

S C O U T S C A N A D A



Scout Leader's Handbook





SCOUT LEADER'S HANDBOOK



Scouting's Mission Statement

The mission of Scouting is to contribute to the education of young people,
through a value system based on the Scout Promise and Law,
to help build a better world where people are self-fulfilled
as individuals and play a constructive role in society.



PUBLISHED BY SCOUTS CANADA



F O R E W O R D

Scouting — A Way of Life

Welcome to the challenge of Scouting! You have come into the troop because you're interested in both Scouting and developing Canadian young people. This interest will form an important base. Now let's add to it some knowledge and understanding of young teens — both as individuals and while working in a group.

Young people in your care have diverse needs and ambitions; they'll look to you for guidance. Perhaps you won't notice it, but you'll be a catalyst for change that may well affect the future of your Scouts in ways you can't imagine.

Lord Robert Baden-Powell (Scouting's founder) gave some outstanding advice: "Let us therefore,

in training our Scouts, keep the higher aims in the forefront, not letting ourselves become too absorbed in the steps... The end (result) is CHARACTER — character with a purpose."

B.-P. also often reminded us not to take ourselves too seriously. He warned that, if Scouting lost its laughter, it would lose its appeal and success. "Scouting," he said frequently, "is a game."

As an adult leader, you need to know that the "wants" of young people will change — sometimes constantly. While guiding your troop, try to keep abreast of things in their lives that influence their development. Such a leader will be well received by the Scouts, and will have considerable influence. With a little work and lots of fun, you *can* make a positive difference in the lives of the Scouts in your group.





About This Book

Whether you're an "old hand" or very new to the adult side of Scouting, this book will offer many practical suggestions. It'll make your work more enjoyable.

If you're a new Troop Scouter or Scout Counsellor, set aside some time to look at the task before you. Take a slow but consistent approach in your planning. Identify some definite goals you want to achieve in the months ahead, then keep them in mind constantly. Seek help and advice from other Scouters, as well as your service team. And don't forget: Scouting has many excellent training courses.

If you're an experienced Scouter, you probably have a well-developed program that suits your needs. This handbook will supplement and update it.

In addition to this handbook, you may find the following resources helpful:

- pull-outs from The Magazine *Scouting life*,
- relevant articles from other publications,
- handouts and notes from training courses, and

- personal notes detailing how you handled a successful part of a program.

Your ultimate goal is to see your Scouts do their best in the award program, and develop the skills they need to function as well-rounded citizens of their communities, country, and the world. Use this handbook to design a definite path to success for each Scout, and a positive experience in the patrol and the troop.

The handbook's suggestions and guidelines will help you give your troop the four characteristics below, suggested by Lord Baden-Powell:

- a Promise and a Law of conduct,
- a progressive and attractive outdoor activity program,
- a system of badges to lure the Scout onwards,
- a training, based on the patrol system, that will develop character.

You'll find these four characteristics woven throughout the handbook. Your job is to blend the abilities of your Scouts to the Scouting program goals.

Good luck and have fun!!



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CHAPTER 1

What is Scouting?



HOW SCOUTS VIEW SCOUTING

Young people trying to decide whether or not to become Scouts are partly influenced by external factors. These sometimes include:

- friends are Scouts,
- astronauts, athletes, or other admired persons were Scouts,
- family members were Scouts, and still refer to the experience warmly.

These factors present adolescents with a subtle challenge they may want to meet so they can discover their personal potential. Scouts are eager to share the great experiences their fathers, close adult relatives, and other Scout friends have enjoyed. They see themselves as members of a closely-knit team working with a purpose. This

purpose includes a number of aspects that develop as they progress in Scouting:

- comradeship,
- identifying and achieving similar goals,
- a guided learning process with appropriate rewards,
- great fun as they learn skills that offer challenge and personal development,
- an ever-increasing awareness and sense of responsibility for one's place in nature and society.

Scouts want to experience the adventurous life of the vagabond, pioneer and explorer — elements found in the nature of almost all young people. To active Scouts, Scouting means having fun and learning with their friends.



HOW ADULTS VIEW SCOUTING

Values are our beliefs and ideals. While adults have had many years to establish their value base, Scouting youth are just beginning. As a leader, your task is to help develop positive values that will affect the present and future life of each Scout in the troop.

Your Scouts acquired their present values from parents, friends, peers, church, school, reading or hearing about famous people (such as sports stars or entertainers), and other influencing factors in their lives. You are now one of the influencing factors.

As children, Scouts learned many basic values through reward and punishment. Adults view Scouting as a Movement that takes these values and builds on them towards a positive end. It creates individuals who, throughout their lives, will do their best.

Adults with a Scouting or Guiding background, as well as those who have never been associated with the Movement, feel Scouts should live up to certain standards. Former members measure a Scout's public behaviour against his or her understanding of the Scout Promise and Scout Law, and the role it plays in the youth's life.

Adults aware of Scouting, but not familiar with the Movement, also have opinions about how a Scout should behave. It's to Scouting's credit that their opinions again basically reflect our Promise and Law.

ORGANIZATION

The **Patrol System** is the key to a Scout's advancement through, and enjoyment of, the overall program. Baden-Powell described patrols as permanent groups of youth led by one of their own number. He saw that young people naturally organized themselves in this way, whether for mischief or fun.



A patrol needs to be small enough that all members feel they can play a significant role. In B.-P.'s words: "Every individual in the Patrol is made responsible, both in den and in camp, for their definite share in the successful working of the whole."

BECOMING A SCOUT

Young people become Scouts for a variety of reasons, and the act of becoming a Scout is an occasion for excitement, as well as a degree of solemn dignity. It is relatively easy to *become* a Scout, but considerably more difficult to *be* one. New Scouts soon discover that Scouting is a *game* with a positive direction and a set of rules.

The rules of Scouting are found in the Promise, Law, Motto, and Slogan. New members must understand these basic rules to become Scouts. Your job is to explain them in a way your members can easily understand. Find ways to help them absorb the message, then continue to test their understanding and application of the rules in their lives.



New Scouts need to know, and understand three things:

1. Scout Promise and Law,
2. Scout Motto and Slogan,
3. Scout Handshake, Salute, and Sign, and the reasons Scouts use them.

New Scouts also must take part in at least *one* Scout activity.

When new members learn and accomplish these four things, they're ready to be invested as Scouts. The investiture ceremony is very important. Hold it early in a regular Scout meeting or, better yet, in an outdoor setting at a troop camp or perhaps around a campfire especially planned for the purpose.

Although the Scouts you're investing may renew their Promise many times over the years, this first

time is the only occasion that clearly establishes their acceptance into the worldwide brotherhood of Scouting. To help them understand the true importance of the Promise, make the occasion formal, and provide an appropriate ceremony.

The investiture ceremony signifies the acceptance of each new Scout by his or her peers. It establishes a relationship where adult Scouters look for the best in and from the Scouts. The youths too will try to give their best; they may not always succeed, but they will always keep trying.

Young teens become Scouts for many reasons. They want to belong to a very special peer group. They want to strive for goals with others they choose to measure their worth against. And they are eager to be involved in rewarding outdoor activities. Your job is to guide their youthful enthusiasm.





CHAPTER 2

THE FUNDAMENTALS

The Scout Program

HOW IT ALL BEGAN

Today's worldwide brotherhood of Scouting came about not because B.-P. thought it would be a good idea, but because *young people themselves* decided they wanted it. The early life and military career of Lord Baden-Powell of Gilwell gave it impetus and direction.

When he was a young student, B.-P. was adventurous and creative in outdoor and observation skills. During his military career as an officer in political "hot spots" such as India, South Africa and the Mediterranean, he began to build on these skills.

B.-P. developed ideas for his book *Aids to Scouting* during his service in South Africa. After the Boer War, he commanded the South African Constabulary and organized small units under responsible, non-commissioned officers. The uniform he designed — shirt, shorts, scarf and broad brimmed hat — influenced the Scout uniform. B.-P. adopted the green and yellow colours of this uniform as Scout colours.

The present day Scout Movement began accidentally. It resulted from an experimental camp for

boys held in August 1907 on Brownsea Island, off the south coast of England. Encouraged to test his theories about their interests and capabilities, B.-P. gathered together 20 boys drawn from all segments of English society.



"All lived happily together in the same patrol and shared equally in all the activities of camp life," he said of the experience. "They were all unconsciously acquiring valuable habits of observation, manliness and fair play, and consideration for others."

He was so satisfied with the results of the camp that, in 1908, he published *Scouting for Boys*, a book based on his own adventurous life. Hundreds of youths in all parts of the country read the book, formed their own patrols, and set out to put B.-P.'s suggestions into practice.

Soon Scouting spread to many other countries, and B.-P. designed programs for both younger and older boys. Girls, too, wanted to become Scouts, and with the help of his sister, B.-P. introduced similar programs for them. This launched the Girl Guide Movement.



Each participating country has adapted Scout and Guide programs to meet their particular needs. Periodically, these programs are updated to keep pace with changing conditions within each country, but the basic Principles and Mission of Scouting remain constant.

SCOUTING TODAY

Scouting is an all-season OUTDOORS movement. It did *not* begin in a building. Scouting's fundamental environment and culture involve activities in fields, forests, open country, and on the water.

Your Scouts want adventure. They joined

Scouting to go hiking, canoeing, camping, skiing and snowshoeing. Most of all they want to have fun. They seek new experiences: the thrill of hearing the cry of a loon or the howl of a wolf, tasting wild strawberries or blueberries, seeing animals in the forest, and peering at tiny bird tracks in the mud, snow, or sand. In graduated steps provided by the badge and award system, the Scout program offers young people the means to enjoy these adventures.

For any program to succeed, you need co-operation between leaders and Scouts, and among the Scouts as a whole. You can't simply insist on co-operation; you have to develop it.

Give your Scouts opportunities to co-operate and learn together in an atmosphere of fun. They'll soon understand that it's easier to help, than to oppose one another. You can develop this co-operative, learning attitude through games and activities. Your Scouts will tend to help one another in their learning sessions and begin to respect

each other for their varied talents, abilities, and characters.

