan as a primary event planning tool. It contains valuable information on travel, Youth Protection training, the Annual Health and Medical Record, and the *Guide to Safe Scouting*.**

“C” –Campsite Cover-Ups

Refer to appendix A, Pack Overnighter Site Approval Form. Camp standards and facility specifications are clearly spelled out. This form provides a good checklist to review with the park ranger of the anticipated event location. Key: Adequate planning ensures that there will be “no surprises” once the pack arrives at the campsite.

Also take weather into consideration. Refer to *Guide to Safe Scouting*, section 3. Because of the preponderance of first-time campers, you would be better served to cancel the event if bad weather occurs rather than try to deal with severe weather. At least one of your leaders should have completed the Weather Hazards training available at www.myscouting.org.

Regarding tents, all adults should be made aware of the BSA policy on sharing tents. Refer to appendix T, Leadership Requirements for Trips and Outings. Enough tents should be secured to avoid potential problems. If families do not own tents, make information available regarding local Scout troops that may have equipment available for loan. While tents may be encouraged for use by the participating Cub Scouts, the adults may prefer RVs.

“A” –Adults

All adults should be made aware of the expected behavior during the outing so that there are “no surprises.”

Permission slips are required, even when the parents/guardians are attending the function. Annual Health and Medical Records are required for all campers. This is to ensure emergency medical treatment of any youth member in the event that the parent/guardian cannot be immediately located or in the event the parent or guardian requires medical aid. The forms should be collected and stored in a binder with the first-aid kit. An emergency transportation plan should be in place and an emergency vehicle designated, along with information regarding the nearest emergency medical facility.

All adults should be made aware of the BSA policy on tobacco and alcohol. Refer to appendix B, Excerpts From the *Guide to Safe Scouting*. Emphasis should be placed on the fact that this is not a condemnation of any particular lifestyle. It is an attempt to leave adult decisions to adults. Many national and state parks also have rules limiting the use of alcohol and tobacco within park boundaries.

“M” – Marshmallows/Fire Safety

If the park does not provide fire rings, an open pit should be adequately covered upon exiting the camping area.

All required fire permits must be secured ahead of time. Check with park rangers upon entering regarding the feasibility of campfires. Abide by all camp/park regulations regarding restrictions in high-risk areas. A minimum of 10 feet should be cleared around the fire pit. Water and sand for dousing flames should be next to the fire pit. Spark watchers should be designated, paying particular attention to sparks near areas with dry grass or low branches near the fire pit. **“No surprises!”** Refer to appendix V, BSA Policy on the Use of Chemical Fuels, for policy information regarding the use of chemical fuels.

All adults should be aware of the policy stating there are to be no “heat sources” in tents. This includes lanterns. Battery-operated lamps and/or flashlights should be on the equipment list for use inside tents. Under no circumstances should a stove, lantern, or any heat source be brought inside a tent.

Display the Unit Fireguard Chart, No. 33691, and explain its use.

“P” – Potable Water

If a source of water is not available at the campsite, bottled water must be provided. **“No surprises!”** The amount of water needed is a minimum of one gallon per person per day. Refer to appendix A, Pack Overnighter Site Approval Form, No. 4. Also refer to *Guide to Safe Scouting*, section 3, regarding the adequate treatment of water. Be sure all participants are aware of the water situation and are prepared for it. Know where the nearest source of water is. This factor can change throughout the season and should be checked prior to any campout.

If there is no source of potable water, encourage disposable plates and eating utensils.

“I” – Indoor Plumbing

Refer to the *Cub Scout Leader Book* and appendix A, Pack Overnighter Site Approval Form. Be aware that handicapped access to toilet facilities must be provided. **“No surprises!”** Know what the camp provides ahead of time so adequate planning can be done for maximum comfort and privacy. Participants should be informed of the facilities available prior to the event.

Regarding garbage disposal, the rule is “pack it in, pack it out.” Know ahead of time what the park provides for garbage disposal (when, where, and what type of garbage bags/containers are acceptable) and plan appropriately. Refer to item three on the Pack Overnighter Site Approval Form, appendix A.

“N” –No Peeking

Privacy issues must be covered. **“No surprises!”** Separate housing is required for male and female leaders. Separate sleeping arrangements are required for youth. Only married couples may share housing—no others. Adults do not share changing facilities with youth unless there are safety issues involved. The buddy system and two-deep leadership should be in effect at all times. Refer to the *Cub Scout Leader Book*.

Parents may share sleeping facilities with their own children **ONLY**. If parents have arranged to assume care of children other than their own, the children should share separate sleeping facilities close to the parents.

If swimming is an activity being anticipated, separate changing areas must be provided for all participants. If separate areas are not feasible, then schedules should be established and posted.

“G” –Good Stuff/Program Concerns

“No surprises!” The program should be planned with enough activity to provide fun for all ages and ability levels, and flexible enough to provide time for families to enjoy each other. Consider having several activities available so that families may pick and choose their own activities.

Shooting sports. **Archery, slingshots, and BB-gun shooting are not to be done at the pack level.** Youth members of Cub Scouting are permitted to participate only in the shooting activities named in appendix B, Excerpts from the *Guide to Safe Scouting*. Know the rules and ensure that they are followed.

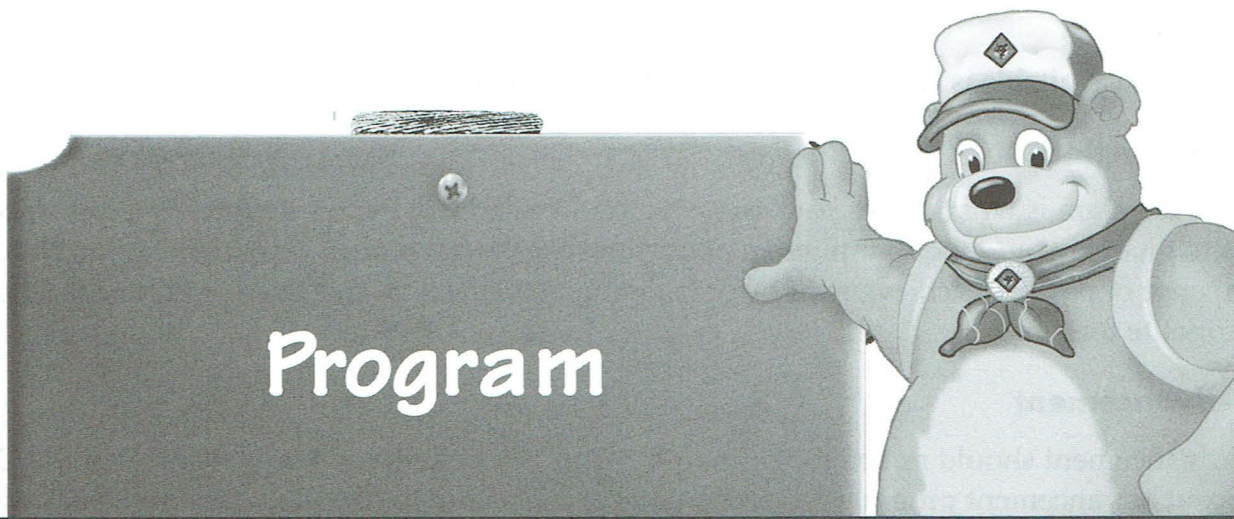
Water safety—Safe Swim Defense. Refer to the *Cub Scout Leader Book* and to appendix B, Excerpts From the *Guide to Safe Scouting*. Know the rules and ensure that they are followed. If using swimming as an activity, there must be a trained adult, and the buddy system must be used.

Canoeing, row-boating, and rafting for Cub Scouts and Webelos Scouts are limited to council and district events and only on flat water.

Check the grounds of any area being designated for games. All equipment provided for program areas should be in good repair and age-appropriate.

Summary

For camping experiences to be pleasant and memorable for all participants (including leaders), enough time must be allowed before the event to deal with health and safety issues. The BSA provides resources, checklists, and written material to cover any contingency. Review appendix U, The Sweet 16 of BSA Safety. As an outing leader, it is *your* responsibility to see that all health and safety issues are addressed adequately to ensure the safety of everyone in your care.



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the focus of advancement in this activity.
2. Explain the use of age-appropriate activities.
3. Plan an interfaith service.
4. Lead large-group games.
5. Plan a basic overnighter.

Trainer Preparation

1. Study the training outline.
2. Review information on pack and family camping found in the *Cub Scout Leader Book*.
3. Keep in mind that participants may not have had any experience in planning camping activities.
4. Select a technique of presentation that will help meet the learning objectives.
5. Practice and time your presentation in advance to help you stay within the time limits.

Materials

- *Cub Scout Leader Book*, No. 33221
- *Cub Scout Leader How-To Book*, No. 33832
- *Guide to Safe Scouting*, No. 34416
- Age-Appropriate Guidelines for Scouting Activities (Print from www.scouting.org.)

Handouts

- Appendix D, Outdoor Flag Ceremonies (handed out in the Opening session)
- Appendix W, Sample Pack Camping Agenda
- Appendix X, Sample Interfaith Service
- Appendix Y, The 12 Elements of the Cub Scout Outdoor Program

Time

The time available is 45 minutes. Start on time. Stop on time.

Introduction

The program is what makes pack camping fun. The goal of the pack camping experience is to give boys and their families an opportunity to enjoy an outdoor experience, to foster a sense of personal achievement by developing new interests and skills, and to whet their appetite for more.

Advancement

Advancement should not be the primary focus of pack camping. Many features of the Cub Scout advancement program are easily done at home and in den meetings. Still, pack camping may provide opportunities to accomplish some of those things that are more difficult to do at home. Keep the emphasis on learning about, and becoming comfortable in, an outdoor setting. Allow advancement to occur naturally, without it becoming the focus of the activity.

Age-appropriate Activities

Remember to use age-appropriate activities; many Cub Scouts are not physically or mentally ready to take part in some kinds of outdoor activities. Keep in mind that there may be children of all ages participating in the program, especially if siblings have been included. Suggest the possibility of having a variety of activities so that families can pick and choose those activities in which they have the greatest interest.

Activities

Discuss the kinds of activities that might be appropriate for the pack camping program. Some of these might be nature, hiking, sports, water activities, games, etc. Remember that activities = fun! Encourage participants to take advantage of special opportunities that may be available in the camp.

Large-group Games

Be sure that participants understand the concept of large-group games. Large-group games are those kinds of games that require large areas in which to play and which many individuals can play at a time. Large-group games provide a great opportunity for everyone to have fun together. Get ideas from the participants on large-group games that might be included in the program. Contact activities involving tackling, blocking, etc., are not appropriate for this age group. Point out that they will receive more information on large-group games in the round-robin session.

Flag Ceremonies

Encourage participants to include flag ceremonies in their pack camping program. This helps Cub Scouts learn good citizenship and proper respect for the flag. Use facilities existing at the campsite, adapt the site by using a flag on a line, or bring a flagpole from home. Refer the participants to appendix D, Outdoor Flag Ceremonies, which they received earlier.

Campfires and Other Evening Activities

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

Interfaith Services

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

Planning the Pack Overnighter

Review the sample schedule from appendix W, Sample Pack Camping Agenda, with participants. After discussion, divide participants into groups and have them plan a schedule, incorporating special circumstances (such as no campfires allowed) and facility opportunities (such as nature museums, swimming pools, etc.). A sample scenario section is included on the next page. Review the plans developed by the groups. Comment on great ideas and point out any additional training that may be required based on events, such as swimming or boating.

Review appendix Y. Touch briefly on the factors needed to produce a successful event. Every event should touch on each element as listed on that page.

Meal Planning

Plan your menus to provide good food that the Cub Scouts and adults will eat and that require minimal cooking. Sack lunches from home for lunch on the first day, spaghetti or other similar simple meal for dinner, and a pancake breakfast the next morning will accomplish the goals of this program. Don't forget to include cracker barrels or healthy snacks as part of your meal plan. Experienced camp cooks may want to have an activity station included in your pack program.

Summary

Remind participants that having a well-planned program will result in both boys and parents having an enjoyable overnight experience. They will want to do it again and again. That's the goal of this program.

IF YOU'RE NOT HAVING FUN IN SCOUTING, YOU'RE NOT DOING IT RIGHT!

Sample Pack Camping Scenarios

Scenario 1

The camp that you are using offers an Olympic-size pool, conservation-nature area, and hiking trails.

Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 2

The camp that you are using offers a nature museum and nature trail. It has volleyball courts and an obstacle course. Campfires are not permitted.

Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 3

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

Plan an overnigher, incorporating the special opportunities and limitations of the camp.

Scenario 4

The camp that you are using offers basketball courts and baseball diamonds. The camp does not allow campfires.

Plan an overnigher, incorporating the special opportunities and limitations of the camp.



Procedure

The round-robin is an activity to provide close-up and hands-on experience to the participants in four subject areas. Each session is 15 minutes long, with five minutes of travel time between sessions. These sessions will all be introductory in nature and should include sources of further knowledge for the participants, if interested. Because of the tight schedule, two staff members are recommended for each station.

| Station | Topic | Page | Staff Assigned |
|---------|-----------------------------------|------|----------------|
| 1 | Fire Safety, Stoves, and Lanterns | | |
| 2 | First Aid and Sanitation | | |
| 3 | Nature Hikes and Games | | |
| 4 | Cub Scout Cooking | | |

1. The stations should be reasonably close together to minimize travel time. Provide shade if necessary—staff will be in the same place for over an hour. Water should also be available.
2. The paths between stations should be clean and free of obstructions, with clear directions given to the next session and its location following each session. Dens should rotate in a simple, orderly fashion.
3. Use an audible signal—such as a bell, whistle, or horn—to designate moving time. The course leader should be sure timing is being tracked and signaled properly.

4. Presenters should be sure to send the participants on to the next session promptly. Remind them to keep moving and travel as a group.
5. Presenters should seek input from experienced campers in the group, but not allow them to take over the session. Sharing ideas and tricks should be a desired outcome of this activity, but it is essential that the syllabus material is covered properly.
6. Participants should be informed where the activity will take place. Include the need for water bottles, hats, sunscreen, etc. If restroom facilities are distant from the location, inform them of that also.

Introduction

Explain the rotation method and the need to keep moving between sessions. Include locations of restrooms, water, etc. Explain timing of sessions and travel time allotted.

Time

The time for this introductory session is 10 minutes. Start on time. Stop on time.