This attitude of co-operation and helping that you foster now will affect your Scouts' behaviour in later years. It will lead them to become responsible adults and good citizens.



Good citizenship isn't something you can impose on youth. Scouts need to learn it by working and playing together, going places, finding out about their communities, helping others, and having fun doing things, rather than merely talking about them. "*Learning by doing*" is fundamental to the Scout method, and you are

the guide. It's an exciting journey of discovery!

THE PRINCIPLES OF SCOUTING

Scouts Canada's Principles and Practices are based on our Promise and Law. Individuals who wish to join Scouting voluntarily subscribe to these. The whole Scouting Movement was founded and developed on these central ideas, and they apply to all members regardless of age.

Scouting is based on three broad principles which represent its fundamental beliefs:

- Duty to God,
- Duty to others,
- Duty to self.

These principles distinguish Scouting from all other organizations. If even one principle was discarded, the result would be an organization quite different from what B.-P. outlined in his writings and speeches.



As a role model for young people, you need to do your best to adhere to Scouting's Principles. Leadership by positive example is important if you are to gain and hold your Scouts' respect, and influence them to become good citizens.

Scouting's Mission

The sole purpose of Scouting is to build character that enables each member to develop as a good citizen, physically, mentally, socially, and spiritually. Although these goals are not peculiar to Scouting, our Movement is distinctive in its spirit and method.

B.-P. stressed the word "character" when he spoke about Scouting's purpose. He once defined the attributes that make up character as "...education in high ideals, in self-reliance, in a sense of duty, in fortitude, in self-respect, and regard for others."

Program Objectives

Program objectives are statements that identify the goals towards which the activities of all program sections are directed. They provide direct guidance to achieving the Mission, and give expression to Scouts Canada's Principles. They determine the content and method of the program, and provide a basis for evaluating it. The program coming from these objectives must meet the needs and desires of a particular group of young people, in a particular environment, at a particular time.

As Troop Scouter or Scout Counsellor, your job is to provide your Scouts with opportunities and guidance that will enable them to develop and demonstrate a personal:

- understanding of God,
- ability to accept responsibility for themselves physically, socially, mentally, spiritually, and for the consequences of their actions,
- ability to respond to others in caring ways, and
- awareness of, and concern for, the environment.

Does meeting the program objectives appear to be a difficult task? You can make it easier by taking certain approaches.

1. Create patrols in which Scouts work and play together, learn from and help each other, and feel secure belonging to a special group.
2. Install able patrol leaders who can develop their leadership skills and build team spirit in their patrols, while you guide them towards a course of action.
3. Develop and offer a program designed with the Scouts' capabilities in mind. It's easier to be successful when you take a step-by-step approach, building tasks on readily attainable goals.
4. Offer *variety* within a program that keeps the "out" in *Scouting* as much as possible.
5. Provide a badge program with a definite and consistent route to success. Be flexible and fair. Remember that we expect Scouts to do their best, but one person's best may be different from another's. If a Scout earns a badge, recognize it at the earliest opportunity with a proper degree of ceremony and respect.
6. Remember that your Scouts are distinct individuals with diverse interests. Encourage them to develop personal initiative. How? Start by encouraging each youth to tackle Challenge Badges.
7. Identify adults who are competent in various fields; make use of them as instructors and examiners. These individuals can help your Scouts achieve in certain badge areas. This will give them a chance to interact with many adults, not just their regular leaders.

The training scheme B.-P. devised — the same one Scouting has built on over the years — uses the



individual's natural desires as a guide to activities. These will attract and hold young people in the Movement. B.-P. advised Scouters to, "Find out from them by listening or by questioning which activities appeal most to them, and then see how far you can get these going — that is, if they are likely to be beneficial to (them)."

Help your Scouts select activities best suited to their needs and interests; then give them the training they need to enjoy these activities.

Scout Promise and Law

Scouts Canada asks every young person who wants to be a Scout to subscribe to and live by the Scout Promise and Law. This gives substance to our Mission and program objectives. Members make the Promise voluntarily; this gives it moral binding force. When young people freely choose to make a promise, it adds a strong sense of personal responsibility.

A Scout's understanding of what he or she is pledging might be different from your understanding. After you have instructed a Scout (if possible, encouraged his or her family to reinforce the teaching), it's wise to accept the youth's interpretation of the Promise and Law. As the Scout grows older in Scouting, his or her interpretation will mature.

The Scout Promise

***On my honour
I promise that I will
do my best
To do my duty to God
and the Queen,
To help other people
at all times,
And to carry out the spirit
of the Scout Law.***

Notice the words B.-P. included in the promise: "On my honour." He considered one of the Scouter's most important tasks was to develop a sense of honour in each individual. On it, B.-P. said, "the whole of the Scout's future behaviour and discipline hangs."

You can develop this basic virtue by treating each Scout as a responsible person you can trust. When Scouts recognize this, they will reciprocate your trust.

Your Scouts have a wide range of abilities: some have more, some less. B.-P. recognized this and built it deliberately into the Scout Promise. No matter how difficult the task, both he and the Scout would be satisfied if each could truthfully say, "I will do my best."

Duty to God is a fundamental obligation of every Scout. Whatever their faith, we expect and encourage Scouts to fulfill their religious duties.



Many of today's Scouts do not belong to an organized religion or church, but everyone is entitled to the chance to become a Scout. The program puts Scouts in touch with God through prayers during meetings, Scouts' Own Services, and the Religion in Life programs available to all interested members. Outdoor activities give us another opportunity to draw out our Scouts' spiritual natures.

No one who denies the existence of God can be a Scout. However, people understand and reflect God in many different ways around the world. For example, Buddhists do not worship a deity. Buddhist Scouts in all countries promise to love and serve their religion.



Scouting expects members to be loyal to their country and to serve it to the best of their ability according to their opportunities. Just as Scouting doesn't prescribe any one form of religion, it doesn't advocate any one political philosophy. A Scout's training in good citizenship has nothing to do with political parties.

The Scout Law

*A Scout is helpful and trustworthy,
kind and cheerful,
considerate and clean,
wise in the use of all resources.*

The Scout Law sets down in clearly understandable language the code of conduct that forms the basis of good citizenship. It captures the virtues and duties expected of each member in positive terms.

The Scout Motto

BE PREPARED. For what you may ask?
B.-P. answered, "for any old thing."

Make your Scouts aware that all their training is designed to prepare them to be useful to others. They learn to look after themselves and keep a cool head in emergencies so they'll be able to look

after others when a need occurs. If you look at the various badge requirements, you'll see how their content is designed to help young people be prepared for most situations.

The Scout Slogan

DO A GOOD TURN DAILY. Scouts may interpret the slogan as a duty they must do — a somewhat unfortunate obligation. Help them understand that doing a good turn basically means being thoughtful and generous to others. When their desire to serve others becomes an automatic response to a situation, they will experience a real joy that comes from freely giving help.

Scouts with disabilities may feel they're not truly Scouts if they're unable to do their good turns. This is an excellent opportunity to explain that doing a good turn can take many forms. Their friendship, and the skills and insights they share at every meeting benefit the whole troop.

Do you have Scouts with disabilities in your troop? Then you have a great learning opportunity that can teach all members how to become more thoughtful. Look for times when your Scouts can naturally develop the knowledge and willingness to help others in need, and to accept help freely that others offer them.





SCOUT TRADITIONS

Traditions in any organization give it uniqueness, mystery and strength. Some of today's Scout traditions are based on B.-P.'s experiences as a military officer and his service in South Africa. Tradition is a present-day link to the past and a way for our members to identify with others in the Movement. Scouting has three basic traditions: the Scout Salute, the Scout Sign, and the Scout Handshake.

The Scout Salute

Hold together the three middle fingers of the right hand and touch together the thumb and little finger. With palm facing the front, bring up the hand smartly to the head until the forefinger touches the forehead. Bring down the hand to the side. Sea Scouts use the same hand position, but salute with the palm down.

Make the Scout Salute only when in full uniform. It's a sign of respect, courtesy and friendliness.

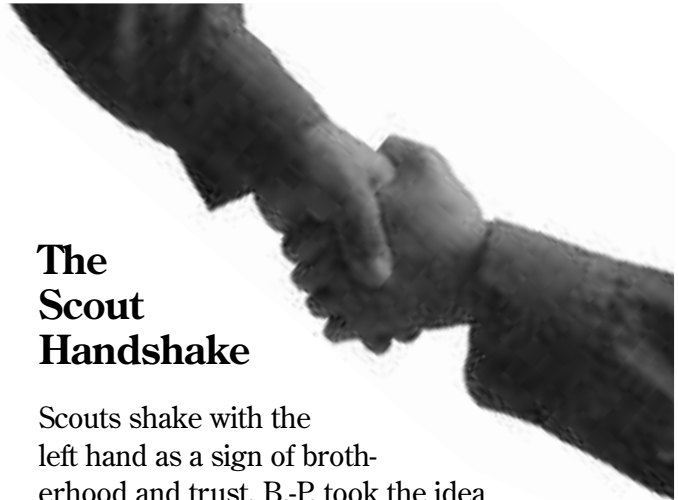
The Scout Sign

The right hand position is the same as for the salute: three fingers up, thumb and little finger touching, and palm out. Begin as with the salute, but hold the hand straight up beside the head.

The three upright fingers represent the three parts of the Scout Promise: doing your best; doing your duty to God, Queen, and other people; and carrying out the spirit of the Scout Law. The thumb and little finger meet to represent Scouting's ties in friendship.

Scouts use the Scout Sign:

- at all investiture ceremonies,
- any time the Promise is recited, and
- when out of uniform.



The Scout Handshake

Scouts shake with the left hand as a sign of brotherhood and trust. B.-P. took the idea from an African story about two feuding tribes whose raids and battles were destroying both communities.

During a futile confrontation between warriors equally matched in battle skills and bravery, one of the chiefs spotted the other. Signalling his warriors to stay behind, he dropped his weapon and walked toward the rival chief. As he approached, he also dropped the shield that protected his heart from enemy spears. He then held out his now free left hand to his rival as a sign of friendship and trust. The gesture brought together the tribes for talks; it helped to end the wars between them.

Some troops also develop unique traditions arising from events experienced by their members. Wisely used, traditions based on good taste and Scouting's Principles can strengthen the ties that bind the troop or patrol together.





CHAPTER 3

Leadership



“The most important step (to leadership) is your own example, because what you do yourselves your Scouts will do also.”

(B.-P., CAMPFIRE YARN NO. 4)

Adults join Scouting because they’re interested in young people and want to contribute to their healthy growth. As a leader entrusted with caring and molding young people, you need to know where you want to lead the Scouts in your troop.

Leaders are neither born nor made; they come forward to help meet a particular need. The Troop Scouter is ultimately responsible for every aspect of the troop. Your “followers” are the Scout Counsellors and the Scouts. To be an effective

leader, you’ll have to understand the needs and personal goals of each of them.

You have developed adult values, standards, and biases that are naturally higher than those of the Scouts. Recognize this reality and be sure to follow Scouts Canada’s Duty of Care statements.

Duty of Care

Our section programs and our ethic requires us to provide an environment in which children and young people feel valued and secure; and can grow as individuals while developing a sense of self-worth, personal integrity and increasing competence through the acquisition of skills and achievements. Any adult behaviour which is not supportive of this developmental process is inappropriate and requires appropriate intervention/action.

We have a duty of care to keep youth members safe and protect them from physical and emotional harm. In adventurous activities, this duty



is exercised through sensible risk management. In our general program activities, this duty is exercised through a respectful, caring, empathetic and friendly relationship with young people. In the recruitment and selection of adult leaders, their personal standards, character and ability to develop this relationship is much more important than any technical skills or experience.

1. Encouraging Positive Behaviour (Discipline)

Occasionally, there may be a necessity for appropriate disciplinary action. Scouts Canada encourages positive reinforcement to correct inappropriate behaviour.

The following examples are **inappropriate** discipline methods:

- Physical blows or force
- Confinement
- Emotional/humiliation/name-calling
- Any other form of abuse.

Alternatives to Punishment

If we allow Scouts to experience the consequences of their actions, there is potential for an honest and real learning situation to occur. Discipline can be maintained through both natural and logical consequences.

Natural consequences represent the pressure of reality without interference. Disrespecting others, for example, will ordinarily invite similar treatment. But it isn't always appropriate to let natural consequences take their course.

Logical consequences involve an intervention by someone else. So, disrespecting someone carries a consequence, like removal from a program activity. The disadvantage, of course, is that this can deteriorate into another form of punishment imposed externally. Logical consequences should be negotiated as much as possible beforehand by everyone involved. Thus, an agreement is reached as to the consequences of foul language

or put-downs (Code of Conduct). Because everyone is part of the agreement, everyone is also responsible for seeing that it works. By adults and youth taking responsibility together, logical consequences become an alternative to punishment.

2. Physical Contact

When dealing with youth, there is acceptable touching and unacceptable touching. A handshake is generally acceptable; a hug is sometimes acceptable; and an embrace is usually unacceptable. Touching which gives offence or causes any unease is not acceptable.

3. Relationships

Scouts Canada affirms a duty to its youth members for their welfare and development. Adults accept a responsibility to Scouts Canada to care for youth members and deliver the program. Adults enjoy Scouting and benefit from the training and experience it brings. However, adults are deliverers of the program. It is the youth members who are entitled to the benefits and protection of a safe, quality Scouting program. The correct relationship between an adult and a youth member is that of the adult being an instructor, guide, dispassionate friend and protector. It is a position of integrity, trust and maturity.

4. Language

Scouting ethic requires that we do not use vulgar or inappropriate language when working with youth members. Language should be acceptable to the reasonable onlooker and appropriate to the development of good citizenship.

5. Discrimination

Scouting is a worldwide, multi-cultural movement. We welcome people to membership regardless of gender, race, culture, religious belief, sexual orientation or economic circumstances. Youth members are strongly influenced by the behaviour of adults. We need to be sensitive to the traditions and beliefs of all people, and to avoid words or actions which "put down" anybody.



6. Harassment

Harassment breaks down the positive and protective environment we seek to develop; at its worst, harassment is emotionally harmful. It is contrary to our objective of individual growth and development. Some examples include ongoing teasing, disparagement, belittling or excluding individuals.

Sexual harassment includes any verbal or physical behaviour of a sexual nature which is unwelcome and offensive.

7. Privacy

The individual's right to privacy must be recognized, and taken into consideration in such matters as sleeping places and sanitary facilities.

Adult members should, where possible, have sleeping accommodations separate from youth members, unless discipline, safety or available facilities dictate otherwise. (If sleeping accommodations are shared with youth for any of the above reasons, at least two adults must be present at all times.)

8. Alcohol Policy

- (i) There shall be no alcohol or recreational drug/ substance consumed or made available on any Scout property – owned or leased.
- (ii) There shall be no alcohol or recreational drug/ substance consumed or made available during any Program activity. "Program activities" include meetings, camps, hikes, training programs (Wood Badge, workshops, etc.), Scouters conferences, "Scouts Night" with sports teams and similar functions.



- (iii) No person shall consume alcohol or any other recreational drugs/substance within a timeframe that would negatively affect his/her ability to carry out a duty of care.
- (iv) There shall be no exclusion of youth from any Scouting activity so alcohol or recreational drugs/substances may be consumed by adult members.

9. Smoking

It is inappropriate for any member to smoke in front of youth at any Scouting activity.

10. General Conduct

Adult leaders **should:**

- Help to establish safe and open communication in each section of the group.
- Have an "open door" policy. Declare all meetings open to parents or leaders.
- Treat all children, and others, with respect and dignity befitting their age.
- Be conscious of other's "personal space."
- Encourage participation by all, while being sensitive to each child's individual capacity.
- Be a role model for children. Be friendly, courteous and kind.

Adult leaders **should not:**

- Show favoritism for particular youth members.
- Invite youth member(s) alone to your home or other private accommodation.
- Have private talks with individual youth members away from the presence of other Scouts or adults.
- Carry one youth member alone in your vehicle.





- Go on a hike or other activity with one youth member alone.
- Demonstrate first aid on a youth member.
- Assist youth members with personal hygiene or dressing, except where health or disability requires it, and then only in the presence of another adult.
- Take part inappropriately in body contact games.
- Let children involve you in excessive attention-seeking behavior that is overtly physical or sexual in nature. Be particularly careful with the very needy child. Redirect the behaviors to “healthy” activities and provide caring attention before it is asked for.

11. General Duty

Every adult’s responsibility goes beyond the confines of his or her specific appointment to their own youth. Adults are expected to intervene when they identify breaches of any part of this Duty of Care document.

There are three primary areas of responsibility: **to the parents, to the young people, and to yourself.**

11a. Responsibility To Parents

At the simplest level, parents have a right to know everything that their daughter or son is going to be involved in. Of course, they have the right to say no if they feel any activity is inappropriate. Parents are also your greatest ally, and you should keep them as well informed as possible. Parents will sometimes defer to you, but only if you have convinced them that you merit their confidence, and have earned their trust and respect.

The best way to start achieving this trust is to talk with each parent. The initial visit with parents when a youth first joins your section is critical for future relationships. This visit takes time, effort and commitment, but it is well worth it. Discuss with the parents what Scouting is about, its Mission and Principles, program, weekly meetings and special events. Allow them to question you. It is better to deal with issues and concerns that par-

ents may have in a relaxed setting, rather than later in a “crisis” situation.

Where unsupervised activities take place, they are done with a parent’s/guardian’s written approval (e.g. Scouts or Venturers camping alone).

Take a personal interest in their child and communicate regularly, simply and clearly with parents. Knowing parents personally is a great asset.

11b. Responsibility To Youth

By knowing each individual young person, you’ll be in a better position to anticipate how the youth may react in various situations. In physical activities, you may get fears and concerns being expressed which are easy to understand, but you may also get displays of bravado covering up real fears. In intellectual activities, you may get questions if a person does not understand, but you may also get disruptive behaviour as a way of saying the same thing.

11c. Responsibility To Yourself

It is important to know your own limits and abilities. If you are leading an activity with any potential risks, always make sure that you are working well within your own capabilities. If you are working on the edge of your own skills, you are endangering the young people in your charge. Seek out and obtain skills and knowledge to enable you to perform your designated role.

CHILD ABUSE

Scouts Canada, like all youth organizations, can face situations where Scouters/adult members are accused of abusing youth members. Even with our current risk management initiatives and the policy regarding the screening of all adult volunteers, the possibility of a youth member being abused is still a reality.

Scouts Canada has an excellent process in place for suspending, investigating and, if necessary, terminating Scouters/adult members accused of abusing youth members. We also have a procedure in place to handle media inquiries regarding abuse cases.



In addition, this procedure provides a process to communicate with other Scouters/adult members, parents and youth in a group where a current leader has been accused or charged with child abuse. The procedure will involve the Child Protection Authority (Children's Aid), the Police or other investigating agencies. When necessary, the provision of counseling for affected youth members and others involved will be arranged. **In most Canadian jurisdictions, there is a legal duty to report if a child has been or is at risk of being physically or emotionally harmed (including sexually molested) by a person having charge of the child. There is also a duty to report if a child less than 12 years of age has seriously injured another person or caused serious damage to another person's property and is either not appropriately supervised or is not getting the treatment that the child requires.** (Taken from Scouts Canada's booklet, "How to Protect Your Children from Child Abuse: a Parent's Guide")

Procedure For Handling Allegations Of Harassment Or Abuse Of Youth Members

When a youth member or parent contacts a member of Scouts Canada with a complaint of abuse against a youth member, or if the police contact Scouts Canada to inform us of charges against a current Scouter/adult member, the following steps should be taken immediately:

Please note that in all cases the needs and interests of our youth members must take precedence.