Round-Robin Stoves, Lanterns, and Fire Safety



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the BSA policy on chemical fuels.
2. Demonstrate the lighting and operation of different styles of camp stoves.
3. Demonstrate the lighting and operation of different styles of camp lanterns.
4. Describe safety concerns when using gas or liquid fuel stoves.
5. Discuss the advantages of using stoves over campfire-style cooking.
6. Demonstrate how to light and use charcoal safely.

Trainer Preparation

1. Study the handouts from the appendices used in this session.
2. Display various types of liquid and gas stoves used for pack camping activities.
3. Display various types of liquid and gas lanterns used for this type of activity.
4. Be prepared to demonstrate to all sessions the following skills:
 - Gas-style stove or lantern. Safely changing fuel canister; disposal of used canisters; lighting stove or lantern
 - Liquid-style stove or lantern. Safely filling and refilling fuel tank, and pressurizing and then lighting stove or lantern
 - Lanterns. Tying on a new mantle and preparing it for use
5. If possible, allow participants to complete the above tasks.

Materials

- Various styles of stoves and lanterns appropriate for this level of camping.
- Charcoal-lighting device, such as the BSA's No. 01170
- Fire extinguishing method

Handouts

- Appendix V, BSA Policy on the Use of Chemical Fuels
- Appendix Z, Open Fires Versus Cooking Stoves

Ideas for Displays

Display assorted styles of stoves and lanterns used for pack camping. **This is not a session on backpacking equipment.**

Time

The time is 15 minutes per session with five minutes of travel time between sessions. Start on time. Stop on time.

Introduction

Explain that while the gear the participants are looking at may appear scary and dangerous, with the right training and proper use, it can provide years of good camping experiences. It is important that all participants of a pack camping activity understand and abide by the safety rules.

BSA Policy on Chemical Fuels

Demonstrate the policy using appendix V, BSA Policy on the Use of Chemical Fuels, and one of your stoves. Stress that only adults handle fuel and that this policy goes throughout the entire BSA camping program. Also point out that many councils and campgrounds do not authorize the use of liquid fuel at all. In such cases, campers should use only a gas such as propane as a fuel source and abide by any local restrictions if they are more stringent than the BSA's.

Camp Stoves

Demonstrate the procedure to safely fuel, refuel, and light the stoves you have on display. Point out any maintenance tricks as you go through the demonstration. Cover safe storage, cleaning, and transportation of the stoves after the campout is over. Allow the participants a chance to repeat your procedure as time permits.

Lanterns

Demonstrate the procedure to safely fuel, refuel, and light the lanterns you have on display. Point out any maintenance tricks as you go through the demonstration. Cover safe storage, cleaning, and transportation of the lanterns after the campout is over. Allow the participants a chance to repeat your procedure as time permits.

Demonstrate the proper method of tying on a mantle. Some newer mantles also come in a clip-on style. Demonstrate the proper technique of preparing a mantle for use. Allow participants to try their hand at it, if time and your budget allow you to.

Stove Versus Campfire

Cover the advantages of using a camp stove using appendix Z, Open Fires Versus Cooking Stoves. Ask the group if they can see any other advantages. It can be very difficult to find firewood in an established campground, and the ease of setup and shutdown make the camp stove very attractive when considering options.

Charcoal

Discuss the use of charcoal as a fuel for outdoor cooking. Discuss the lead time needed to obtain useful coals and safe lighting methods. Use of a charcoal starter such as the BSA's No. 01170, which will light a load of charcoal quickly with a single sheet of paper, is recommended over commercial lighter fluids for overall safety and ease of use.

Safety

Make the point that under no circumstances should any heat source be brought inside a tent or other enclosed area at any time. This is an invitation to disaster and should never happen in any camping activity, BSA or otherwise. Manufacturer's directions included with the equipment should be read and understood by all who will operate it. If you are unsure how to properly operate a piece of equipment, ask someone who knows how to use it, before trying it out.

Point out that whenever there is flame or heat involved, there should be a method of extinguishing the fire available for use. Discuss the use of coffee cans or buckets to hold water and sand near fireplaces, and the use of fire extinguishers. Point out that shovels and rakes should also be part of the gear present when an open fireplace is used.

Questions

Allow time to answer questions regarding any of the information covered.

Summary

Point out that the information from this session and its associated handouts must be shared with all participants of a pack camping activity. The policy of the BSA and any safety instructions established by equipment manufacturers must be followed at all times.

Round-Robin First Aid and Sanitation



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain the three-step method of properly washing cooking and eating utensils.
2. Demonstrate the proper method of properly disposing of wash water.
3. Describe the proper contents of a first-aid kit.
4. Discuss the advantages of making up your own first-aid kit.
5. Explain the use and storage of your pack first-aid kit.

Trainer Preparation

1. Review appendix AA, Sanitation, and appendix BB, First-Aid Kits.
2. Gather several different types of first-aid kits, both commercially produced and home-made. Show personal first-aid kits and the larger versions for group activities.
3. Inventory items to make sure they are still sterile, useable, and appropriate in all kits.
4. Gather samples of low-sudsing, biodegradable dish soap and several wash tubs.
5. Be sure to have latex gloves and mouth barrier devices available for display.
6. Review the *Cub Scout Leader Book*.

Materials

- Personal first-aid kits
- Group first-aid kits
- Wash tubs (two)
- Low-suds dish soap
- Mesh bag

Handouts

- Appendix AA, Sanitation
- Appendix BB, First-Aid Kits
- Local first-aid training resources and schedules
- Local health and safety concerns
- Annual Health and Medical Record

Ideas for Displays

- First-aid kits
- Washing area setup
- Mesh bag containing eating utensils

Time

The time is 15 minutes per session, with five minutes of travel time between sessions. Start on time. Stop on time.

Sanitation

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

Procedure

Explain the procedure using appendix AA, Sanitation. Stress the importance of:

1. Wiping all utensils to remove food before putting them in the wash water.
2. Everyone being responsible for their own personal utensils.
3. Using the mesh bag for drying to help the Cub Scouts keep their gear organized and in one spot.
4. Properly disposing of wash water—an important part of campsite hygiene.
5. Liberally applying liquid dish soap on the outside of pots used over an open fire to make cleanup easy.

First-Aid Kits

Explain the following:

1. Everyone should be aware of the location of the first-aid kit. It should remain accessible to everyone at all times. An adult should be designated as the responsible person. CPR and first-aid training are highly desirable. Cub Scouts should be instructed as to the location of the kit and the need for adults-only use. A binder containing all Annual Health and Medical Record forms should be kept in a secure location, available to first responders as needed.
2. A handy way to locate the "first-aid person" is to place reflecting driveway stakes (they come in red and blue) outside the tent/building where the "first-aid person" is during the night. A quick sweep of a flashlight could determine where to go in the dark.

3. Stress the use of rubber gloves and mouth barrier devices at all times, for all parties involved. This is a standard practice in all medical situations and should be included here also.
4. Provide information regarding local concerns—Lyme disease— or Rocky Mountain spotted fever—carrying ticks, poison oak, poison ivy, or stinging nettles. Explain proper treatment; stress the need to carry remedies for these in your group first-aid kit.
5. Stress that parents should be the only ones providing any type of medication to their boys. This includes cough medicine, anti-diarrheal remedies, or even over-the-counter pain-relief medicines.
6. Make the point that while commercially available first-aid kits are usually OK for this type of activity, building your own, with better quality adhesive bandages and proven remedies, may make the kit more useful. Ready-made kits often carry the cheapest, least useful types of materials in them, and a little effort on your part can make a good kit even better.

Summary

Summarize by reminding the participants that the only way they can properly address emergencies is to be prepared for them when they arise. A well-stocked first-aid kit, trained adults in charge, and everyone being informed of the process for getting help will make this preparation successful. Proper sanitary practices are essential to the success of any activity, especially those involving living outdoors. Don't let a simple thing such as washing dishes incorrectly ruin your successful outing.



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Explain different types of nature hikes and be confident in his/her ability to lead them.
2. Discuss the safety concerns when dealing with nature hikes.
3. Describe the concept of large-group games and how to lead them.

Trainer Preparation

1. Study the handouts used in this session.
2. Plan the best way to divide your time for this session based on your location.
3. Obtain any necessary props needed for this session.

Materials

- *Cub Scout Leader How-To Book*, No. 33832
- Props as needed for demonstration

Handouts

- Appendix CC, Themed Hike Ideas
- Appendix DD, Large-Group Games

Time

The time is 15 minutes, with five minutes of travel time between sessions. Start on time. Stop on time.

Introduction

Introduce your session by explaining that nature hikes and large-group games are great ways to occupy your program time with fun, interesting, and imaginative opportunities. Creative ideas like those shown in appendix CC, Themed Hike Ideas, are a wonderful way to use the imaginations of young Cub Scouts and still teach them about the outdoors. Large-group games provide an opportunity for all participants in a pack camping activity to have some fun and fellowship and unwind.

Round-Robin—Hikes and Nature

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

Additional points to cover with the groups:

1. Because you will be dealing with the very young to the very old, hikes should be no longer than an hour and checked ahead of time for safety issues. Is the trail clear of debris and easily passable by all hikers? Are all hikers equipped with water bottles if you're traveling any distance away from base camp? Have all hikers applied sunscreen and/or insect repellent?
2. Stress to all trail guides that the purpose of a hike is to enjoy nature, not complete a physical endurance test.
3. Safety first! All hikers should be reminded to stay on marked trails and stay with the group. *The buddy system must be used.* Items such as poison oak and stinging nettle should be located ahead of time so they can be identified and avoided.
4. Courses of varying lengths and degrees of difficulty should be laid out—e.g., a hike that stays very close to camp and covers very little ground, and the choice of a more strenuous hike for older children and adults who would like more of a physical challenge.
5. As the national park rangers suggest in their nature talks, "Take nothing but pictures; leave nothing but footprints; kill nothing but time." The purpose of a hike is to observe, not to collect.

Ways to End a Hike

Bringing a hike to a close can be a unique time of sharing and reflection. Each person can share something they saw that they have never seen before.

This is also a nice time for a chain prayer. The group stands in a circle and joins hands. One person begins and signals the next person by squeezing his/her hand. This will allow anyone not comfortable sharing an easy way to keep things moving without responding verbally.

An inspirational thought or poem is also a nice way to bring a hike to a close.

When you share nature, you share God!

Large-group Games

Large-group games are a great way to get everyone involved in an activity. Children and adults should all play these games. Choose games and teams so the sides are equally balanced, so no team has a distinct advantage over another. If the games become too competitive, consider switching to a new game. Remember, the emphasis of this activity is fun, so minimize your emphasis on the score and concentrate on having fun while playing. Refer to appendix DD, Large-Group Games, for ideas.

Game-Playing Hints

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

Summary

Close with the thought that you will need to be flexible with program events such as these. Both games and hikes can be great activities for a pack overnigher, but the possibility exists that you may have to change your plans midstream. Having several options—plans B, C, and D—will make the activity itself more fun for both the participants and the person in charge of the event.

Round-Robin Cub Scout Cooking



Learning Objectives

As a result of this training experience, each participant should be able to:

1. Discuss foil cooking practices.
2. Develop a variety of Cub Scout-level recipes to use on a pack camping activity.
3. Explain the focus of Cub Scout-level outdoor cooking.
4. Describe various methods of outdoor cooking.

Trainer Preparation

1. Prepare several of the recipes in appendix M, Foil Cooking, for the participants to sample.
2. Demonstrate proper methods of foil cooking, including food prep, working with hot coals, checking food for doneness, and safe practices around a coal bed.
3. Demonstrate other methods of cooking such as Dutch oven, reflector oven, box oven, and vagabond (tin can) stoves as desired, but keep in mind the focus of this training.

Materials

- Appendix M, Foil Cooking
- Materials, food, charcoal as needed for cooking demonstration
- Hot gloves for handling foil packs when cooked
- Local recipe resources
- Trash bags, cleaning supplies as needed

Handouts

- Local recipes

Ideas for Displays

Display other methods of cooking as listed above, recipe books, and handy cooking gear. You will not have much time to cover it. However, remember the focus of this training.

Time

The time is 15 minutes per session, with five minutes of travel time between sessions. Start on time. Stop on time.

Demonstration

It is important that the tone of this session be kept doable and basic. Several simple recipes are given in appendix M, Foil Cooking. Demonstrate a few and pass along any helpful hints from the group regarding foil cooking.

Make the point that as with any recipe you receive from someone else, it is important to try them out prior to use in case adjustments to ingredients, cooking times, or cooking methods are needed. Most foil pack recipes will work well; the real critical ingredient is usually cooking time. They should feel comfortable with the idea of adjusting a recipe to personal taste and even experimenting with a few of their own. Most experienced outdoor cooks have their own tricks and favorite recipes, based on experience and trial and error.

Summary

Close by reminding the participants how simple and yet pleasant outdoor cooking can be. Foil cooking is simple, easy to prepare, delicious to eat, and quick to clean up. Enjoy!

Course Completion Recognition



Purpose

The purpose of this session is to:

1. Recognize the accomplishment of the newly trained leaders and encourage them to go back to their units and organize pack overnights as they have been trained.
2. Encourage participation by other leaders at future BALOO sessions, thereby improving the quality of pack overnights in their districts and councils. This will, in turn, increase the number of Cub Scouts who experience the outdoor program.
3. Thank the members of the staff who prepared and presented today's sessions.

Possible Recognition Items

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

Materials

- *Cub Scout Ceremonies for Dens and Packs*, No. 33212

Procedure

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

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

Closing

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

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

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

Scout Vespers

Tune: "O Tannenbaum"

Softly falls the light of day,
As our campfire fades away.
Silently Cub Scouts should ask,
"Have I truly done my task?
Have I helped the pack to go?
Has the pack helped me to grow?
Have I stood above the crowd?
Have I made Akela proud?"

As the night comes to this land,
On my promise I will stand.
I will help the pack to go,
As our pack helps me to grow.
Yes, I will always give goodwill,
I'll follow my Akela still.
And before I stop to rest,
I will do my very best.

Sing to tune of: "Oh Christmas Tree"

Classic Words:

Softly falls the light of day,
While our campfire fades away.
Silently each Scout should ask
Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?
Listen Lord, oh listen Lord,
As I whisper soft and low.
Bless my mom and Bless my dad,
These are things that they should know.
I will keep my honor Bright,
The Oath and Law will be my guide.
And mom and dad this you should know,
Deep in my heart I love you so.

Second version

Quietly we join as one,
Thanking God for Scouting fun
May we now go on our way,
Thankful for another day.
May we always love and share,
Living in peace beyond compare.
As Scout may we find,
Friendships true with all mankind.