When a youth or parent advises that an abuse has taken place:

1. Listen, believe and reassure. Stay calm. Don't panic or overact to the information. Listen compassionately and take what the person is saying seriously. Don't criticize or tell the person they misunderstood what happened.
2. Advise the person that you are required to and will report the occurrence to the appro-

priate Child Protection Authority as well as the Scouts Canada Council Executive Director. No judgment statement should be made about the alleged abuser, nor should you show alarm or anger.

3. Ensure the child is not in any further danger.
4. Advise the person they will hear further directly from the Child Protection Authority.
5. Advise the child or parent that all information will be kept confidential and only the Council Executive Director, the Scouts Canada Risk Manager and Child Protection Authority will be provided with the information.
6. Contact your Council Executive Director and the Child Protection Authority immediately following the discussion.
7. As soon as possible, write a detailed report of your discussion regarding alleged or suspected abuse, including who, what, when, where, how, but not why. Give your written statement to your Council Executive Director as soon as possible following such a discussion.

Council Executive Directors are to immediately:

1. Contact Child Protection Authority at once.
2. Contact the Scouts Canada Risk Manager and Director of Communications.
3. Take action to suspend accused as quickly as possible.
4. Refer ALL media calls to the Director of Communications.

If abuse charges are filed against a current member, on the advice and with the cooperation of the police or Child Protection Authority, the Council Executive Director (in consultation with the Scouts Canada Risk Manager and the Director of Communications) will:

1. Meet with the Scouters and Group Committee of the Group involved.



2. Meet with the parents of the affected Group.
3. Arrange for a youth-oriented abuse education/awareness session for youth members of the Group.
4. Offer and arrange for the provision of individual counseling for youth, parents and other adults.

This process should also be used for “historical” cases where there are affected youth and adults active as current members.

In any abuse case, the Council Executive Director MUST inform and consult with the Scouts Canada Risk Manager and the Director of Communications. The Council Executive Director MUST also seek the advice of Police and Child Protection Authority.

Note: Requests from police or any other investigating agencies, including lawyers for information or records, must be directed to the Scouts Canada Risk Manager.

Guidelines

- Do not rely on your good name to protect you.
- Do not, for one moment, believe “it can never happen to me”.
- While respecting the need for privacy and confidentiality, every effort should be made to try not to be completely alone with a young person. When it is appropriate to work one on one, make sure that others are within earshot and within vision.
- Never touch a young person in a way that could be misconstrued.
- Never make suggestive or inappropriate remarks.

- If you suspect a young person is developing a “crush” on you, discuss it with other Leaders and, if appropriate, the parents.
- If you notice any of your colleagues are at risk from their behavior or a young person’s crush, discuss it with them.
- Co-ed leadership in co-ed Scouting situations is highly desirable.
- The presence of an adult leader is a requirement for any activity that involves Beaver and Cub sections.

THE ADULT LEADERSHIP TEAM

The Troop Scouter and Scout Counsellors make up the troop’s adult leadership team. The counsellors are an integral part of this team — each a guide to an individual patrol and its members. Counsellors help the Troop Scouter ensure that the program embraces Scouts Canada’s principles, and the section’s program goals.

The Troop Scouter shares leadership of the troop in all instances. He or she does this by getting a counsellor with the required knowledge or skills to instruct or conduct activities.

Are you the Troop Scouter? With your Scout Counsellors, set out the responsibilities for different parts of the program, taking advantage and building on the strengths and skills of each adult leader. You’ll notice that the Scouts will readily recognize this delegated responsibility. In fact, you’ll find that they appreciate the arrangement, and use it as a model for sharing patrol responsibilities.





If you find that your Scouters don't have the skills to instruct the Scouts adequately in a specific area, call in an expert from the community. Shared adult leadership is healthy for everyone and contributes to:

- greater understanding of troop goals,
- unified support for these goals,
- developing leadership potential and skills,
- developing group harmony,
- continuity of leadership.

LEADERSHIP STYLES

"How will I lead my troop?" you may ask. There is no single, "right" way. You'll probably use several different methods, depending on the circumstances. There are three acknowledged styles of leadership.

1. *Autocratic or Directive*

Troop Scouters who use the autocratic or directive leadership style are "the boss." They only feel successful if they have a well-disciplined troop which gives unquestioning obedience. Young people who receive a steady diet of this type of leadership will quickly lose interest and enthusiasm for Scouting, and leave the troop.

Occasionally you may face a situation, however, that requires one person making a decision that must *not* be questioned by others — particularly when it concerns health or safety issues. At this rare time, the autocratic style is the only reasonable leadership style.

2. *Democratic*

The democratic style is characterized by troop members arriving at a decision after consultation and compromise. In this case, the Troop Scouter and Court of Honour will determine the path your troop will take to meet its goals.

3. *Free Rein*

In this system, you just "go with the flow." Sometimes it works well, but a Troop Scouter who has no clear goal in mind is courting disaster for their program. Scouts need positive guidance. For the most part, you can't just sit back and respond to troop requests with suggestions and material.

Nevertheless, there may be times to use "no leadership" Scouting. Where failure will not mean disaster, you might want to give your group members freedom of action to attempt a solution. For example, suppose your troop had enough gear to equip two patrols for camping, but all three of your patrols wanted to go camping in different locations on the same weekend. The Scouts discussed the problem and decided to share the equipment three ways without trying to borrow more to cover shortfalls. You decided not to intervene.

As you expected, the shortage of tents and cooking equipment set the scene for very challenging camps, *but* the Scouts quickly learned how to make the best of the situation. They also decided that the easiest solution is not always the best, and they should have taken more time to find extra equipment before the camp.

What did the camp teach them? They decided that in future, patrols would go camping only when fully equipped. You helped the group learn important lessons by encouraging the kind of initiative that's essential in both Scouting and their future lives.

LEARNING BY DOING

"Learning by doing" — that's the Scout teaching method. Instructors should spend as little time as possible explaining a skill or activity; give the Scouts maximum time to *learn by doing it* themselves. Provide clear instruction, and give the youth an opportunity to ask questions.



Present information in Scout-age vocabulary at a level the Scouts can understand. You need a well-organized presentation. If you think some Scouts still don't understand a topic or task, ask a youth who *does* understand to explain it to the rest of the group. Use this technique frequently to encourage Scouts to teach skills to other youth on an ongoing basis.

Another instruction method involves letting your Scouts try something before you show them how to do it. For example, ask them to bring to the next meeting all the items they think they would need for a weekend backpacking trip. Tell them to carry the gear in a large garbage bag, and to bring along their backpacks, too.

At the meeting, ask your Scouts to try putting all their gear (except sleeping bags) inside their packs. This will be an interesting lesson in frustration for many! Then, show them a correctly loaded pack that contains only the necessary items they need for such a trip. Finally, encourage them to re-examine their gear, make separate piles of required and "nice to have" items, and load their packs again, using the Scouter-packed backpack as a guide.

What's the point of this time-consuming exercise? The minute you show or tell Scouts a method, you introduce an adult standard. Young people may not be able to accomplish it easily for any number of reasons. Since Scouting aims to prepare young people for adulthood, it isn't wrong to set adult standards, but it's often better to determine the Scouts' standard first and then build from there. Who knows? Your Scouts might develop a really creative method that could teach all of us!

When you use resource people who are unfamiliar with Scouting's "learn by doing" method, explain

carefully what you want them to do. Establish limits. These 'borders' will foster initiative among the Scouts. If a topic doesn't lend itself to learning by doing, prepare your troop beforehand. At a meeting after you've invited in a guest instructor, reinforce the information the person provided by some activity.

Your youth members have different ages and abilities, and will achieve varying levels of proficiency through Scouting's learning by doing method. Encourage all of them to do their best. Be politely (but firmly) critical of those who don't make the effort. In these cases, criticize *quietly* and *privately* in a constructive fashion that doesn't belittle the Scout.

CHOICE AND DECISION-MAKING

The Scout program offers a choice of activities within the badge and award system. Part of your job is to help Scouts choose the paths they will follow through the badge levels. Another facet of your job involves deciding how to recognize the earning of Challenge Badges. Challenge Badge work helps prepare Scouts for life. Some Challenge Badges are seasonal. You might hold a Court of Honour session to encourage Scouts to work on these. Usually, Scouts will determine their own Challenge Badge choices, and simply tell you what they're attempting. Discuss their work and plans with them. Encourage them, and offer suggestions when necessary.

Use this decision-making plan to help your Scouts decide which badges they want to earn. It's a clear, systematic process we all use to make choices in everyday life. See chart below.

Identify	List	Evaluate	Decide	Re-evaluate
1. Identify what you want to achieve in terms of badge work.	2. List the possible routes to reach your goal.	3. Evaluate the alternatives and their consequences to your program.	4. Decide what alternative badge(s) you think will yield the best results.	5. Re-evaluate your chosen alternative regularly to determine progress.



WHAT SCOUTS EXPECT OF ADULT LEADERS

The relationship between adults and the young people they instruct and guide is very important to youth. You *will* influence your Scouts; your influence will significantly affect them while they're in the troop and for many years to come.

Young people are always looking for role models. They may have many models at one time, but yours as a Scouter can be truly special and meaningful.

In her book *Leading Teen Age Groups*, Dorothy M. Roberts lists some common, positive beliefs young people hope to experience with adult leaders.

- They're friendly.
- They trust us.
- They like us.
- They're willing to listen to our ideas.
- They might have ideas and suggestions, but don't try to force us to accept them or to work them out the way they think we should.
- They're willing to talk to us as though we had some sense and minds of our own.
- They know more than we do, and have more experience.
- Age doesn't matter, as long as we share understanding.
- They don't force their ideas on us, but are willing to say what they are if we ask.
- They look interested and alert.

If you live up to these expectations, you'll have a friendly, cooperative, trusting, self-disciplined troop. Your Scouts will seek out your advice, and honour your experience. Respect breeds more respect, and reinforces Scouting's principles.

Scout troops have two types of leaders: adults and youths. The capable ones are successful. No one

minds following a leader who is fair, respects others with all their shortcomings and opinions, admits occasional errors in judgment, and shows a co-operative willingness to further the success of the troop program.

THE TROOP SCOUTER

A Scouter's chief role is to help young people mature. Give them opportunities to make plans, participate in decision-making, and take the initiative and responsibility for following through on their plans. Help ensure that their actions correspond to their needs and abilities. These needs and abilities change constantly as they grow and mature. Situations may arise where a Scout steps outside acceptable boundaries of behaviour. You have to say: "I am the person in charge here. If anything goes wrong, I am the one who will be held responsible. I expect you to obey the directions I, or other Scouters, find necessary to give."

As long as you don't overuse or abuse it, Scouts recognize and accept this kind of leadership. Because you are the Scouter in charge of the troop, your Scout Counsellors and Scouts *expect* you to be the main source of knowledge and decision-making.

Here are some ways to sharpen your leadership performance.

1. Provide opportunities for each Scout to help set goals for the patrol and troop. (Patrol meetings and Court of Honour)
2. Develop an effective working relationship with fellow Scouters and each Scout. You'll be able to stimulate, guide, and influence the patrol or troop through these relationships.
3. Develop leadership skills that help Scouts do things for themselves when they're ready and able. These skills include the ability to encourage participation, help the patrol or troop make plans and act on them, and handle conflicts and problems with understanding and consistency.
4. Deepen your understanding of how Scouts grow and develop. (see Chapter 4).



5. Build a good working knowledge of program materials and ideas, as well as why and how to use them.
6. Fully use the leadership potential of both Scouters and Scouts; provide a broad leadership experience for as many members as possible.
7. Take full advantage of community resources, including materials, organizations, groups, parents, and other adults.
8. *Enjoy* your leadership experience and give it enough time and thought that you will gain real satisfaction from your work with young people.

THE SCOUT COUNSELLOR

At times, the Scout Counsellor will have to assume the responsibilities and actions of the Troop Scouter. Your Scouts will recognize the situation and respect the change in role. Many troops change leadership roles on a regular basis to build a well rounded, experienced leadership team. Have you considered this in your troop?

Scout Counsellors are primarily responsible for individual patrols. They are the adults who patrol members first look to for guidance. Because of this, they may have the greatest influence on the Scouts.

Some jobs of the Scout Counsellor include:

- working with one or two patrols, advising and guiding members in planning and operating the patrol program;
- encouraging individual Scouts to accept their share of the responsibility for patrol programs;
- helping patrol members work together;
- ensuring that each patrol member has opportunities for leadership, achievement, and recognition;
- helping locate and provide resources and resource people; and
- working with the Troop Scouter to ensure a smoothly operating troop.

YOUTH LEADERSHIP

Scout patrol leaders and assistant patrol leaders are vital in the troop leadership team. It's not wise to choose and unilaterally assign a Scout as a patrol leader. Some Scouts may not want the task. They may not be capable, or have no followers.

When a group of Scouts comes together, one or more leaders inevitably emerge. Most Scouts yearn for a chance to exercise leadership; it's important for their development and social interaction. The Scouts themselves will readily identify competence and accept peer leadership to meet the needs of activities they're planning or performing. This natural shifting of leadership is common among young people.

Observe the action and interaction of your Scouts. Find the natural leaders. They'll be your best patrol leaders and the Scouts suited to lead particular activities for short terms.

Resource

Duty of Care

Patrol Leaders Handbook





Scout-Aged Youth



YOUTH PROFILE (AGES 11-18)

Introduction

Young people between the ages of 11-18 cover a wide range of maturity levels, interests, and concerns. They are experiencing tremendous upheaval and rapid, fast forward change. They are living through a period where they move from the onset of puberty, childhood games, and total immersion in the world of school, to a time of leaving high school, entering the workforce, and getting married. Some are even having children of their own.

It is *extremely difficult*, therefore, to categorize all persons in this age group as “a type”, or to generalize about all teens. (Stereotyping individuals due to sex, race or ethnic background does a great disservice to them. Our actions to their expected

or unexpected behaviour may stifle their growth.) Nonetheless, it is possible to identify some characteristics that make 11-18 year old youth unique, and different from other age groups. That does not mean that every individual in this age group shares all the characteristics of every other individual in the group. While many Scouts will “fit the pattern”, there will always be some who don’t.

Individuals in this age bracket share many common beliefs, hopes, thoughts and aspirations of people in other age groups, including adults. One element that sets young people in this age bracket off from others is this simple fact: they are facing these concerns for the first time. Keep these ‘caveats’ in mind as you read the following discussion. Some important issues associated with youth’s lives today are highlighted, as are suggestions for adult Scouters.



INTERPERSONAL RELATIONS YOUTH AND THEIR FRIENDS

What's one of the most unique characteristics of 11-18 year old youths? They are beginning to make a place for themselves as individuals outside the home. In the words of sociologists Bibby and Posterski, teens are "the emerging generation."

Young people aged 11-18 are drifting away from the influence of parents and family ties and are forming attachments, friendships, and relationships with their peers. To some extent, *nothing* is more important to teens than their relationships with friends. Young people will spend a considerable amount of time and energy finding, forming, and nurturing these relationships. They will then spend most of their remaining time doing things that others like themselves are fond of doing — things that differentiate them from adults. Music, language, and styles of dress are some things teens share; these separate them from adults.

If you grasp the significance of friends to teens, you'll understand many issues that are important to them. More than anything, individuals in this age group are very concerned about pleasing their

friends and conforming to their expectations. Teens are particularly anxious about being liked and accepted by their friends. They wonder what other youths think of them. They want to look, think, and "be" like everyone else their age. Part of the interest in friendship networks involves learning about the sexuality of others. They are very curious about sex, but this does not necessarily mean that they want a sexual relationship.

Teens are primarily interested in having a "boyfriend" or a "girlfriend." The younger they are, the more likely this will take place in group settings. Younger teens often prefer group dates or mixed group activities where some are "paired" and others are not.

YOUTH AND ADULTS

While moving away from the family is necessary for youths to grow and develop as individuals in their own right, the changes can affect their relationships with family members and other adults. As young people develop ties outside the family, they become more dependent on friends to meet their needs. This doesn't mean they're no longer dependent on their family. Teens still depend heavily on adults, but in very different ways than when they were children.





For the first time in their lives, young people in this age group have the freedom to make choices; they are expected and encouraged to do so. The array of options and the amount of freedom they need to make a decision depends on age and personality. Some will want and need more autonomy than will others. Nonetheless, teens all face choices, and the realization that many of the decisions they are required to make are difficult ones that will bear real consequence for their future.

Young people must make decisions concerning things like:

- doing well in school (or preparing to drop out),
- choosing courses that will prepare them for a career,
- developing skills that will be useful in their adult life,
- developing friendship networks that may help them or get them in trouble.

It's "normal" for young people to experience difficulties when making their decisions, in following them through, and in living with the consequences of their choices — whether they be positive or negative.

When youths are struggling to develop their independence from family, they rely on adults to give them the freedom, opportunity, and security to test themselves, their skills, and their ability to make good decisions. Many young people are not interested in having adults tell them what to do; they want freedom to make their own choices. However, teens who want to make their own decisions *do* count on adults to help them make good

choices. This is their security. Adults have the experience to show young people what their choices are, and what the consequences of these choices involve. This means adults must be there to advise and help when requested or needed. The older youths get, the more freedom of choice they're likely to need.

At the same time, it's important to recognize that teens have not achieved adult maturity. They have difficulty making decisions; sometimes they even avoid making decisions — just like adults.

Young people need adults to help them sort through the many bewildering choices. Young people need continual guidance, both through example and instruction. Most of all, they need praise for their accomplishments and non-judgmental assistance when they make mistakes.

Are you looking for simple and effective advice for adults working with youth? Here it is: Treat young people like adults, but expect them to act like children.

What does this mean? "Treating youth like adults" means you should treat them with the same *dignity* and *respect* you give to mature people. "Expecting youth to act like children" means that you shouldn't punish them when they act like children — no lecture, no ridicule, and no judgement. If you follow this rule, no one (youth or adult) will be disappointed when expectations aren't met.

Perhaps the greatest challenge facing adults who work with youth is accepting them as individuals in their own right and treating them with respect and dignity. In the words of a 15-year-old:

Y
ouths rely
on adults to give
them the freedom
to test themselves,
their skills, and
their ability
to make good
decisions.



“I feel youth are not taken seriously in an adult world.... (If teenagers were respected) they (would) return the favour.... (M)y greatest (wish is to) be respected and heard.... I wish adults would really listen to me and feel my view is important....”

— QUOTED IN BIBBY AND POSTERSKI, 1992

The impact of making new and important choices, drifting away from family influences, and coping with new-found opportunities leaves youth in an extremely vulnerable position; it makes them susceptible to many influences:

- bad friends,
- the seductiveness of dangerous situations,
- vulnerability to adults who would ridicule them, demean them, or lecture them in ways that are authoritarian or judgmental.

All of these methods stifle positive growth and development.

Nonetheless, young people usually need and want rules. But a contradiction exists: many teens will accept rules *only* when they have decided for themselves that the rules are sound. If a teen believes a rule isn’t good, not fair, or unjust, he or she may break it, or resent having to adhere to it. In other words, most young people want to be democratic and want to be part of the rule-making process. Meaningful change to them occurs when *they* have been allowed to make choices for themselves.

YOUTH AND THEIR RIGHTS

Young people under the age of 18 are not considered adults, and do not have the same rights, freedoms, or obligations as adults. The Canadian Charter of Rights and Freedoms doesn’t always apply to children; various other laws either restrict their freedoms (e.g. voting rights) or are designed

to provide special protection (e.g. child welfare legislation, the Young Offenders Act). International law, conventions, and covenants serve as guidelines showing how children and youth should be treated in various circumstances.