Quietly we now will part,
Pledging ever in our heart,
To strive to do our best each day,
As we travel down life's way.
Happiness we'll try to give,
Trying a better life to live,
'Till all the world be joined in love,
Living in peace under skies above.



After the Training

Purpose

1. To put the training site in order
2. To evaluate the course just completed
3. To complete the training records

Cleanup

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

Evaluation

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

Training Records

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

Feedback

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

Boy Scouts of America
BALOO Syllabus Editor
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079

Appendix Cross-Reference



| | | |
|--|-------------------------|------------|
| Appendix A —Pack Overnighter Site Approval Form | Health and Safety . . . | 75 |
| Appendix B —Excerpts From the <i>Guide to Safe Scouting</i> | Health and Safety . . . | 77 |
| Appendix C —Positive Values | Support . . . | 79 |
| Appendix D —Outdoor Flag Ceremonies | Program . . . | 81 |
| Appendix E —The Purposes of Cub Scouting | Aims and Purposes . . . | 85 |
| Appendix F —The Cub Scout Pack Camping Program | Aims and Purposes . . . | 87 |
| Appendix G —The Seven Steps of Planning | Planning . . . | 89 |
| Appendix H —Cub Scout Pack Overnighter Planning Calendar | Planning . . . | 91 |
| Appendix I —Cub Scout Outdoor Program Checklist | Planning . . . | 93 |
| Appendix J —Pack Camping Evaluation | Planning . . . | 95 |
| Appendix K —Cub Scout Outdoor Awards | Support . . . | 97 |
| Appendix L —Leave No Trace Frontcountry Guidelines | Support . . . | 103 |
| Appendix M —Foil Cooking | Lunch Prep . . . | 105 |
| Appendix N —Sleeping Bags | Equipment . . . | 107 |
| Appendix O —Tents and Shelters | Equipment . . . | 109 |
| Appendix P —Cub Scout Outdoor Essentials | Equipment . . . | 111 |
| Appendix Q —Campsite Considerations | Equipment . . . | 113 |
| Appendix R —Pack Camping Gear | Equipment . . . | 115 |
| Appendix S —Campfires | Campfire Planning . . . | 117 |

| | | |
|--|------------------------------|------------|
| Appendix T —Leadership Requirements for Trips and Outings . . . | Health and Safety . . | 121 |
| Appendix U —The Sweet 16 of BSA Safety | Health and Safety . . | 123 |
| Appendix V —BSA Policy on the Use of Chemical Fuels | Fires . . | 125 |
| Appendix W —Sample Pack Camping Agenda | Program . . | 127 |
| Appendix X —Sample Interfaith Service | Program . . | 129 |
| Appendix Y —The 12 Elements of the Cub Scout Outdoor Program. | Support . . | 131 |
| Appendix Z —Open Fires Versus Cooking Stoves. | Fires . . | 133 |
| Appendix AA —Sanitation. | First Aid and Sanitation . . | 135 |
| Appendix BB —First-Aid Kits | First Aid and Sanitation . . | 137 |
| Appendix CC —Themed Hike Ideas. | Nature Hikes and Games . . | 139 |
| Appendix DD —Large-Group Games | Nature Hikes and Games . . | 141 |
| Appendix EE —Campout Safety Checklist | Health and Safety . . | 143 |
| Appendix FF —Campfire Program Planner | Planning . . | 145 |
| Appendix GG —Annual Health and Medical Record Information and FAQs | Health and Safety . . | 147 |
| Appendix HH —Trainer’s Resources | Support . . | 149 |

Pack Overnighter Site Approval Form

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

Site: _____ Phone: _____

Address: _____

Site contact: _____ Title: _____

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

Mandatory Standards

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

Site Amenities (optional)

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

Additional Opportunities

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

Site inspected by: _____ Date: _____

Site approved by: _____ Date: _____

Council contact: _____ Phone: _____

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



BOY SCOUTS OF AMERICA®

Excerpts From the *Guide to Safe Scouting*

Safe Swim Defense

Before a BSA group may engage in swimming activities of any kind, a minimum of one adult leader or more must complete Safe Swim Defense training, have a commitment card (No. 34243) with them, and agree to use the eight defenses in this plan.

Safety Afloat

Before a BSA group may engage in an excursion, expedition, or trip on the water (canoe, raft, sailboat, motorboat, rowboat, floating in an inner tube, or other craft), adult leaders for such activity must complete Safety Afloat training, have a commitment card, No. 34242, with them, and be dedicated to full compliance with all nine points of Safety Afloat. Canoeing, row-boating, and rafting for Cub Scouts and Webelos Scouts are limited to council and district events and only on flat water.

Drug, Alcohol, and Tobacco Use and Abuse

The Boy Scouts of America prohibits the use of alcoholic beverages and controlled substances at encampments or activities on property owned and/or operated by the Boy Scouts of America, or at any activity involving participation of youth members.

Adult leaders should support the attitude that young adults are better off without tobacco and may not allow the use of tobacco products at any BSA activity involving youth participants. This includes the use of electronic cigarettes, personal vaporizers, or electronic nicotine delivery systems that simulate tobacco smoking.

All Scouting functions, meetings, and activities should be conducted on a smoke-free basis, with smoking areas located away from all participants.

Guns and Firearms

Youth members of Cub Scouting are permitted to participate only in the shooting activities named herein only:

Archery and BB gun shooting are restricted to day camps, Cub Scout/Webelos Scout resident camps, council-managed family camping programs, or to council activities where there are properly trained supervisors and all standards for BSA shooting sports are enforced. Archery and BB gun shooting are not to be done at the pack level.

Cub Scouts are not permitted to use any other type of handgun or firearm.

Tour and Activity Plan

If a unit plans a trip within 500 miles of the home base, it is important that the unit develop a tour and activity plan. ... These plans have become recognized by national parks, military institutions, and other organizations as proof that a unit activity has been well planned and organized and is under capable and qualified leadership. These organizations may require a plan for entry.

Most short, in-town den trips of a few hours do not require a plan; however, it is recommended that dens obtain permission slips from parents.

Positive Values

The aims of the Boy Scouts of America are to develop character, citizenship, and personal fitness (including mental, spiritual, and physical fitness) in today's youth. All activities, including den and pack meeting programs; adult training events or committee meetings; camp programs; and campfire programs contribute to the aims of Scouting.

Every Scouting activity should be a positive experience in which youth and leaders feel emotionally secure and find support from their peers and leaders. Everything we do with our Scouts—including songs, skits, and ceremonies—should be positive and meaningful, and should not contradict the philosophy expressed in the Scout Oath and Scout Law.

Remember to:

- Reinforce the values of Scouting.
- Make everyone feel good.
- Make every element meaningful.
- Use age-appropriate activities.
- Get the whole group involved.
- Be positive.
- Teach the ideals and goals of Scouting.

Guidelines for Scouting-Appropriate Activities

- Cheers, songs, skits, stories, games, and ceremonies should build self-esteem and be age-appropriate.
- Name-calling, put-downs, and hazing are not appropriate.
- References to undergarments, nudity, or bodily functions are not acceptable.
- Cross-gender impersonations are not appropriate.
- Derogatory references to ethnic or cultural backgrounds, economic situations, and disabilities are not acceptable.
- Alcohol, drugs, gangs, guns, suicide, and other sensitive social issues are not appropriate subjects.
- Refrain from “inside jokes” that are exclusionary to the audience.
- Wasteful, ill-mannered, or improper use of food or water should not be used.
- The lyrics to the following patriotic songs should not be changed: “America,” “America the Beautiful,” “God Bless America,” and “The Star-Spangled Banner.”
- Similar respect should be shown for hymns and other spiritual songs.
- Avoid scary stories and bad language.
- Model the values of BSA and set a high standard for appropriateness in ALL Scouting activities.

IF IN DOUBT, TAKE IT OUT.

Outdoor Flag Ceremonies

A proper color guard requires two people per flag to raise and lower the colors. If more than the U.S. flag is being used, the U.S. flag is raised first in the morning and lowered last in the evening. Use the commands shown in italics to cue the bugler, if one is used.

STATIONARY FLAGPOLE

Raising the flag in the morning:

| Command: | Action: |
|--|---|
| <i>"Color guard, attention!"</i> | The color guard comes to attention. |
| <i>"Camp, attention!"</i> | The audience stands at attention. |
| <i>"Color guard, advance!"</i> | The color guard advances to the flagpoles. |
| <i>"Color guard, present colors!"</i> | The color guard attaches the flag to the halyard. |
| <i>"Hand Salute!"</i> | All salute, except the Scout raising the colors; the assistant salutes once the flag has cleared his hands.* |
| <i>"Color guard, post colors!"</i> (Optional: <i>"Bugler, sound off!"</i>) | (Optional: bugler plays <i>"To the Colors."</i>) The flag is raised briskly to the top of the pole. After the flag stops at the top, the Pledge of Allegiance, if used, is recited while the salute is held. |
| <i>"Two!"</i> | All drop salute and remain at attention. The color guard ties the halyard to secure the flag. The process is repeated with any other flags being raised together; no salute is given, and the bugler does not play. When the halyard is secure: |
| <i>"Color guard, dismissed!"</i> | Color guard returns to the starting point. A patriotic song or reading may be done at this point. |
| <i>"Camp at ease!"</i> | The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point. |
| <i>"Camp, dismissed!"</i> | The ceremony is ended and the audience disperses. |

***Note:** The salute is held only while the flag is moving on the pole. Once it reaches the top of the pole, or is touched by a member of the color guard, the command "TWO!" is given. Scouts should salute the pole itself, not follow the flag while it is moving up or down the pole.

Lowering the flag before sundown:

(Any announcements, awards, or recognition may be done after the audience has assembled but before the flag is lowered.)

Command:

(Optional: "Bugler, sound retreat!")

"Color guard, attention!"

"Camp, attention!"

"Color guard, advance!"

"Color guard, prepare to lower the colors!"

"Hand salute!"

"Color guard, lower the colors!"

(Optional: "Bugler, sound off!")

"Two!"

"Color guard, dismissed!"

"Camp at ease!"

"Camp dismissed!"

Action:

(Optional: Bugler plays "Retreat.")

The color guard comes to attention.

The audience stands at attention.

The color guard advances to the flagpoles. Flags other than the U.S. flag are lowered first and folded bed sheet style.

The color guard unties the lanyard from the pole.

All salute, except the Scout lowering the colors; the assistant salutes until the flag is within reach.

(Optional: bugler plays "To the Colors.") The U.S. flag is lowered slowly, with dignity. When the flag touches the assistant's hand:

All stop saluting, remaining at attention while the U.S. flag is properly folded triangle-style.

The color guard returns to their starting point.

Audience relaxes from attention.

The ceremony is over; the audience disperses.

HANDHELD FLAGPOLE

Raising the flag in the morning:

Command:

"Color guard, attention!"

"Camp, attention!"

"Color guard, advance!"

"Color guard, present colors!"

Action:

The color guard comes to attention.

The audience stands at attention.

The color guard moves toward the flag stands (in front of the audience) and stops on arrival.

The U.S. flag is raised high and held; any other flags are dipped forward.

“Hand salute!”

All except the flag bearers salute. The Pledge of Allegiance may be recited.

“Two!”

All drop salute, remain at attention.

“Color guard, post colors!”

The flags are posted in their stands; flag bearers take one step back.

“Color guard, dismissed!”

Color guard returns to the starting point behind audience.

“Camp at ease!”

The audience relaxes from attention. Any announcements, awards, or recognition may be done at this point.

“Camp dismissed!”

The ceremony is ended and the audience disperses.

Lowering the flag before sundown:

Any announcements, awards, or recognition may be done after the audience has assembled, but before the flag is lowered.

Command:

“Color guard, attention!”

Action:

The color guard comes to attention.

“Camp, attention!”

The audience stands at attention.

“Color guard, advance!”

The color guard moves toward the flag, stands (in front of audience), and stops on arrival.

“Color guard, present the colors!”

The flags are removed from their stands; the color guard turns toward the audience and waits.

“Hand salute!”

All except the flag bearers salute.

“Color guard, retire the colors!”

The U.S. flag precedes all others and they exit (back of audience). When they are clear of the audience:

“Two!”

All drop salutes.

“Camp at ease!”

Audience relaxes from attention.

“Camp dismissed!”

The ceremony is over; and the audience disperses.

The Purposes of Cub Scouting

1. Character Development
2. Spiritual Growth
3. Good Citizenship
4. Sportsmanship and Fitness
5. Family Understanding
6. Respectful Relationships
7. Personal Achievement
8. Friendly Service
9. Fun and Adventure
10. Preparation for Boy Scouts

Principles for Developing Character

There are three basic principles that underlie character development: thinking, feeling, and behavior. The Scout Oath and Law are the basis of good character development.

Desired Outcomes

The Cub Scout advancement program is built around five desired outcomes. The required adventures deliver experiences that build positive skills in boys in support of these constructs:

Character Development (Scout Law and Oath, Duty to God)

Participatory Citizenship (Civic Awareness and Patriotism, Service, Stewardship)

Personal Fitness (Physical Fitness, Healthy Eating, Wellness and Healthy Habits)

Outdoor Skills and Awareness (Comfort, Safety, and Adventure in the Outdoors, Nature and Outdoor Ethics, Emergency Skills)

The outdoor program is the laboratory where many of the skills and dispositions we want to develop are learned and practiced.

- Promote the plan and the event. Have a point of contact who can answer questions.
- Consider the tools to use when communicating the adventure: social media or paper handouts? Keep in mind how the audience prefers to communicate.
- Follow up with multiple messages to keep the excitement building.

The Scout Law

The Scout Law has 12 points. Each is a goal for every Scout. He does his best to live up to the Law every day. It is not always easy to do, but a Scout always tries.

A Scout is TRUSTWORTHY. A Scout tells the truth and keeps his promises. People can depend on him.

A Scout is LOYAL. A Scout is true to his family, friends, Scout leaders, school, and country.

A Scout is HELPFUL. A Scout volunteers to help others without expecting a reward.

A Scout is FRIENDLY. A Scout is a friend to everyone, even people who are very different from him.

A Scout is COURTEOUS. A Scout is polite to everyone and always uses good manners.

A Scout is KIND. A Scout treats others as he wants to be treated. He never harms or kills any living thing without good reason.

A Scout is OBEDIENT. A Scout follows the rules of his family, school, and pack. He obeys the laws of his community and country.

A Scout is CHEERFUL. A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy.

A Scout is THRIFTY. A Scout works to pay his way. He uses time, property, and natural resources wisely.

A Scout is BRAVE. A Scout can face danger even if he is afraid. He stands for what is right even if others laugh at him.

A Scout is CLEAN. A Scout keeps his body and mind fit. He helps keep his home and community clean.

A Scout is REVERENT. A Scout is reverent toward God. He is faithful in his religious duties.

The Scout Oath

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

The Meaning of the Scout Oath

ON MY HONOR I WILL DO MY BEST

Saying "On my honor" is like saying "I promise." It means that you will do your best to do what the Scout Oath says.

The Scout Oath has three promises. Let's look at what they mean.

TO DO MY DUTY TO GOD AND MY COUNTRY AND TO OBEY THE SCOUT LAW

A duty is something you are expected to do. At home, you might be expected to make up your bed or take out the trash. You also have duties to God and to your country. You do your duty to God by following the teachings of your family and religious leaders. You do your duty to your country by being a good citizen and obeying the law. You also promise to live by the 12 points of the Scout Law.

TO HELP OTHER PEOPLE AT ALL TIMES

Many people need help. A friendly smile and a helping hand make life easier for others. By helping other people, you are doing a Good Turn and making our world a better place.

TO KEEP MYSELF PHYSICALLY STRONG, MENTALLY AWAKE, AND MORALLY STRAIGHT

The last part of the Scout Oath is about taking care of yourself. You stay physically strong when you eat the right foods and get plenty of exercise. You stay mentally awake when you work hard in school, learn all you can, and ask questions. You stay morally straight when you do the right thing and live your life with honesty.

The Cub Scout Pack Camping Program

Cub Scout camping is an excellent way to expose Cub Scouts and their families to the positive values of Scouting found in the Scout Oath, such as duty to God and helping others.

Most boys joined Cub Scouting expecting to be involved in a program that uses the outdoors.

Each Cub Scout pack is encouraged to provide its youth members with enriching camping experiences. It is the intention of Cub Scout pack camping to be an adult–youth member camping activity organized by the pack.

Pack camping must be held on council-owned or -managed facilities, or at the local council's option in council-approved city, state, county, or national parks, or council-approved privately-owned campgrounds. Contact your local council for availability and approval. (Councils use Pack Overnighter Site Approval Form, No. 13-508.)

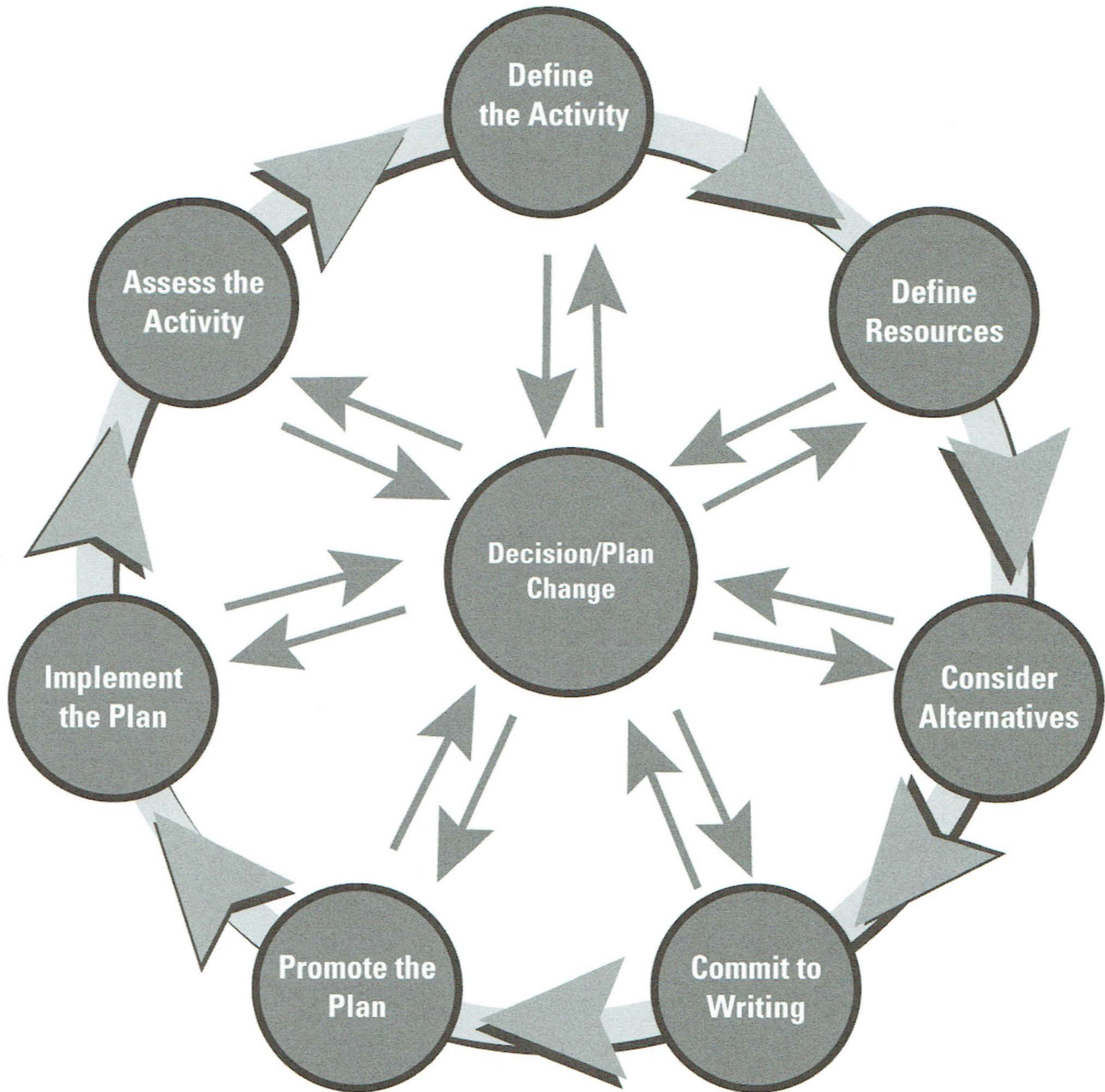
Adults who lead a pack camping program must complete Basic Adult Leader Outdoor Orientation (BALOO) and complete Youth Protection training before conducting the activity. At least one BALOO-trained adult must attend every camping activity of the pack.

This activity is an “entry-level” camping activity. All arrangements—sleeping, cooking, and program—should be geared to Cub Scout–age boys.

It is the goal of this program that the youth involved in this activity will be registered Tigers, Wolves, Bears, or Webelos, each with a responsible adult. In some cases, families will participate, and higher adult/Scout ratios will occur, and these options should be considered in planning the activity.

The overall goal of this activity is to provide a fun, exciting camping experience for the first-time Cub Scout camper. Advancement will be included as part of the natural program, but will not be the focus of the activity.

The Seven Steps of Planning



APPENDIX H

Cub Scout Pack Overnighter Planning Calendar

| Action to Be Taken | Days Before Outing | Date | Assigned to | Done? |
|--|-----------------------|-------|-------------|-------|
| Overnighter leader recruited | 120 | _____ | _____ | Y N |
| Overnighter leader trained—BALOO | 120 | _____ | _____ | Y N |
| Program leader recruited | 110 | _____ | _____ | Y N |
| Event and program assistants recruited | 100 | _____ | _____ | Y N |
| Initial planning meeting held | 90 | _____ | _____ | Y N |
| Campsite selected and reservations made | 75 | _____ | _____ | Y N |
| Begin promotion | 60 | _____ | _____ | Y N |
| Final budget completed | 45 | _____ | _____ | Y N |
| Permission slips/health forms and personal equipment lists distributed | 45 | _____ | _____ | Y N |
| Collection of fees completed | 21 | _____ | _____ | Y N |
| Program finalized | 21 | _____ | _____ | Y N |
| Tour and activity plan developed | 14 | _____ | _____ | Y N |
| Map(s) prepared and transportation arrangements finalized | 10 | _____ | _____ | Y N |
| Final equipment check made | 7 | _____ | _____ | Y N |
| Check on weather forecast | 7 | _____ | _____ | Y N |
| Food purchased | 1-5 | _____ | _____ | Y N |
| Conduct overnighter | 0 | _____ | _____ | Y N |
| Evaluation meeting held | +15 | _____ | _____ | Y N |
| Final report to pack committee | +30 | _____ | _____ | Y N |

Cub Scout Outdoor Program Checklist

Date(s) _____

Location _____

BSA facility

Council-approved non-BSA facility

I. Administration

Tour and activity plan

Camp reservation made

Parent permission slips

Camp deposit/fee paid

Health forms

Local requirements

Insurance

Licenses and permits

(fishing, boat, campfire, parking, etc.)

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

| Driver | No. of seat belts | Driver License No. | Auto Insurance Yes/No |
|--------|-------------------|--------------------|-----------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Equipment hauled by _____

IV. Location

Maps prepared _____

Assembly location _____

Departure time _____

Camp arrival time _____

Camp departure time _____

Anticipated return time _____

Stops en route (meal Y/N) _____

V. Equipment

- Personal equipment lists
- Program equipment
- Group
- Emergency

VI. Feeding

- Menu planned by _____
- Who buys food? _____
- Fuel supplied by _____
- Duty roster by _____
- Food storage _____

VII. Sanitation

- Special camp requirements _____

VIII. Safety

- Ranger contact _____ Phone (____) _____
- Nearest medical facility _____ Phone (____) _____
- Nearest town _____ Police number _____
- First-aid/CPR-trained leaders _____

IX. Program

- Program planned
- Special program equipment needed
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
- Rainy day activities planned

Pack Camping Evaluation

Date of outing _____ Location _____

Type of outing _____

Participation:

| | |
|-------------------|-------|
| Tigers | _____ |
| Wolves | _____ |
| Bears | _____ |
| Webelos | _____ |
| Parents/guardians | _____ |
| Others | _____ |
| Total | _____ |

Event leadership:

Outing leader _____

Committee _____

Facility:

Local contact _____ Phone _____

Cost _____

Requirements _____

Features _____

Problems _____

Would you recommend using this facility again? YES NO

Program:

Program features _____

Suggestions for future outings _____

Budget:

Total income _____ Total expenses _____

(Please attach a copy of the outing budget and itemized income and expense statement.)

Any unanticipated expenses? YES NO

If yes, explain _____

Additional comments _____

Did the Scouts have fun? YES NO

Submitted by _____ Date _____

Cub Scout Outdoor Awards

CUB SCOUT OUTDOOR ACTIVITY AWARD

The Award

Tigers, Wolves, Bears, and Webelos have the opportunity to earn the Cub Scout Outdoor Activity Award. Scouts may earn the award in each of the program years as long as the requirements are completed again each year.



The first time the award is earned, the Scout will receive the patch, which is to be worn on the right pocket flap of the uniform shirt. Each successive time the award is earned, a Wolf track pin, No. 14236, may be added to the flap. Leaders should encourage Scouts to build on skills and experiences from previous years when working on the award for a successive year.

The Summertime Pack Award is also worn on this patch.

There is NO adult recognition for this award.

Requirements

All ranks: Attend Cub Scout day camp or Cub Scout/Webelos Scout resident camp, plus do the following.

Rank-specific Requirements

Tiger: Complete the Backyard Jungle adventure from the *Tiger Handbook*, and complete four of the outdoor activities listed below.

Wolf: Complete the Paws on the Path adventure from the *Wolf Handbook*, and complete five of the outdoor activities listed below.

Bear: Complete the Bear Necessities adventure from the *Bear Handbook*, and complete six of the outdoor activities listed below.

Webelos: Complete the Webelos Walkabout adventure from the *Webelos Handbook*, and complete seven of the outdoor activities listed below.

Outdoor Activities

These activities must be in addition to any similar activities counted for rank advancement, and can be accomplished as a family, den, or pack.

- Participate in a nature hike in your local area. This can be on an organized, marked trail or just a hike to observe nature in your area.
- Participate in an outdoor activity such as a picnic or park fun day.
- Explain the buddy system and tell what to do if lost. Explain the importance of cooperation.
- Attend a pack overnighter. Be responsible by being prepared for the event.

- Complete an outdoor service project in your community.
- Complete a nature/conservation project in your area. This project should involve improving, beautifying, or supporting natural habitats. Discuss how this project helped you to respect nature.
- Earn the Summertime Pack Award.
- Participate in a nature observation activity. Describe or illustrate and display your observations at a den or pack meeting.
- Participate in an outdoor aquatics activity. This can be an organized swim meet or a den, pack, or family swim.
- Participate in an outdoor campfire program. Perform in a skit, sing a song, or take part in a ceremony.
- Participate in an outdoor sporting event.
- Participate in an outdoor interfaith or other worship service.
- Explore a local city, county, state, or national park. Discuss with your den how a good citizen obeys the park rules.
- Invent an outside game and play it with friends for 30 minutes.

WORLD CONSERVATION AWARD

The Award

The World Conservation Award provides an opportunity for individual Wolves, Bears, Webelos, Boy Scouts, Varsity Scouts, and Venturers to think globally and act locally to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources, and that we are interdependent with our world environment.



Requirements for this award must be completed *in addition to any similar requirements completed for rank*. This award may not be earned by Tigers.

Wolf

Complete all items in this list:

1. Discuss these questions with your family or den:
 - a. What things have people done to show a lack of respect to our world? Why is it important to respect the environment and natural resources?
 - b. How can you show respect for the environment?
 - c. How you feel when you see places in your neighborhood that have lots of litter.
2. Name one thing you can do to help the environment. Do it for one week.
3. Land, air, and water can get dirty. Discuss with your family or den ways this can happen.
4. It takes a lot of energy to make glass, cans, and paper products. You can help save energy by collecting these items for use again.

- a. Find out how recycling is done where you live.
- b. Find out what items you can recycle.
5. With an adult, pick up litter in your neighborhood. Wear gloves to protect your hands against germs and cuts from sharp objects.
6. With an adult, find three stories that tell how people are protecting our world. Read and discuss them together.
7. Besides recycling, there are other ways to save energy. List three ways you can save energy, and do them for one week.
8. Complete all requirements in two of the following three areas:

Birds

- a. Make a list of all the birds you saw in a week and tell where you saw them (field, forest, marsh, yard, or park).
- b. Put out nesting material (short pieces of yarn and string) for birds and tell which birds might use it.
- c. Read a book about birds. Report to your den what you learned from reading the book.
- d. Point out 10 kinds of birds (five may be from pictures).
- e. Feed wild birds and tell your den which birds you fed.
- f. Put out a birdhouse and tell which birds use it.