The United Nations Convention on the Rights of the Child was ratified by more than 100 countries; it came into force in Canada in 1992. The Convention defines “children” as persons under the age of 18. It is based on the needs of children, and focuses on the obligation of governments to promote their best interests. In a preamble, the Convention considers (among other things): *...that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter (of Rights) of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity...*

— U.N. DOCUMENT A/44/736 (1989)

Article 12 of the Convention states:

... Parties shall assure the child who is capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child....

— U.N. DOCUMENT A/44/736 (1989)



GENDER AND ETHNICITY

Because of their common age and social position, teens have many similar interests and face similar problems. For example, as they get older they become very concerned with “body image.” But at the same time, males and females in a sex, race, or ethnic group will probably express this concern in different ways. Males may feel a need for others to see them as strong and virile; females will often worry about dieting and being fat. As they get older, both males and females will worry about the future, and will struggle over “what I want to be when I grow up.” Occupations will probably be a primary concern of males, while females will place occupation second behind relationships, caring for others, and family connections.

This doesn't mean males are less concerned with relationships than females, or females have only peripheral interest in careers. Generally, each sex places emphasis on different things.

For males, relationships mean having friends to share favourite activities; generally, males want to “hang out” with buddies. Females are far more interested in having a best friend. For them (generally) it's important to have relationships that are private and that have an element of intimacy to share “secrets” and “confidences.” Females will zealously guard these friendships; a betrayal of intimacy will be viewed as a very serious matter because betrayal destroys the foundation of the relationship.

Because of differing sex, race, or ethnic background, teens may have contrasting views of the world, different problems, and different ways of

addressing issues. As a youth worker wanting to help young people grow and increase their potential, remember to keep an open mind to these differences.

What does this discussion boil down to? Here's the answer: what helps a male achieve a goal or solve a problem may not “work” with females.



SPIRITUALITY

Young Canadians today are as spiritual as their grandparents were, but the form of this spirituality and how it's expressed has changed considerably from past generations. Youth are very interested in spiritual things, but not necessarily organized religion. For example, they frequently like to argue religion and express strong views about theories such as Darwin's Natural Selection. Some teens are fascinated with the supernatural, including a macabre interest

in Satanism and witchcraft. Popular rock videos and movies highlight this preoccupation. Yes, youth are intrigued by it, but almost all research shows a very low participation rate.

Even though young people may have been taught their parent's religion, they feel the need to think abstractly, examine other religions, and critically evaluate religious doctrine. Then, they want to reach conclusions through discussion. Using this process, some teens may challenge the sincerity of an adult's spiritual beliefs. Don't take this process as a personal affront; instead, understand that young people are attempting to form their own beliefs.

While young people may not attend formal religious services, they are nonetheless very concerned and



caring about the state of their world and humankind. More than any generation that has come before, teens today are worried about the environment, world peace, world hunger, war, and injustice. They're prepared to work to alleviate these global problems.

Existentialism is related to spirituality. Existentialism refers to the quest of finding meaning in life outside of formal religious boundaries. Although the various life concerns of youth may differ from those of adults, young people (like adults) want to make sense of the world, and find their niche in the larger scheme of things. This task, which has traditionally been difficult for teens as they face rapid transitions and adjustments, has become more difficult because of shifting values and uncertainties. Although it may not be a realistic task for you (as a leader) to answer all questions about the meaning of life, you may be able to help your Scouts cope with crises through thoughtful guidance. Respect their input.

COGNITIVE DEVELOPMENT

Cognitive development refers to how youth learn to think about the world. This development proceeds at differing rates as one matures; certain cognitive abilities will not emerge until a youth

reaches a certain age. Because these abilities do not appear at precisely the same age, don't be surprised if you find yourself being understood by one adolescent, but misunderstood by another who is exactly the same age.

YOUNG ADOLESCENCE

Young adolescents are still getting all their thinking apparatus in place. During this period they move from thinking about the world in very concrete, black and white, "here and now" ways, into a time when they're better able to think symbolically or abstractly. When an adolescent gains the ability to think abstractly, she or he will be able to start dealing with the "what if's" or hypothetical scenarios of the world. Of course, this ability is an essential prerequisite for many skills that we hope will develop during Scouting years. For example, it would be difficult for one adolescent to understand how another might feel who was a victim of racial prejudice. To "walk in that person's shoes" requires abstract thought.

OLDER ADOLESCENCE

By late adolescence, most youth can think in symbolic or abstract ways. They'll be able to think about thinking — an advanced capability. That's





why they're so interested in debating philosophical issues such as creationism, Satanism, and dark forces.

MORAL DEVELOPMENT

"Moral development" refers to how youth develop values and a sense of justice. In some ways you may think of it as continuing the development of one's conscience. This is a particularly tricky area for leaders to help youth develop. Why? Because few people agree that everyone's values must be identical, or that one set of values is superior to another. Keep in mind differences between males and females, or those between cultures or heritage traditions. As stated earlier, being sensitive to cultural diversity doesn't necessarily mean that adolescents from different cultures (or males and females) will necessarily have greatly different value systems.

Finally, it's important to consider differences in social and economic conditions which may ultimately be the greatest of all cultural differences.

Now let's turn to some generalities concerning moral development. Bear in mind that even these generalities are not universally accepted. Remember also that moral development occurs in stages; it's tied to certain prerequisite skills, like

the ability to think abstractly. But moral development varies widely, depending on the nature of the youth's experiences.

YOUNG ADOLESCENCE

Younger adolescents are often growing *out* of a period when their decisions about what is right or wrong were based on the consequence of behaviour; they're growing *into* a period of more sophisticated reasoning that considers whether someone has violated an internal system of values. An ability that emerges at this time is the capability to "walk in the shoes of another" (i.e. empathizing). There is considerable research evidence showing that females (on average) are more skilled at empathizing than males. This is because of the greater cultural emphasis stressing concern for the needs of others. At this age, the adolescent can start to make decisions based on thoughts like "that will make Megan feel bad," or "Russ hurt me, but he didn't mean to." Not surprisingly, the concept of "fairness" takes on increasing meaning during this period.

OLDER ADOLESCENCE

The older adolescent may (or may not) develop through several more stages of moral development. Older adolescents may start appreciating





the value of multiple points of view, but may stay committed to the rules of the society he or she lives in. During this stage, adolescents may not recognize that some of their society's rules are unjust. For example, consider the South African adolescent of the past who might have considered Apartheid as fair, simply because it was law.

Adolescents who develop beyond this point start seeing values as much more complicated than just a set of legal rules. They may come to recognize the relative nature of societal values. As well, they may realize that some fundamental human rights surpass the laws of any country. At this point many males develop a sense of justice which is based on meritocracy — getting back what you put in. Success gained through individual achievement becomes quite important at this point, probably reflecting the emphasis in western cultures on individualism.

The most challenging task in moral development is to learn to successfully balance one's needs with the needs of others.

ADOLESCENT ASPIRATIONS AND CONFIDENCE BUILDING

One of your most important jobs as a leader is to help build up the confidence of youths in your group. One particularly important notion to foster in teens is that they have some degree of control over events in their lives. Closely related to control, is the development of a sense of self-efficacy; this simply means a sense of confidence that one can take on challenges and be competent enough to complete them successfully.

You can make two mistakes here. First, you can set expectations too low for individuals, which may lead to anything from apathy to resentment. Second, you may set expectations so high that the youth cannot meet the standard you have set. This can result in a loss of self-esteem rooted in a sense of failure. Many people emphasize that a person can be all that he or she wants to be. However,

since we can not in reality be all that we want, leaders who say this may be unwittingly fostering a sense of failure and hopelessness when Scouts do try their best, and still fall far short. We're not trying to suggest that you set lower goals, but rather adopt the motto that one has the chance to be all that he or she can be.

YOUNG ADOLESCENCE

Not surprisingly, young adolescents will tend to measure their successes in the "here and now," and in task-oriented activities. They are much more concerned with fitting into the group, than developing a coherent plan for their adult lives. Although challenges to teens don't necessarily have to focus on immediate gratification, they should be "bite-sized" enough so younger adolescents can gauge success and failure quickly.

OLDER ADOLESCENCE

Many people have said that this generation of teens has had more "things", but so little to look forward to in the future. Yet, older youth are still hoping for many of the same elements in life their parents did. Young people have strong concerns about their future — particularly employment — and are very concerned with helping others. However, a recent study suggested that they felt their efforts were not likely to have a significant impact on society.

The challenge for leaders now is to continue to instill a sense of hope, tempered by realistic goal-setting, and foster of a sense of individual worth independent of material acquisition.





CHAPTER 5

The Patrol



PEER GROUPS

Humans are gregarious creatures who need to associate with others of their own kind. Young people of Scout age tend to experiment with various groups. They attach themselves to one for a time, subconsciously evaluate the group's actions and goals, and either stay or leave based on this evaluation and the comradeship they may or may not have developed.

Peer group recognition is vital to young people. They want to spend time with friends, and seek peer approval with great intensity. Young people want to do things other group members do, take part in new activities, accept responsibility for group activity, and contribute what they can to the life of the group. Their loyalty to a peer group may seem (at times) more important than the approval of parents or other adults.

Relationships in a peer group give young people opportunities to try out various forms of behaviour; here they can “safely” discover the dividing line between acceptable and unacceptable activity within the group and society as a whole.

Do teens and adults always agree on acceptable behaviour or opinions? Hardly. Young people will frequently hold opinions that conflict with those of adults. Be aware of this potential area for disagreement, and recognize that it's crucial for young people to explore various opinions so they can develop their own. If you encounter conflict, both adult and youth have to examine their attitudes carefully. Be flexible and recognize that you have had many years to develop your values and opinions, while the teen is only forming opinions of his or her own now. Work together to arrive at a reasonable compromise and constructive course of action.



Knowing the basic make-up of a group of young people will help you develop your program, create patrols, and maintain troop discipline. A close-knit teen peer group tends to have the following characteristics.