Grow Something

- a. Plant and raise a box garden.
- b. Plant and raise a flower bed. Grow two kinds of flowers from seed to bloom.
- c. Grow a plant indoors. Take care of it for one month.
- d. Plant and raise two kinds of vegetables from seed to “ready to eat.”
- e. Visit a botanical garden or other agricultural exhibition in your area. Report to your den or family two things you learned about gardens or plants.

Fishing

- a. Identify five kinds of fish, either live or from pictures.
 - b. Rig a pole with the right kind of line and hook. Attach a bobber and sinker if you need them. Then go fishing.
 - c. Fish with members of your family or an adult. Bait your hook and do your best to catch a fish.
 - d. Know the rules of safe fishing.
 - e. Tell about some of the fishing laws where you live.
 - f. Show how to use a rod and reel.
9. Participate in a den or pack conservation project in addition to the above.

Bear

Complete all items in this list:

1. Choose a bird or animal that you like that is not your pet, and find out how it lives. Make a poster showing what you have learned.
2. Build or make a bird feeder or birdhouse and hang it in a place where birds can visit safely.
3. Explain what a wildlife conservation officer does.
4. Find out what you can recycle in your community. Pick one of those items and recycle with your family for one month. Take the items to the recycling center for processing.
5. Complete all requirements in two of the following three areas:

Weather

- a. Learn how to read an outdoor thermometer. Put one outdoors and read it at the same time every day for two weeks.
- b. Build a weather vane. Record wind direction every day at the same hour for two weeks.
- c. Keep a record of each day's temperature, wind direction, and a description of the weather each day (fair skies, rain, fog, snow, etc.).
- d. Make a rain gauge.
- e. Find out what a barometer is and how it works. Tell what relative humidity is.
- f. Learn to identify three kinds of clouds. Estimate their heights.
- g. Watch a weather forecast every day for two weeks. Describe three map symbols used. Keep track of how often the forecast is correct.

Nature Crafts

- a. Make solar prints of three kinds of leaves.
- b. Make a display of eight animal tracks with an eraser print.
- c. Collect, press, and label 10 kinds of leaves.
- d. Collect eight kinds of plant seeds and label them.
- e. Collect, mount, and label 10 kinds of rocks or minerals.
- f. Collect, mount, and label five kinds of shells.
- g. Display the crafts you made for this section at a den or pack meeting.

Soil and Water

- a. Dig a hole or find an excavation project with an adult and describe the layers of soil you see and feel.
- b. Explore three kinds of earth by conducting a soil experiment.
- c. Visit a burned-out forest or prairie area, or a slide area, with your den or family. Talk to an official about how the area will be replanted and cared for so it can recover.

- d. What is erosion? Find out the kinds of grasses, trees, or ground cover you should plant in your area to help limit erosion.
 - e. As a den or family, visit a lake, stream, river, or ocean. Plan and do a den project to help clean up this important source of water. Name four kinds of water pollution.
6. Participate in a den or pack conservation project in addition to the above.

Webelos

Complete all of the following on this list:

1. Complete the Into the Wild adventure.
2. Complete the Webelos Walkabout adventure.
3. Complete five of the following:
 - a. Make a map of the United States. Show the types of forests growing in different parts of the country. Name some kinds of trees that grow in these forests.
 - b. Draw a picture to show the plant and tree layers of a forest in your area. Label the different layers. (If you don't live in an area that has forests, choose an area that does and draw a picture of that forest.)
 - c. Identify six forest trees common to the area where you live. Tell how both wildlife and humans use them. (If you don't live in a region that has forests, read about one type of forest and name six of its trees and their uses.)
 - d. Identify six forest plants (other than trees) that are useful to wildlife. Tell which animals use them and for what purposes.
 - e. Plant 20 forest tree seedlings. Tell how you planted them and what you did to take care of them after planting.
 - f. Describe both the benefits and the harm wildfires can cause in a forest ecosystem. Tell how you can help prevent wildfire.
 - g. Find out what kind of natural problems are occurring in your community. This may be drought, flooding, erosion control, air pollution, overcrowding, or others. Find out what your community is doing to improve the situation and how you can help.
4. Participate in a den or pack conservation project in addition to the above.

Leave No Trace Frontcountry Guidelines

LEAVE NO TRACE FRONTCOUNTRY GUIDELINES



As more people use parks and recreation facilities, LEAVE NO TRACE® guidelines become even more important for outdoor visitors.

Leave No Trace is a plan that helps people to be more concerned about their environment and to help them protect it for future generations. Leave No Trace applies in a backyard or local park (frontcountry) as much as it does in the wilderness (backcountry).

We should practice Leave No Trace in our attitude and actions—wherever we go. Understanding nature strength-

ens our respect toward the environment. One person with thoughtless behavior or one shortcut on a trail can spoil the outdoor experience for others.

Help protect the environment by remembering that while you are there, you are a visitor. When you visit the outdoors, take special care of the area. Leave everything just as you find it.

Hiking and camping without a trace are signs of a considerate outdoorsman who cares for the environment. Travel lightly on the land.

Six Leave No Trace Guidelines for Cub Scouts



PLAN AHEAD

Watch for hazards and follow all the rules of the park or outdoor facility. Remember proper clothing, sunscreen, hats, first aid kits, and plenty of drinking water. Use the buddy system. Make sure you carry your family's name, phone number, and address.



LEAVE WHAT YOU FIND

When visiting any outdoor area, try to leave it the same as you find it. The less impact we each make, the longer we will enjoy what we have. Even picking flowers denies others the opportunity to see them and reduces seeds, which means fewer plants next year.

Use established restrooms. Graffiti and vandalism have no place anywhere, and they spoil the experience for others. Leave your mark by doing an approved conservation project.



STICK TO TRAILS

Stay on marked trails whenever possible. Short-cutting trails causes the soil to wear away or to be packed, which eventually kills trees and other vegetation. Trampled wildflowers and vegetation take years to recover. Stick to trails!



RESPECT OTHER VISITORS

Expect to meet other visitors. Be courteous and make room for others. Control your speed when biking or running. Pass with care and let others know before you pass. Avoid disturbing others by making noise or playing loud music.

Respect "No Trespassing" signs. If property boundaries are unclear, do not enter the area.



MANAGE YOUR PET

Managing your pet will keep people, dogs, livestock, and wildlife from feeling threatened. Make sure your pet is on a leash or controlled at all times. Do not let your pet approach or chase wildlife. When animals are chased or disturbed, they change eating patterns and use more energy that may result in poor health or death.

Take care of your pet's waste. Take a small shovel or scoop and a pick-up bag to pick up your pet's waste— wherever it's left. Place the waste bags in a trash can for disposal.



TRASH YOUR TRASH

Make sure all trash is put in a bag or trash receptacle. Trash is unsightly and ruins everyone's outdoor experience. Your trash can kill wildlife. Even materials, such as orange peels, apple cores and food scraps, take years to break down and may attract unwanted pests that could become a problem.

Foil Cooking

Foil pack cooking is a great way to introduce novices to the world of outdoor cooking. They are easy to prepare, great to eat, and simple to clean up after. They can be prepared in advance—at a den meeting—frozen, and then thrown right on the fire at camp. There are probably hundreds of great recipes around, but they all use the same basic concept. The pack needs to be sealed tightly—a “drug-store” fold—to hold in the moisture, turned several times during cooking, and the actual recipe can be just about whatever you want it to be. Here’s a basic recipe:

Use two layers of lightweight foil, or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some folks smear a layer of butter or margarine on the foil to start. Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf first, and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little onion, even if they’re not going to eat it later—it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. You may want to add a handful of rice; just add a few ice cubes also, and it will turn out great!

Spread the white-hot coals shallowly, and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, seal the pack by folding the edge over or wrapping it in another piece of foil. Turn the packs twice during the recommended time. When it’s close to the completion time, open a corner of a pack and check to see if the meat is done.

Foil Cooking Times

| | |
|----------------|---------------|
| Hamburger | 15–20 minutes |
| Chicken pieces | 20–30 minutes |
| Hot dogs | 5–10 minutes |
| Pork chops | 30–40 minutes |
| Carrots | 15–20 minutes |
| Ears of corn | 6–10 minutes |
| Whole potatoes | 45–60 minutes |
| Potato slices | 10–15 minutes |
| Whole apples | 20–30 minutes |

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

Additional Cub Scout-Level Recipes

Thanksgiving foil pack. Place a layer of ice cubes on the foil. Lay turkey breast on top of the ice. Add $\frac{1}{2}$ cup Stovetop stuffing mix, $\frac{1}{2}$ cup regular stuffing mix. Then add $\frac{1}{2}$ – $\frac{3}{4}$ can of chicken soup (mixed with water according to directions on can). Wrap the pack using the drug-store fold, and cook over coals about 40 minutes until done.

Baked apple. Core apple. Place on a square of foil. Fill hole with 1 tablespoon raisins, 1 tablespoon brown sugar, and a dash of cinnamon. Candy red hots also make good filling. Wrap foil around apple using the drug-store fold, and bake in coals for 20 minutes.

Hobo popcorn. In the center of a foil square (six inches square), place a teaspoon of cooking oil and a tablespoon of popcorn. Bring foil corners together to form a pouch. Seal the edges, but leave room inside for the popcorn to expand. Tie the pouch on a long stick with a string, and hold the pouch over the coals. Shake constantly until all the corn is popped.

Pizza. Place a half of an English muffin on foil. Layer on pizza sauce, grated cheese, pepperoni, or whatever else you like on your pizza. Fold the foil drug-store style and place in the coals for 5–10 minutes.

Orange surprise. Cut off top third of an orange. Remove and eat the insides, leaving a little orange on the inside. Mix up a yellow or spice cake mix according to the directions on the mix box. Pour mix into orange about half full. Place the top back on the orange, and wrap in three layers of foil, using the drug-store fold to seal the pack. Cook for 15 minutes, then remove and let cool before eating.

Stick bread. Use “refrigerator” biscuit dough, or prepare biscuit mix very stiff. Heat stick, flour it, then wind dough like a ribbon, spiraling down the stick. Keep a small space between the twists. Cook by holding about six inches from the coals at first so inside will bake, then brown by holding nearer the coals. Turn continually. Bread will slip off easily when done.

Camp doughnuts. Pour a few inches of cooking oil into a large pot. This will work on a camp stove or coal bed, but use caution as it works best when the oil is very hot. Make the “doughnuts” by poking a hole in the center of a canned biscuit. Drop in the oil, turning once with a tong or stick halfway during cooking time. They cook very fast; watch for good color. Remove to drain on paper towels, and roll in confectioner’s sugar or cinnamon sugar.

Outdoor Cooking Hints

- Handy fire starters can be made by placing one charcoal briquette in each section of a paper egg carton. Cover with melted wax, and tear apart to use.
- Place a burger fresh from the grill into the bun and put it in a plastic bag for about a minute. The bun will be steamed warm.
- Put a kettle of water on the fire to heat while you are preparing your food and eating, and your dish water will be ready when you are.
- Freeze meat when putting in a cooler. It will last longer and help keep your other food cold. Make hamburger patties in advance and layer with paper.
- Give yourself plenty of time to start a fire and wait for the briquettes or wood to be ready.
- Don’t forget to rub the outside of pans with liquid soap before putting on the fire; they’ll clean up much more easily.

Sleeping Bags

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

The outside fabric, or shell, of the bag is often made of nylon. Loft (space to hold heat) is created by filling the shell with a variety of natural or synthetic materials. Partitions sewn into the shell hold the filler material in place. In less expensive bags, the partition seams may go straight through the shell, which makes it easy for cold air to creep in. In better bags, mesh or nylon walls (or baffles) divide the shell into compartments that keep the fill evenly distributed without lessening the loft, thus preventing cold spots. The best bags also have tubes of fill material backing the zippers to keep warm air in, and will probably have insulated hoods that can be drawn tight around the sleeper's face.

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

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

Types of Sleeping Bag Fill

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

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

Ground cloth. Commercially available, or 4- to 6-mil plastic, an old shower curtain, or a water bed liner will work. This will be your moisture barrier from the ground, and is essential.

Sleeping Bag Terminology

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

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

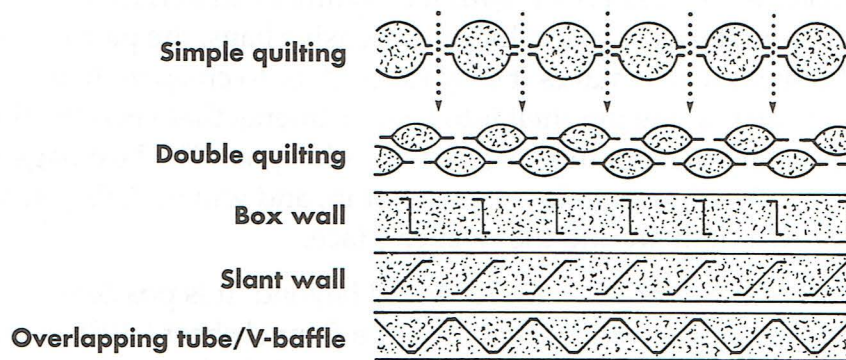
Box wall. Prevents the filling from moving about.

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

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

Sleeping-bag construction

The following cross-sections of various types of sleeping bags illustrate how filling is kept in place.



Caring for Sleeping Gear

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

Tents and Shelters

Desert campers need open, airy shelters to protect them from the sun. Cool- and cold-weather campers need tight, strong tents able to withstand strong winds and hold heat inside. Fortunately, there are shelters available to accommodate any user, in a variety of price and quality ranges. All your tent does is keep you sheltered from rain, wind, sun and bugs—not too important!

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

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

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

Care and Upkeep

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

Air your tent out after you get back from a campout. Brush out any dirt or pine needles that have collected. After airing, store it loosely in a cool, dry place. Opening zippers completely before going through doors will prevent damage.

Cub Scout Outdoor Essentials

The following items should be available for each Cub Scout on an outdoor trip. Consider a small fanny or day pack or similar bag to organize the items and make them easy to carry without interfering with normal activities.

- ▲ First-aid kit
- ▲ Water bottle
- ▲ Flashlight
- ▲ Trail food
- ▲ Sunscreen
- ▲ Whistle

Overnighter Gear

- ▲ Tent or tarp, poles, and stakes
- ▲ Ground cloth
- ▲ Sleeping bag
- ▲ Pillow
- ▲ Air mattress or pad
- ▲ Rain gear or poncho
- ▲ Warm jacket
- ▲ Sweatshirt
- ▲ Sweatpants (for sleeping)
- ▲ Cup, bowl, knife, fork, spoon, mesh bag
- ▲ Insect repellent
- ▲ Sunscreen
- ▲ Extra clothing
- ▲ Toothpaste, toothbrush, soap, washcloth, towel, comb
- ▲ Cub Scout uniform
- ▲ Change of clothes
- ▲ Durable shoes/boots (depending on weather)
- ▲ Hat or cap

Optional Items

- ▲ Camera
- ▲ Binoculars
- ▲ Sunglasses
- ▲ Fishing gear
- ▲ Notebook and pencil
- ▲ Nature books
- ▲ Swimsuit, bath towel
- ▲ Prayer book

Campsite Considerations

Cub Scout camping will be taking place in sites approved by the local council (council camps, local parks, campgrounds), so choices may be limited on arrival. There are still several considerations to keep in mind when laying out your campsite for a pack event.

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

Size and shape. A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it. (Leave No Trace-frontcountry guidelines)

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

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

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

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

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

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

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

Pack Camping Gear

In addition to the individual equipment listed in appendix P, Cub Scout Outdoor Essentials, the equipment listed below should be available for group use.

Required Items

- ▲ First-aid kit
- ▲ Food
- ▲ Cooking utensils as needed by menu, or cook kit
- ▲ Stove and fuel, or firewood, charcoal, and cooking grate
- ▲ Matches, fire starters, charcoal chimney-style lighters
- ▲ Aluminum foil
- ▲ Biodegradable soap
- ▲ Sanitizing agent (liquid bleach)
- ▲ Plastic scouring pads, dish mop, wash tubs
- ▲ One hundred feet of quarter-inch rope
- ▲ Water containers
- ▲ Trash bags
- ▲ Paper towels
- ▲ U.S. flag, pack flag
- ▲ Repair kit (rubber bands, safety pins, sewing gear)
- ▲ Toilet paper
- ▲ Shovel
- ▲ Cooler
- ▲ Activity gear (game material, craft supplies, etc.)

Spare Items

- ▲ Tent stakes
- ▲ Fuel canisters
- ▲ Ground cloth or tarp
- ▲ Insect repellent
- ▲ Sunscreen
- ▲ Eating utensils
- ▲ Blanket

Optional Items

- ▲ Dutch oven
- ▲ Marshmallows, popcorn, etc.
- ▲ Cooking fly or tarp
- ▲ Musical instruments
- ▲ Lawn chairs, camp stools

Campfires

Why should we do a campfire? Campfires can be an exciting and inspirational part of the Cub Scout outdoor program. Ask any Cub Scout why he likes going to campfires. His answer will be one of the following:

Fun! It's hard not to have fun at campfires! There is enjoyment for all concerned.

Entertainment! Our families, friends, neighbors, and guests get pleasure from attending a pack campfire.

Fellowship! We can bring a den or pack closer together—a deeper feeling than just “fun.”

Action! Cub Scout-age boys always have extra energy. Let's use it singing songs, doing cheers, and performing skits!

Adventure! A campfire is a great place to share someone else's adventure or start one of your own!

Training. Baden-Powell said it: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

Inspiration. Campfires will inspire everyone to leave with a greater commitment to Scouting's ideals.

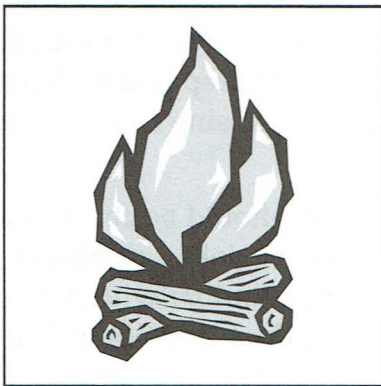
Many packs use indoor campfires as part of their regular programs. Let's make it even better by taking our Cub Scouts out for a real campfire, if possible. Don't let them miss this great experience.

Campfire Leadership

Most leaders will take a lot of time physically building a campfire. The location and construction are important, but above all, it's the *program* that counts. Campfires can be big, little, formal, informal, and can feature storytelling, dramatics, mystery, guest night, stunts, or a songfest.

Location Considerations

- A scenic spot
- Good drainage
- Protection from wind
- Freedom from insects
- Fire safety
- Firewood supply



Layout Considerations

- A stage area
- Lighting
- The fireplace
- Types of fires
- Sound—will it carry?
- Will it get lost?

What do I need for a successful campfire? Just remember the Four S's!

Songs—Scouting songs

- Can be peppy, quiet, action, special occasion, or novelty songs.

Stunts

- Fire-lighting. Adult supervision is required. Make it safe!
- Opening ceremony—sets the tone for your program.
- Stunts can be action, contests (physical/mental), humorous, mixers, “magic,” or educational.
- Closing ceremony—should be quiet and inspirational, can be the “main event.”

Stories—Adventure, humorous, heroic, biographical, nature, scientific

- Watch “scary” stories.
- Cubmaster’s Minute—“Big idea” talk.

Showmanship—Adds sparkle and life!

- Peppy when the fire is high.
- Vary the pace and timing of stunts.
- “Dress up” the setting.
- Encourage enthusiasm, but control discipline at all times.
- Quiet down as the embers die.

Remember to “Follow the Flames”

When the flames are high, action songs, loud cheers, and noisy stunts get everyone involved! When the flames burn down, have quiet songs, inspirational stories, and a respectful tone.

Build your fire to last 45 minutes to an hour. Don’t keep adding wood. Let the fire die down and use the natural quiet that goes with that to build your mood. The formula for a great campfire is:

Start **FAST**, reach a **PEAK**, slow **DOWN**, and give an inspiring **CLOSE**!

The sequence of events you choose will affect the success of your program. Make sure you let people know who they follow and where they are in the program, to keep everything running smoothly. If someone gets “lost,” be prepared with a run-on or joke to fill the time. Be sure to have an impressive opening and closing so everyone knows the campfire has begun and that it is over.

Everything that happens at your campfire should be checked and approved in advance. There is no place for off-color or questionable jokes, stories, or songs. Have the groups walk you through the skit or song if you are not familiar with it. You should not be surprised by anything at *your* campfire! A good rule of thumb is “Would you do this if your saintly grandmother was in the audience?” When in doubt, leave it out!

Help your audience with campfire etiquette. Some rules are:

- Enter and leave in silence.
- Be courteous when it's not your turn on stage.
- Cheer everyone for their contributions (one Scouter tells the Cub Scouts to cheer even louder if they didn't like a skit or a joke—and no one knows that way!).
- Keep your flashlights off during the program.

Storytelling and Yarns

Baden-Powell once said "The Cubmaster can command rapt attention at any time by telling his Cubs a story and through it can convey the lessons he wants. It is the gilding of the pill which never fails if the teller is any good at all."

Stories are a favorite part of any campfire. A good storyteller can take over a whole pack with just a few key thoughts in mind! There are four types of stories:

Adventure! These have a fast-moving plot, a romantic background, and unexpected events! We all are natural "hero worshipers."

Instructive. These teach important things about nature, skills, safety, or others.

Good fun. These call for laughter and jokes. They share happiness, good fortune, and fun. Telling a funny story about a mistake can teach an easy lesson.

Inspirational. These are serious, with a moral, such as the Scout Oath or Law, or even religious themes.

How Do I Tell a Story?

Here are a few simple things to remember to help you tell a great story.

Believe in your story. Make it your own. Use names, places that are familiar to you, and it will come across in your story. Remember that you're "selling" this story by the way you tell it.

Paint your picture with words. Remember, your audience is used to "seeing" the story on a TV. Use your talents to help them develop their imaginations.

Don't hurry, except at appropriate spots to help create excitement. Let the story move at its own pace—slow to get their attention, faster when the action gets exciting. Pace your telling speed to the action in the story.

Vary the tone of your voice to fit the points of the story. When the action is exciting your voice should be louder; when it's suspenseful, lower it. Volume can be adjusted either way to get and hold attention. Use your voice as an instrument.

See the action in your mind's eye. If you live the story while you're telling it, your audience will join you in the adventure.

Be sure everyone is comfortable before you begin. Nothing kills a mood faster than someone getting up to go to the bathroom.

Songs

I sing like a frog. How can I lead a song? So, sing a frog song! Enthusiasm will cover for a lack of skill. Here's what an audience really needs from a song leader.

- The name of the song. Give the name of the song, and if it's an unfamiliar song, give the tune. You may have to sing a line or maybe a verse to get them going.
- The pitch or key. Sing that first note; make sure they can sing it with you. If you are too high or low, adjust and try it again.
- The tempo—marking time. Shout “let's go” in rhythm, or clap hands to get the beat, then start with a nod of your head. Keep director-type motions to a minimum. Keep it simple.
- Information about the song. Make sure everyone knows it. If not, teach them. If you've chosen a song that needs the songbook, then teach them with it, and then put the books down. The result will be more satisfactory.
- Pep—enthusiasm! Don't insist on volume at the start. Tell them it's “singing” you want, not “noise.” If it doesn't go well, say that was a good practice, now let's do it for real. Show them you really like this song.
- Leadership—control. Plan your selections carefully. Using songs that fit the crowd and the event. Watch for parodies that might offend. Always tell them what the next song is, don't ask for suggestions.

Scouters tell stories of a famous campfire leader who had a tradition of yelling “That's my favorite song!” when a song was announced, no matter what song was being sung. What a great way to sell enthusiasm and get everyone right into it!

Singing at a campfire should be a fun, natural thing. “Old favorites” are great for this purpose. Sing a song everybody knows in the beginning, just to get everyone singing. Adults generally like to harmonize, and boys like action songs; singing rounds will help groups form together. Substituting motions for words will help you keep control. Sing in natural groups, keep the formal leadership to a minimum, and enjoy yourself, too!

And the important advice: Know the songs you are singing!

And don't forget . . . singing builds a group!

Leadership Requirements for Trips and Outings

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

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

The Sweet 16 of BSA Safety

These 16 safety points, which embody good judgment and common sense, are applicable to all activities:

1. **Qualified Supervision.** Every BSA activity should be supervised by a conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the children and adults in his care. The supervisor should be sufficiently trained, experienced, and skilled in the activity to be confident of his or her ability to lead and teach the necessary skills and to respond in the event of an emergency. Field knowledge of all applicable BSA standards and a commitment to implement and follow BSA policy and procedures are essential parts of the supervisor's qualifications.
2. **Physical Fitness.** For youth participants in any potentially strenuous activity, the supervisor should receive a complete health history from a health-care professional, parent, or guardian. Adult participants and youth involved in higher-risk activity (e.g., scuba) may require professional evaluation in addition to the health history. The supervisor should adjust all supervision, discipline, and protection to anticipate potential risks associated with individual health conditions. Neither youth nor adults should participate in activities for which they are unfit. To do so would place both the individual and others at risk.
3. **Buddy System.** The long history of the buddy system in Scouting has shown that it is always best to have at least one other person with you and aware at all times of your circumstances and what you are doing in any outdoor activity.
4. **Safe Area or Course.** A key part of the supervisor's responsibility is to know the area or course for the activity and to determine that it is well-suited and free of hazards.
5. **Equipment Selection and Maintenance.** Most activity requires some specialized equipment. This equipment should be selected to suit the participants and the activity and to include appropriate safety and program features. The supervisor should also check equipment to determine whether it is in good condition for the activity and make sure it is kept properly maintained while in use.
6. **Personal Safety Equipment.** The supervisor must ensure that every participant has and uses the appropriate personal safety equipment. For example, activity afloat requires that each participant wear a life jacket; bikers, horseback riders, and kayakers need helmets for certain activities; skaters need protective gear; and all need to be dressed for warmth and utility as the circumstances require.
7. **Safety Procedures and Policies.** For most activities, common-sense procedures and standards can greatly reduce any risk. These should be known and appreciated by all participants, and the supervisor must ensure compliance.
8. **Skill Level Limits.** Every activity has a minimum skill level, and the supervisor must identify and recognize this level and be sure that the participants are not put at risk by attempting any activity beyond their abilities. A good example of skill levels in Scouting is the swim test, which defines conditions for safe swimming on the basis of individual ability.

9. **Weather Check.** The risks of many outdoor activities vary substantially with weather conditions. Potential weather hazards and the appropriate responses should be understood and anticipated.
10. **Planning.** Safe activity follows a plan that has been conscientiously developed by the experienced supervisor or other competent source. Good planning minimizes risks and anticipates contingencies that may require an emergency response or a change of plan.
11. **Communications.** The supervisor needs to be able to communicate effectively with participants as needed during the activity. Emergency communications also need to be considered in advance for any foreseeable contingencies.
12. **Plans and Notices.** BSA tour and activity plans, council office registration, government or landowner authorization, and any similar formalities are the supervisor's responsibility when such are required. Appropriate notification should be directed to parents, enforcement authorities, landowners, and others as needed, before and after the activity.
13. **First-Aid Resources.** The supervisor should determine what first-aid supplies to include among the activity equipment. The level of first-aid training and skill appropriate for the activity should also be considered. An extended trek over remote terrain obviously may require more first-aid resources and capabilities than an afternoon activity in a local community. Whatever is determined to be needed should be available.
14. **Applicable Laws.** BSA safety policies generally parallel or go beyond legal mandates, but the supervisor should confirm and ensure compliance with all applicable regulations or statutes.
15. **CPR Resource.** Any strenuous activity or remote trek could present a cardiac emergency. Aquatic programs may involve cardiopulmonary emergencies. The BSA strongly recommends that a person (preferably an adult) trained in CPR be part of the leadership for any BSA program. This person should be available for strenuous outdoor activity.
16. **Discipline.** No supervisor is effective if he or she cannot control the activity and individual participants. Youth must respect their leadership.

BSA Policy on the Use of Chemical Fuels

Purpose

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

Before any chemical fuels or chemical-fueled equipment are used, an adult knowledgeable about chemical fuels and equipment, including regulatory requirements should resolve any hazards not specifically addressed within this policy.

Definitions

Chemical Fuels—Liquid, gaseous, or gelled fuels.

Approved Chemical-Fueled Equipment—Commercially manufactured equipment, including stoves, grills, burners, heaters, and lanterns that are designed to be used with chemical fuels.