- It's made up of young people having approximately the same physical maturity.
- Members have similar interests.
- It's usually not very large.
- Leaders usually have evident athletic ability and physical prowess.
- Individuals dress and behave alike.
- Leadership is flexible; a leader in one activity may be a follower in another. Young people tend to recognize and accept leadership from other group members with the greatest skills in a specific area.

Some groups have no “positive purpose” for their existence, while others do. Positive groups, such as Scout troops, need to keep focused. Here is a list of characteristics that most excellent groups share.

1. Members can spend quality time with friends.
2. All or most members have opportunities to share leadership roles.
3. Ideally, the group is composed of young people with similar ages and with near-identical stages of development. (Leadership develops best in peer groups.)
4. They provide programs and experiences geared to develop the members; the programs meet the needs and interests of the majority.
5. The group is relatively small, but large enough to require behavioral adjustments on the part of each member.
6. They allow for reasonable participation — a fundamental growth need.

7. They let members contribute to, and participate in, the program.
8. They encourage both group and individual achievement.
9. They help members live with each other, and contribute to group life.
10. They encourage spiritual life through learning to live, work and play together.
11. They recognize that group life is affected by adults.
12. They allow and encourage involvement. Members are attracted to friendly groups that offer prestige, accomplish appealing things worthy of recognition, and meet their personal needs and interests.
13. They are cohesive and offer a feeling of belonging. High cohesion results in low drop-out rates, high work standards, and a healthy group spirit.
14. They provide goals to help cement group cohesion. All members know the goals and feel involved in their development.
15. They evaluate their goals frequently.

YOUTH LEADERS

Scouts who lead any troop activity (particularly a patrol) are undertaking a new and unfamiliar task; it may seem to carry huge responsibilities. Some Scouts may feel intimidated by the position, and fearful of making mistakes.

Try to alleviate these fears through friendly, constructive and cooperative discussion that outlines a course of action for learning new duties and responsibilities. It's easier to feel confident and learn if you know someone else is willing to work with you toward a solution.



When patrol leaders are just starting out, carefully guide them through training sessions. (This should not be during regular troop meetings.) During these sessions, talk about leadership issues highlighted in the *Canadian Scout Handbook*, and the *Patrol Leader's Handbook*.

As your patrol leaders gain confidence, you can gradually withdraw. Modify the troop program to reflect *their* increased role in patrol training and spirit and troop responsibilities.

Perhaps youth learn leadership best through the Court of Honour. The strength and success of a troop derives from this body of Scouts which, with the non-voting guidance of their Scouters, determines what is best for the troop. The Court of Honour is a nucleus of the entire group; it discusses troop, patrol, or individual concerns, and decides what courses of action to take.

A successful leader quickly learns to delegate duties and responsibilities. If you follow this rule, your patrol leaders will learn valuable lessons from adult leadership. Patrol leaders will realize that they share responsibility with their Scouters and the troop as a whole for their successes and failures.

A successful leader also sets a good example. The Troop Scouter and Scout Counsellors show the way by doing these things themselves and encouraging patrol leaders to:

- arrive on time for meetings,
- help others complete tasks,
- follow suggestions contained in the *Patrol Leader's Handbook*.

FORMING PATROLS

Form patrols in your troop on the basis of existing friendships and criteria that help friendships develop. Use one or more of the following guidelines:

- close personal friends,
- similar age and physical maturity,
- similar abilities or the same school grade,
- common interests.

Young people join a troop to make new friends and broaden their social interaction. Keep that fact in mind when forming patrols.

How big should a patrol be? There's no one answer to this question. By definition, a patrol is a group of not fewer than three Scouts. If a patrol grows to





include more than eight Scouts, it will naturally begin to separate into two or more groups depending on the activity. Watch your patrols closely. If you see a patrol splitting up naturally, consider creating another one. It'll give another opportunity to train even more youth leaders.

Scouts have many basic needs. Here are some.

1. *They want to feel needed.* Scouts can get deeply involved in the activities and workings of a patrol sized group. They're more likely to be active members of a patrol, than of a troop. Why? They may feel that the patrol "needs" them; the troop is big and can do without them. In the troop, their absence may not be noticed, but in the patrol, an absence leaves a large gap. Their lives and the lives of others in the patrol become intermixed; they care about each other.
2. *Youth want to have responsibility.* Through involvement in the patrol, Scouts accept and carry out responsibilities in a way they could not experience in a larger group, and thereby develop self-reliance.
3. *Youth want to learn by doing.* Your Scouts' involvement in patrol activity provides important opportunities for learning about good citizenship: sharing, cooperating, and adjusting to the majority. They learn not only by reading books, but by working with and relating to their patrol. They must share the work; they must live with what the majority decides. They join others in experiencing victory and defeat, sunshine and rain, trials and disap-

pointments. They learn new skills and have opportunities to use them.

“The Patrol
is the
character
school for
the
individual.”

— BADEN-POWELL

4. *To experience leadership.* Each Scout has far more opportunity to practise leadership in small patrol groupings than in the troop. Leadership is a function or action, rather than an office or appointment. In a small group such as a patrol, all Scouts have a chance to provide leadership, whether or not they are formally appointed as a patrol leader or assistant patrol leader.

MAINTAINING PATROLS

Let a patrol exist as a distinct identity for as long as it meets the needs of its members and remains a lively functioning group of Scouts.

“The Patrol is the character school for the individual,” B.-P. wrote. The troop’s program will strengthen the patrol if you follow two basic guidelines.

1. Give each patrol and its members as much responsibility as possible, based on their capabilities. This includes planning and carrying out troop functions. Patrols can lead ceremonies, clear up after meetings, run games, put on demonstrations, camp, cook, and hike together.
2. Encourage frequent patrol meetings focusing on activities that interest members. Shared experience helps build group loyalty and enthusiasm. A patrol must *go places* and *do things* together if its members want to become more than just a loose group that gathers in the corner on troop night.



If a Scout wants to change patrols, it's best to permit it. First, sit down privately with the youth to find out why. You might learn about a developing problem in the patrol.

Next, discuss the matter tactfully with the other patrol members. This will make everyone aware of the reasons a Scout wants to change; it will give them a chance to express their views on the matter. It may also help Scouts who want to change explore the implications of their decision without pressure. If you think one or more Scouts are simply running away from a problem, you may want to encourage them to stay in the patrol to solve it.

PATROL RULES

During the life of a patrol, members will develop specific rules within the context of troop objectives. For example, if the troop norm calls for Scouts to attend all troop meetings during the year, it's likely patrols will establish the same expectation for their meetings. How your Scouts develop and enforce these rules will greatly affect the spirit of patrol members. Blind and rigid enforcement is as inappropriate as a total lack of support for established regulations.

When members help to set their own rules and consistently enforce them, a strong team spirit will develop. To ensure reasonable uniformity in patrol rules, operate through the Court of Honour.

PATROL IDENTITY

Choosing a name for the patrol helps develop patrol spirit. Encourage patrols to select a name

and provide identification for their uniforms. The wildlife crests available through Scout Shops and dealers are a popular choice, but your Scouts may have other ideas. They should wear their patrol emblem on the right sleeve of the tan shirt below the region badge.



Encourage patrols to select names that have particular significance to the area where they live, or special meaning to patrol members. Sea Scouts will readily identify with naval heroes, for example.

If your Scouts research a name before selecting one for their

patrol, they can learn about the natural environment or highlight an important event in their patrol life. Help your Scouts find the unusual in the common, the meaning behind a term, the significance of an event.

When Scouts determine what they want to be called, it labels them in a positive way. It sets them apart as individuals from other patrols. Their name builds a collective loyalty; it becomes a symbol of unity. Help them find excellent resource material by suggestions, comments, questions, and direction.

Choosing a patrol flag is another excellent project. Scouts can silkscreen or imprint a design on cotton, denim, or canvas. They can mount their flag on a patrol staff, display it in their patrol corner, fly it in their patrol site at camp or, if they're Sea Scouts, on one of their craft.

MOTIVATING PATROLS

A patrol will be motivated if it is meaningfully involved in troop activities. Here are two ways to accomplish this.



1. *Patrol Meetings.* The patrol meets for discussion under the direction of a patrol leader. Members are called together to hear reports from Court of Honour representatives, select options within badge requirements, plan for camps, hikes or other outdoor activities, and give directions, questions or ideas to the Court of Honour representatives.

Patrol meetings also deal with other business affecting the patrol. This might include modifying badge requirements for a patrol member with a disability, or planning who will help that Scout in an activity that might be difficult for him or her to undertake.

2. *Patrol Activities.* Patrols succeed because they do things as a group, led by their patrol leader. They meet regularly — at least once a week, and more often if possible. A patrol meeting can be planned during a troop meeting, outside the troop, or both. If all patrol members go to the same school, they could meet at a convenient time (e.g. noon-hour or common breaks) to discuss a topic.

At patrol meetings, Scouts plan badge requirements, menus for camps, the patrol's part in a troop activity, repairs to patrol equipment, or simply an outing or other fun activities.

Wherever your Scouts meet and whatever they decide to do, it's important that they are interacting with each other. Make sure that the Scouts are making decisions, weighing consequences, and becoming a closely-knit patrol.

SELECTING PATROL LEADERS

If you're a Troop Scouter of a newly-formed troop, it may be wise to wait several weeks or months before establishing patrol leaders. This will give Scouts a chance to form natural groups, and identify individuals they'd prefer to have as their patrol leaders. Operate the troop as a unit until the time seems right to identify patrol leaders properly.

It's important for patrols (where possible) to choose their own leaders from within their patrol. In special situations, you may want to permit them to





select leaders from among the whole troop — excluding existing patrol leaders.

Scouts may elect leaders in any number of ways. Here are a couple of ideas to consider.

1. They can nominate candidates for the position of patrol leader (PL) and assistant patrol leader (APL) without identifying a specific youth for a role. Each Scout would then write a first and second choice on a secret ballot. The Scout Counsellor would count the ballots (peers often recognize each other's writing). The Scout who gets the most votes would become the patrol leader elect; the other becomes the assistant patrol leader elect.