Prohibited Chemical-Fueled Equipment—Equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use. Examples include alcohol-burning "can" stoves, smudge pots, improperly installed heaters, and propane burners with their regulators removed.

Recommended Chemical Fuels—White gas (Coleman fuel); kerosene; liquefied petroleum gas fuels, including propane, butane, and isobutane; vegetable oil fuels; biodiesel fuel; and commercially prepared gelled-alcohol fuel in original containers.

Chemical Fuels Not Recommended—Unleaded gasoline; liquid alcohol fuels, including isopropyl alcohol, denatured ethyl alcohol, and ethanol; and other flammable chemicals that are not in accordance with the manufacturer's instructions for chemical-fueled equipment.

Storing, Handling, and Using Chemical Fuels and Equipment

- An adult knowledgeable about chemical fuels and equipment should always supervise youth involved in the storage, handling, and use of chemical fuels and equipment.
- Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.
- Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.
- No flames in tents. This includes burning any solid, liquid, gel, or gas fuel; including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.

- Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.
- During transport and storage, properly secure chemical fuel containers in an upright, vertical position.

Sample Pack Camping Agenda

This is a sample. Remember to keep it simple—make it fun!

Day 1

- 9:00 A.M. Arrive at campsite; set up tents and bedding.
- 10:00 A.M. Raise U.S. flag with ceremony. Welcome families and review ground rules.
- 10:15 A.M. Visit nature center.
- 10:45 A.M. Go on nature hike.
- 11:30 A.M. Boys and adult partners prepare and eat lunch; clean up.
- 12:30 P.M. Free time
- 1:00 P.M. Play large group games.
- 2:30 P.M. Go swimming.
- 4:00 P.M. Boy-adult teams build cooking fires and prepare dinner; dens eat as groups.
- 5:30 P.M. Wash dishes and clean up.
- 6:30 P.M. Free time
- 7:00 P.M. Lower U.S. flag with ceremony.
- 7:30 P.M. Prepare for campfire.
- 8:30 P.M. Campfire program
- 9:30 P.M. Cracker barrel
- 10:00 P.M. Lights out

Day 2

- 7:00 A.M. Reveille
- 7:30 A.M. Air bedding; clean up campsite.
- 8:30 A.M. Boy-adult teams prepare and eat breakfast.
- 9:00 A.M. Wash dishes and clean up.
- 9:30 A.M. Worship service
- 10:00 A.M. Strike camp, leaving it in better condition than you found it.

This schedule assumes that each family is preparing meals separately. Group meals are also appropriate. Consider a hamburger cookout, chili cookoff, or pancake feed.

Pack Camping Activity Worksheet

| Day One | Activity Scheduled | Day Two | Activity Scheduled |
|------------|--------------------|------------|--------------------|
| 6:00 a.m. | | 6:00 a.m. | |
| 6:30 a.m. | | 6:30 a.m. | |
| 7:00 a.m. | | 7:00 a.m. | |
| 7:30 a.m. | | 7:30 a.m. | |
| 8:00 a.m. | | 8:00 a.m. | |
| 8:30 a.m. | | 8:30 a.m. | |
| 9:00 a.m. | | 9:00 a.m. | |
| 9:30 a.m. | | 9:30 a.m. | |
| 10:00 a.m. | | 10:00 a.m. | |
| 10:30 a.m. | | 10:30 a.m. | |
| 11:00 a.m. | | 11:00 a.m. | |
| 11:30 a.m. | | 11:30 a.m. | |
| 12:00 p.m. | | 12:00 p.m. | |
| 12:30 p.m. | | 12:30 p.m. | |
| 1:00 p.m. | | 1:00 p.m. | |
| 1:30 p.m. | | 1:30 p.m. | |
| 2:00 p.m. | | 2:00 p.m. | |
| 2:30 p.m. | | 2:30 p.m. | |
| 3:00 p.m. | | 3:00 p.m. | |
| 3:30 p.m. | | 3:30 p.m. | |
| 4:00 p.m. | | 4:00 p.m. | |
| 4:30 p.m. | | 4:30 p.m. | |
| 5:00 p.m. | | 5:00 p.m. | |
| 5:30 p.m. | | 5:30 p.m. | |
| 6:00 p.m. | | 6:00 p.m. | |
| 6:30 p.m. | | 6:30 p.m. | |
| 7:00 p.m. | | 7:00 p.m. | |
| 7:30 p.m. | | 7:30 p.m. | |
| 8:00 p.m. | | 8:00 p.m. | |
| 8:30 p.m. | | 8:30 p.m. | |
| 9:00 p.m. | | 9:00 p.m. | |
| 9:30 p.m. | | 9:30 p.m. | |
| 10:00 p.m. | | 10:00 p.m. | |

Sample Interfaith Service

Call to Worship

How wonderful, O Lord, are the works of Your hands!

The heavens declare your glory; the arch of the sky displays Your handiwork.

In Your love You have given us the power to behold the beauty of Your world robed in all its splendor.

The sun and the stars, the valleys and the hills, the rivers and lakes all disclose Your presence.

The roaring breakers of the sea tell of Your awesome might; the beasts of the field and the birds of the air bespeak Your wondrous will.

In Your goodness You have made us able to hear the music of the world.

The voices of loved ones reveal to us that You are in our midst.

A divine voice sings through all creation.
—Jewish prayer

Hymn—In My Father's House

(Please stand.)

Oh, won't you come with me, to my Father's house,

To my Father's house, to my Father's house.

Oh, won't you come with me, to my Father's house.

There is peace, peace, peace.

There is sweet communion there, in my Father's house,

In my Father's house, in my Father's house.

There's sweet communion there, in my

Father's house,

There is peace, peace, peace.

There'll be no more parting there, in my Father's house,

In my Father's house, in my Father's house.

There'll be no more parting there, in my Father's house,

There'll be peace, peace, peace.

Responsive Reading

Leader: Please join me in dedicating myself to living the Scout Oath.

Group: On my honor.

Leader: And being fully persuaded that, what he had promised, he was also able to perform.

—Romans 4:21

Group: On my honor, I will do my best.

Leader: I seek strength, not to be greater than my brother, but to fight my greatest enemy—myself.

—American Indian prayer

Group: On my honor, I will do my best to do my duty to God.

Leader: Fear God and keep His commandments, for this is the whole duty of man.

—Ecclesiastes 12:13

Group: To do my duty to God and my country.

Leader: Open the gates, so that the righteous nation that keeps faith may enter in.

—Isaiah 26:2

Group: On my honor, I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times.

Leader: And behold I tell you these things that ye may learn wisdom, that ye may learn that when ye are in the service of your fellow beings ye are only in the service of your God.

—Book of Mormon, Mosiah 2:17

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

Leader: For the grace of God has appeared, saving all and training us to reject godless ways and worldly desires and to live temperately, justly, and devoutly in this age, as we await the blessed hope, the appearance of the glory of the great God and of our savior Jesus Christ.

—Titus, 2:11-13

Silent Prayer

Prayer

How easy it is for me to live with You,
O Lord!

How easy for me to believe in You!

When my mind parts in bewilderment
or falters,

Then the most intelligent people see no
further than this day's end and do not
know what must be done tomorrow,

You grant me the serene certitude that You
exist and that You will take care that not all
the paths of good be closed.

Atop the ridge of earthly fame,

I look back in wonder at the path which I
alone could never have found, a wondrous
path through despair to this point from
which I, too, could transmit a reflection of
your rays.

And as much as I must still reflect You will
give me.

But as much as I cannot take up You will
have already assigned to others.

—Aleksandr Solzhenitsyn (1974)

Hymn—Kum Ba Yah

Kum ba yah, my Lord, kum ba yah,
Kum ba yah, my Lord, kum ba yah,
Kum ba yah, my Lord, kum ba yah,
Oh, Lord, kum ba yah.

1. Someone's crying, Lord, kum ba yah.
2. Someone's praying, Lord, kum ba yah.
3. Someone's singing, Lord, kum ba yah.
4. Kum ba yah, my Lord, kum ba yah.

Cubmaster's Message

Hymn—Let There Be Peace on Earth (Please stand.)

Let there be peace on earth, and let it begin
with me.

Let there be peace on earth, the peace that
was meant to be.

With God as our Father, we are family.

Let us walk with each other, in perfect
harmony.

Let peace begin with me, let this be the
moment now.

With every step I take let this be my
solemn vow:

To take each moment, and live each
moment in peace eternally!

Let there be peace on earth, and let it begin
with me.

Benediction—Celtic Blessing **on Setting Forth**

May the road rise to meet you.
May the wind always be at your back.
May the sun shine warm upon your face,
The rains fall soft upon your fields;
And, until we meet again, may
God hold you in the palm of his hand.

The 12 Elements of the Cub Scout Outdoor Program

The Cub Scout outdoor program offers 12 elements for success. A successful Cub Scout outdoor event will include several of these elements, and the year-round program should include all of them. The elements support a successful outdoor program by helping event planners focus on the key parts of the Scouting program in general, and on the specifics of the Cub Scout outdoor program.

The 12 elements of the Cub Scout outdoor program are:

1. **Training.** Each type of camping opportunity in the Cub Scout outdoor program is supported by training: National Camping School for day camps, resident camps, and family camps, and council or district BALOO and Outdoor Leader Skills for Webelos Leaders provide the skills and knowledge needed for a great event.
2. **Conservation.** Conservation has always been a part of the Scouting program. The Cub Scout Outdoor Ethics Awareness Award and Action Award and Cub Scout World Conservation Award are only the beginning of the opportunities available for service to the out-of-doors.
3. **Aquatics.** Be sure to use the principles found in Safety Afloat and Safe Swim Defense and in the *Guide to Safe Scouting*.
4. **Camping.** Day camp, resident camp, pack overnights, Webelos den overnights, Webelos-ree events, and council or district family camps are the keys of the Cub Scout outdoor program.
5. **Duty to God.** Be sure to include an interfaith worship service during the event, whether staying overnight or not.
6. **Nature Crafts.** Add a touch of real nature to your craft activities and make it a learning experience and fun!
7. **Four-Season Activities.** Keep your program going year-round by using the resources available in your community.
8. **Cooking, Hiking, and Games.** These are a natural part of any Scouting event; just be sure they are age-appropriate.
9. **Ceremonies, Campfires, "Pizzazz."** It's better outside—don't miss the chance to create a lasting memory.
10. **Cub Scout Adventures.** Take advantage of opportunities to incorporate rank advancement when available. Make it a natural part of your Cub Scout outdoor program!
11. **Themes.** Include a well-thought-out theme and make it Cub Scout special!
12. **National Awards.** The Journey to Excellence, Summertime Pack Award, and Cub Scout Outdoor Activity Award support a great year-round unit program.

Open Fires Versus Cooking Stoves

Open Fire Advantages

- Creates heat suitable for cooking food and warming chilly campers.
- Requires no special equipment.
- Allows cooks to bake in Dutch ovens and reflector ovens, and to broil food on grills.
- Provides a psychological lift on cold and damp days and serves in the evening as the center of pack fellowship.

Open Fire Disadvantages

- Can scar the earth on which it is built; stains rocks with soot.
- Difficult to control temperature.
- Creates a potential hazard to surrounding forests.
- Requires an adequate supply of wood or charcoal.
- Difficult to build and maintain in rain or snow.
- Illegal or allowed only by permit in many parks and forests.
- Blackens pots and pans.
- Can destroy hiking boots or clothing in the process of drying them.

Camping Stove Advantages

- Will not scar the earth.
- Temperature is controllable.
- Provides steady heat that won't blacken rocks or cooking gear.
- Requires no firewood.
- Operates dependably under adverse conditions.
- Faster, cleaner to use.

Camping Stove Disadvantages

- Requires the handling of flammable liquids or gaseous fuels.
- Useless for drying gear or warming campers.
- Useless for baking or grilling food.
- Must be used with adult supervision.

APPENDIX AA

Sanitation

As soon as the fire or stove is cleared of cook pots, put on a pot of water to heat for washing. After the meal, the cleanup crew goes to work. Pour half the hot water into a second pot; use one for washing, the other for rinsing. While many campers find that hot water is both ecologically sound and effective for most dishwashing tasks, a little biodegradable soap in the first pot will help cut grease. In the second pot, a few drops of a rinse agent such as liquid bleach will kill any germs the heat doesn't destroy.

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

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

Cleanup Hints

- Wipe down with liquid dish soap the outside of any pots you are using in an open fireplace. It will prevent the pot from getting permanently fire-stained, and make cleanup simple. The black will wipe right off.
- Keep food material out of your wash water pot. Make sure all utensils are free of as much food material as possible first.
- Sand makes a great scouring medium if you forget scrubbing pads.
- Get your wash water going early. You may want to start it before you cook your meal, then move it back on the heat as space becomes available.
- Be sure to leave your fireplace clean. Don't leave any unburned material in the coals unattended.

First-Aid Kits

A first-aid kit well stocked with the basic essentials is indispensable. Choose one sturdy and lightweight, yet large enough to hold the contents so that they are readily visible and so that any one item may be taken out without unpacking the whole kit. Keep a list of contents readily available for refilling. Keep the kit in a convenient location. Make one person responsible for keeping the kit filled and available when needed. Quantities of suggested items for your first-aid kit depend on the size of your group and local conditions.

Suggested First-Aid Kit Contents

- Bar of soap
- Two-inch roller bandage
- One-inch roller bandage
- One-inch adhesive tape
- Three-inch-by-3-inch sterile pads
- Triangular bandage
- Assorted gauze pads
- Adhesive strips
- Clinical oral thermometer
- Scissors
- Tweezers
- Sunburn lotion
- Lip salve
- Poison-ivy lotion
- Small flashlight (with extra batteries and bulb)
- Absorbent cotton
- Water purification tablets (iodine)
- Safety pins
- Needles
- Paper cups
- Foot powder
- Instant ice packs

Because of the possibility of exposure to communicable diseases, first-aid kits should include latex or vinyl gloves, plastic goggles or other eye protection, and antiseptic to be used when giving first aid to bleeding victims, as protection against possible exposure. Mouth barrier devices should be available for use during CPR.

Themed Hike Ideas

Paint chip hike. Distribute to groups sample paint cards from hardware stores. See if corresponding colors can be found in nature. Cub Scouts should not pick, pick up, or remove any items from their natural state. (Refer to Item 4, "Leave What You Find," in the Leave No Trace Frontcountry Guidelines.)

A-B-C hike. Each group has a paper with A–Z listed. The object is to find something in nature for each letter.

Babies hike. Look for baby plants, baby animals. This is a great one in early spring.

Another babies hike. Everyone look at eye level of a baby. What can you see down lower to the ground?

No-talking hike. Look first, talk later. What details can you remember? Key in on specific sounds: water running, bird sounds, wind, leaves crunching under feet, etc.

Blind walk. Also a controlled hike. Hikers can follow a trail laid out by stringing ropes between trees, or another hiker can lead them. Have various stations set up with things to be felt, to see if the hiker can identify items without the use of sight.

Five senses walk. Hikers travel to stations set up for each of the five senses. Caution: For the taste section, these items should be brought from home and commercially processed, not picked up off the ground in the forest. This hike takes more preparation ahead of time than most, but is one of the most rewarding.

Flashlight hike. This is a good hike to calm everyone down, possibly right after campfire when the campers are not quite ready for bed. This is a study in contrasts. Which things look and sound different during the day than they do at night?

Four on a Penny. Can you find four different things that will fit together on the head of a penny?

Circle hike. This is an excellent idea if you are dealing with physically challenged hikers. A circle is marked on the ground and you make a list of all the things you can discover about what is living in that confined circle.

Different in the dark hike. Hike a short path during the day, instructing the boys to remember what they saw and heard. Then, repeat the hike at night and have them tell you what is different.

Large-Group Games

Large-group games involve everyone and can be a great tool for building group spirit. There are many sources in BSA literature and elsewhere for games that will be great fun for your group to learn and play! Avoid extreme physical contact and games in which large amounts of players get eliminated as play goes on. The object is for everyone to participate and have a great time.

Barnyard Bedlam

Players are divided into teams. A group of 30 might have five teams of six. One player in each team is designated captain and given a paper bag. Each team is given the name of a barnyard animal and must imitate its cry. They are told that squirrels have hidden supplies around the field; specify the area. Each team is to gather as many of these nuts as possible. The team with the most nuts is the winner. Only the captains may pick up the nuts and put them in the bag. When a player finds a pile of nuts, he stands beside it and gives the team cry. The captain then comes to pick up the nuts. It can be barnyard “bedlam”!

Equipment needed: Bags for captains. Several pounds of peanuts in shells so that you can lay out a lot of little piles of peanuts for the players to find.

Blob

Two players join hands to form the “blob.” The blob grows by chasing other players and touching them. **Note:** Only the free hands at the end of the blob can be used to touch players. The blob continues to grow until only one player is left untouched. That player is the winner. As a variation, require the blob to split when it grows to four to six players; now there are two blobs, which split again when each grows to four to six players.

Spies

Hang a number of cardboard pieces about one yard above the ground. Depending on the size of the area and the cover, have one to three umpires patrolling the area. From the starting point, players move through the area, attempting to find the specific number of hanging cards and to write their names on them—while avoiding detection by the umpires. The umpires write down the names of players that they spot within five yards of a hanging card. At the end of the game, add the number of times a player has signed his name on different sheets and subtract the number of times that umpires recorded seeing him/her. The individual or team with the most points would be the winner.

Streets and Alleys

This is a tag game best played with about 20 players. Players line up as if in relay formation, but with hands touching the hands of the players beside them. This creates the streets. By turning 90 degrees and touching the hands of the players now beside them, they now have the alleys. Two players are selected. One is the pursuer and one is the quarry. The pursuer chases the quarry down the streets. Neither may break through the arms of those forming the streets. The leader calls “alleys” and players turn to form the alleys. This can change the situation dramatically. After a short time, the leader calls “streets,” and the formation shifts once again. Continue to alternate between streets and alleys as the game progresses. Runners should be changed every minute or so to give runners a break and everyone a chance to run.

Steal the Bacon

Teams should be divided equally, both kids and adults. Teams line up on opposite sides of the playing area, by height. Each side counts off, starting from the short end. The shortest person on each team is number 1; the tallest person is the highest number. The tallest person on team A should be opposite the shortest person on team B, so they have to come from opposite sides when their number is called. An object like a ball, two-liter soda bottle, or even a sack of clothing will work. The object (the bacon) is placed in the center of the field. The person running the game will call out a number, and that number from each side comes out to the center of the field. The object of the game is to get the “bacon” back to your line on your side of the field. Scoring is as follows: one point for getting the bacon back to your side, untouched by the other player, or one point for tagging the other player while he or she is holding the bacon. Players can drop the bacon if they think they are going to get tagged, and the game continues. Once everyone gets the hang of the game, multiple numbers can be called.

Camp Baseball

Form two teams. One team is “batting,” the other “fielding.” One of the players on the batting team spins the foxtail and launches it in any direction. The batting team forms a tight circle and the batter starts running around his team, counting each complete orbit as a run. Meanwhile, the fielding team has to recover the foxtail and pass it through the legs of the entire fielding team. Once this is accomplished, they yell “out” and the batter stops counting runs. There is no prescribed rule on how to accomplish the passing; it’s up to the team to decide its technique, but the foxtail must go through the legs of all players on the team. Once three outs are made, the teams switch, and the fielding team bats. Play as many innings as you want!

Campout Safety Checklist



Campout Safety Checklist Boy Scouts of America

Campout Description: _____

Campout Date(s): _____ Campout Location: _____

Campout Organizer: _____ Health and Safety Officer: _____

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

| Campout Risks | Yes | No | N/A | Mitigation/Comments |
|---|-----|----|-----|---------------------|
| Planning | | | | |
| 1. Does everyone attending have a current Annual Health and Medical Record? | | | | |
| 2. Are all leaders current on their Youth Protection training (valid for two years)? | | | | |
| 3. Do leaders have program-specific training (e.g., Safety Afloat, Range Safety Officer, etc.)? | | | | |
| 4. If swimming or boating is involved, is there a BSA-certified lifeguard responsible for the waterfront? | | | | |
| 5. Have weather conditions been checked and communicated? | | | | |
| 6. Have maps to the campsite been printed and handed out? | | | | |
| 7. Do parents have contact information for adult leaders attending the campout? | | | | |
| 8. Does the unit have a fully charged and operable fire extinguisher? | | | | |
| 9. Has a tour and activity plan been prepared and submitted on MyScouting? | | | | |
| 10. Is a seat belt available for each attendee in any vehicles that will be used? | | | | |
| 11. Are all drivers licensed and insured? | | | | |
| 12. Have all drivers taken Risk Zone driver training? | | | | |
| 13. Is the unit first-aid kit in good order? | | | | |
| 14. Has the <i>Guide to Safe Scouting</i> been reviewed for program safety requirements? | | | | |
| 15. Is a copy of the <i>Guide to Safe Scouting</i> available on the campout? | | | | |
| 16. Are the program areas age appropriate for the youth? | | | | |
| 17. Is at least one participant certified in CPR and first aid? | | | | |
| 18. Is specialized safety equipment needed and available (e.g., life jacket, safety glasses, gloves, etc.)? | | | | |
| 19. Have emergency plans been established for the following? | | | | |
| a. Severe weather | | | | |
| b. Lost Scout | | | | |
| c. Sick Scout requiring urgent care (non-ER) | | | | |
| d. Evacuation from campsite | | | | |
| 20. Has an adult been assigned to help Scouts with taking meds? | | | | |



Campout Safety Checklist

Boy Scouts of America

| Campout | | | | |
|---|--|--|--|--|
| 1. Has the campsite been surveyed for potential hazards (e.g., glass, dead branches, large ant beds, etc.)? | | | | |
| 2. Has the location of the nearest hospital/ER been identified and announced to all adults? | | | | |
| 3. Is a mechanism in place for contacting a camp ranger or camp office (e.g., walkie-talkie, mobile phone, etc.)? | | | | |
| 4. Has the Unit Fireguard Plan been prepared and posted? | | | | |
| 5. Has a fire extinguisher been placed close to the campfire and/or other heat sources? | | | | |
| 6. Is the campfire in a campfire ring or in an area designated for a fire? | | | | |
| 7. Is the unit first-aid kit in a conspicuous location and readily available? | | | | |
| 8. Have equipment or tools been inspected prior to use? | | | | |
| 9. Have parking plans or areas been established to minimize vehicular traffic? | | | | |
| 10. Has the unit conducted a quick safety meeting to convey any important safety information? | | | | |
| After Campout | | | | |
| 1. Have any incidents been recorded and reported, if necessary, to BSA professionals? | | | | |
| 2. Have the adult and youth leaders captured any lessons learned from the campout? | | | | |
| Miscellaneous | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Campfire Program Planner

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

| Cheer Planner | Spot |
|---------------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Song Planner | Spot |
|--------------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Campfire Program Planner | | | |
|--------------------------|-------------|------|------|
| Group or Individual | Description | Type | Spot |
| Opening | Main event | | |
| Closing | | | |
| Headliner | | | |
| Song leader | | | |
| Cheerleader | | | |

Campfire Program

| | | |
|---------------------------|---------------------------|-------------------|
| Place | Campers notified | Area set up by |
| Date | Campfire planning meeting | |
| Time | MC | Campfire built by |
| Camp director's approval: | Song leader | Fire put out by |
| | Cheerleader | Cleanup by |

| Spot | Title of Stunt, Song, or Story | By _____ | Time |
|------|--------------------------------|----------|------|
| 1 | Opening—and firelighting | | |
| 2 | Greeting—introduction | MC | |
| 3 | Sing— Yell— | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |
| 21 | | | |
| 22 | Closing | | |

Annual Health and Medical Record Information and FAQs

Annual Health and Medical Record

Information and FAQs

Personal Health and the Annual Health and Medical Record



Find the current Annual Health and Medical Record by using this QR code or by visiting <http://www.scouting.org/HealthandSafety/ahmr.aspx>.

The Scouting adventure, camping trips, high-adventure excursions, and having fun are important to everyone in Scouting—and so are your safety and well-being. Completing the Annual Health and Medical Record is the first step in making sure you have a great Scouting experience. **So what do you need?**

All Scouting Events. All participants in all Scouting activities complete Part A and Part B. Give the completed forms to your unit leader. This applies to all activities, day camps, local tours, and weekend camping trips less than 72 hours. Update at least annually.

Part A is an informed consent, release agreement, and authorization that needs to be signed by every participant (or a parent and/or legal guardian for all youth under 18).

Part B is general information and a health history.

Going to Camp? A pre-participation physical is needed for resident, tour, or trek camps or for a Scouting event of more than 72 hours, such as Wood Badge and NYLT. The exam needs to be completed by a certified and licensed physician (MD, DO), nurse practitioner, or physician assistant. If your camp has provided you with any supplemental risk information, or if your plans include attending one of the four national high-adventure bases, share the venue's risk advisory with your medical provider when you are having your physical exam.

Part C is your pre-participation physical certification.

Planning a High-Adventure Trip? Each of the four national high-adventure bases has provided a supplemental risk advisory that explains in greater detail some of the risks inherent in that program. All high-adventure participants **must** read and share this information with their medical providers during their pre-participation physicals. Additional information regarding high-adventure activities may be obtained directly from the venue or your local council.

Prescription Medication. Taking prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. A leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but the BSA does not mandate or necessarily encourage the leader to do so. Standards and policies regarding administration of medication may be in place at BSA camps. If state laws are more limiting than camp policies, they must be followed. The AHMR also allows for a parent or guardian to authorize the administration of nonprescription medication to a youth by a camp health officer or unit leader, including any noted exceptions.

Risk Factors. Scouting activities can be physically and mentally demanding. Listed below are some of the risk factors that have been known to become issues during outdoor adventures.

- Excessive body weight (obesity)
- Cardiac or cardiovascular disease
- Hypertension (high blood pressure)
- Diabetes mellitus
- Seizures
- Asthma
- Sleep apnea
- Allergies or anaphylaxis
- Musculoskeletal injuries
- Psychological and emotional difficulties



More in-depth information about risk factors can be found by using this QR code or by visiting http://www.scouting.org/HealthandSafety/risk_factors.aspx

Questions?

Q. Why does the BSA require all participants to have an Annual Health and Medical Record?

A. The AHMR serves many purposes. Completing a health history promotes health awareness, collects necessary data, and provides medical professionals critical information needed to treat a patient in the event of an illness or injury. It also provides emergency contact information.

Poor health and/or lack of awareness of risk factors have led to disabling injuries, illnesses, and even fatalities. Because we care about our participants' health and safety, the Boy Scouts of America has produced and required the use of standardized health and medical information since at least the 1930s.

The medical record is used to prepare for high-adventure activities and increased physical activity. In some cases, it is used to review participants' readiness for gatherings like the national Scout jamboree and other specialized activities.

Because many states regulate the camping industry, this Annual Health and Medical Record also serves as a tool that enables councils to operate day and resident camps and adhere to state and BSA requirements. The Boy Scouts of America Annual Health and Medical Record provides a standardized mechanism that can be used by members in all 50 states.



For answers to more questions, use this QR code or visit the FAQ page at www.scouting.org/HealthandSafety/Resources/MedicalFormFAQs.aspx.

Download a free QR reader for your smartphone at scan.mobi.



Prepared. For Life.®

680-001
2014 Printing

Trainer's Resources

BSA Resources

| | |
|--|--|
| <i>Boy Scout Handbook</i> | 34554 |
| <i>Camping merit badge pamphlet</i> | 35866 |
| <i>Cub Scout Ceremonies for Dens and Packs</i> | 33212 |
| <i>Cub Scout Day Camp Administration Guide</i> | 430-338 |
| <i>Cub Scout Leader Book</i> | 33221 |
| <i>Cub Scout Leader How-To Book</i> | 33832 |
| Cub Scout Outdoor Program Guidelines | www.scouting.org/outdoorprogram |
| <i>Cub Scout Songbook</i> | 33222 |
| <i>Fieldbook</i> | 34006 |
| <i>Group Meeting Sparklers</i> | 33122 |
| <i>Guide to Safe Scouting</i> | 34416 |
| Leave No Trace Frontcountry Guidelines | www.scouting.org |
| Outdoor Code Poster | 33689 |
| Safe Swim Defense | 34370 and www.myscouting.org |
| Safety Afloat | 34368 and www.myscouting.org |
| A Scout Is Reverent brochure | 522-109 |
| <i>BSA National Shooting Sports Manual</i> | 30931 |
| <i>Trail and Campfire Stories</i> | 33529 |
| Unit Fireguard Plan | 33691 |
| Youth Protection Training | www.myscouting.org |

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

Notes

SCOUT OATH

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

SCOUT LAW

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



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

SKU 620580



34162

2015 Printing