2. Scouts could nominate fellow Scouts for either position. Then, nominees would be asked to leave the room and the rest of the Scouts would determine leadership positions with a show of hands.

Whatever system your Scouts use, the election is a meaningful exercise in democracy.

Before a patrol begins identifying a leader, it's a good idea if its Scout Counsellor outlines the roles and responsibilities associated with the position. It's also a good idea for the Court of Honour or the patrol members to determine the length of time each patrol leader or assistant patrol leader will serve.

If you set a term of office before identifying patrol leaders, it's less likely that the position will develop

into more than the other patrol members want. Set the term of office for 12 months or less; experience shows that longer terms make it difficult for a patrol leader to give up the position to another Scout.

A patrol with a "one for all, all for one" spirit, and agreed-upon goals, is almost bound to succeed in its program.

Scouts who become long-term patrol leaders assume more and more of the leadership opportunities that other Scouts in the patrol could take. Sometimes they grow reluctant to share leadership, and may even view initiatives taken by other Scouts as threats to their authority. In short, such patrol leaders begin to operate the group for their own benefit, not the benefit of the patrol. Of course this defeats Scouting objectives and often breeds low morale and poor behaviour.

The appointment of a patrol leader and assistant patrol leader is subject to the approval of the Court of Honour and Troop Scouter. Only in very extreme cases

would a Troop Scouter veto a Court of Honour decision. You must exercise great care and tact in handling such a veto.

PATROL LEADER RESPONSIBILITIES

A patrol leader's first task, after the Court of Honour confirms the election, is to select an assistant patrol leader who is acceptable to the patrol. (Of course you don't have to choose an APL if the person has already been identified.) It's important that patrol members accept the APL to ensure co-operation when he or she is in charge.

The patrol leader's second and more intangible task is to establish and maintain patrol spirit and



momentum. The patrol is the basic unit that propels Scouting forward. A patrol with a “one for all, all for one” spirit, and agreed-upon goals, is almost bound to succeed in its program.

Patrol leaders may not be aware of all their duties and responsibilities when they first assume office. Through discussion and informal training sessions, their Scout Counsellor and the Troop Scouter will gradually introduce them to:

- leading the patrol to the best of their ability,
- maintaining the standards of achievement and conduct expected by the troop, and
- allowing for leadership training situations by delegating some patrol duties,
- counselling the patrol to set and achieve goals,
- helping with training the patrol,
- overseeing the well-being and advancement of patrol members in keeping with patrol and troop objectives, and
- presenting patrol opinions and concerns at the Court of Honour, and reporting back.

TRAINING YOUTH LEADERS

The Scout program is based entirely on developing a youth’s character for good citizenship. All Scouts will receive training in responsibility — whether they are patrol leaders or patrol members. This will take many forms, including:

- being patrol leader or assistant patrol leader,
- picking up duties delegated by the patrol leader,
- constructive guidance from the Scout Counsellor and Troop Scouter,
- Court of Honour training,
- Patrol meeting sessions,
- district training sessions,
- patrol camp,
- troop camp,
- resource library information,
- camporees,
- jamborees.

You will come to rely on your patrol leaders for a successful troop program. They are the most important of all your leaders — your direct link to the rest of the troop. Your job is to train, guide and inspire them.

Patrol leaders need training in:

1. *Human Relationships*: How to listen, talk, and work positively with others in the patrol, and interact with those in the rest of the troop.
2. *Leadership*: Knowing, understanding, and practising leadership skills.
3. *Scoutcraft*: The ability to determine (with help from the Scout Counsellor) a definite badge program that leads to personal reward for patrol members. Such a program balances seasonal camping, mapping, tripping, and related skills. If patrol leaders are proficient in these skills, they can oversee the training of the patrol. As they do, they will also reinforce their human relationships and leadership skills.

The Scout program offers specific badges related to leadership skills for both aspiring leaders and others. You may need to conduct training sessions on certain aspects of this badge on a troop or Court of Honour basis. You may even need to recruit resource people to help.

As well as providing for your Scouts’ training, you’ll need to gauge their progress. You can make the assessment by observing and testing them.

1. *Observation*

- All patrols attend the Court of Honour.
- Patrol and troop meeting attendance is good.
- Scouts co-operate and show a high level of self-discipline.
- Patrol activities are effective.
- Attendance for hikes, camps, and other activities is high.
- Patrol and troop duties are obviously delegated.
- Scouts are neat and tidy.



2. *Testing*

- Ensure proper planning and preparation of materials and resource people.
- Provide worthwhile, interesting presentations.
- Provide “hands-on” opportunities to test what they are learning.
- Allow positive discussion of what Scouts are learning, or attempting to do.

Training patrol leaders: that’s the most important role of the Troop Scouter in the patrol system. The quality of their training will establish the operational standards of patrols and the Court of Honour and, consequently, the quality of Scouting enjoyed by everyone in the troop.

The best time of year for patrol leader training is early fall or very soon after the appointment of new patrol leaders and their assistants. Later in the year, you may be able to send your patrol leaders to a weekend patrol leaders’ training session that will advance their skills and knowledge.

TRAINING METHODS

For training experiences, patrol leaders and assistants will form a patrol with you as their patrol leader. (This is a similar setting to that in which

they will train their own patrols.) In this way, they’ll learn new skills, how to instruct others, and how to conduct patrol meetings. Plan to hold training sessions with this group on evenings other than regular troop meetings.

Formal training courses can only “kick-start” the training and development of your patrol leaders. Training is a continuing process. You’ll need to adapt to:

- your Scouts’ ages, personalities and experience in Scouting,
- the experience of the troop, and
- the troop’s current activities.

Use the current troop situation to decide what guidance you need to give patrol leaders to help them perform their duties. Develop a syllabus to outline what you want to achieve, and what resources you need to do it. Involve your Scouts in this process. Usually, the best learning happens when discussion comes naturally from an incident or question. For example, a patrol leader, bothered by a lack of discipline in the patrol, may ask for advice at a Court of Honour meeting. Seize the opportunity to cover this part of patrol leader training, and encourage discussion.





You have four main avenues for patrol leader training.

1. Court of Honour.
2. The training patrol.
3. Personal attention.
4. Patrol leader courses.

A patrol leader holds a position of responsibility. Patrol leaders will make mistakes that, if properly handled, can be valuable learning experiences. Help them profit from these experiences. Avoid criticizing PLs in front of their patrols; never take over their responsibility unless health or safety makes it absolutely necessary. Show faith in patrol leaders and their patrols by trusting these youth leaders to do the job their Scouts elected them to do.

DEVELOPING PATROL LEADERSHIP

“The best progress is made in those Troops when power and responsibility are really put into the hands of the Patrol Leaders,” said B.-P.

Patrol leaders speak for their patrols, and their Scouts take their lead from them, not you.

Respect their position. Pass instructions for the patrol through them. Never embarrass them in front of the patrol. Their ability to make right decisions will grow with experience as they get to know their patrols.

You can do a lot to help patrol leaders by discussing their progress from time to time. Praise them for their strengths and point out areas that need attention, suggesting ways they might improve them. Be sure they make use of the *Patrol Leader’s Handbook*.

To help patrol leaders understand their patrol members, encourage them to discuss the strengths of each Scout with you. Help them understand the reasons behind certain behaviours, and decide what they might do to try to improve things.

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PATROL ORGANIZATION

Every patrol member needs to feel important — integral — to the patrol. Here’s how to make this happen. Each member should be solely responsible for a valuable, on-going job of the patrol. With your patrol leaders, discuss proposed duties in the patrol and troop and, perhaps, suggest individuals and courses of action. The patrol decides job choices after members state their personal preferences.

PATROL DISCIPLINE

Group interest is the most essential requirement to

maintain good discipline. If Scouts are interested, they’ll want to participate and achieve their objective. Show your patrol leaders by word and example that *they are leaders*, not drivers or dictators. An active, progressive program that takes the Scouts’ desires into account is the best tool.

Impress patrol leaders with the need to think out instructions clearly and methodically before issuing them. Lack of clear direction causes mistakes and creates confusion; it sets the scene for a poor reaction that may even develop into a discipline problem.

Make clear to patrol leaders that they should try to settle discipline actions within the patrol. If that doesn’t work, the next step is to bring the problem to you for advice and, without mentioning names, to seek advice from the Court of Honour.



Patrol leaders need to develop a good attitude towards disciplinary action. Here's what their job involves: helping others understand what they have done wrong, and how to avoid repeating mistakes. There's no need to devise diabolical punishments. (Scouts sometimes tend to think only in terms of punishment, and to be over-enthusiastic in its administration.)

PERSONAL PROGRESS

To maintain the respect of their patrol, PLs need to progress steadily in their Scouting achievements. They don't have to be the highest qualified Scouts in the patrol, but they must have more skill and knowledge than their Scouts in some areas.

Patrol leaders are responsible to see that each member of their patrol makes personal progress. That means they ensure that each Scout has a training program and someone to help with it.

PATROL MEETINGS

Give youths opportunities to design their troop program. A patrol meeting provides an ideal forum for their ideas. Each patrol meets to discuss program ideas (among other things), and decide on the program its members wish to follow. Then the Court of Honour incorporates this information into the troop program. (Patrol leaders take information to the Court, and then return to tell their members about its decisions.)

PLs need to provide firm leadership when conducting meetings so discussions don't wander away from the subject or degenerate into arguments. At the same time, PLs must be careful not to impose their own ideas upon the patrol simply because they are the leaders. Teach them tact and reasonable persuasion skills. Of course, a good role model, through the Court of Honour, will go a long way to ensure that your patrol leaders have these necessary skills.

PATROL RECORDS

Scouts generally don't enjoy keeping records or writing logs. Reduce record-keeping to a minimum, but encourage individual initiatives. Help your patrol leaders understand that accurate records provide important information for reference and future use. It's important for them to be accurate and up-to-date. At the least, have each patrol maintain:

- a progress chart of each member's advancement,
- a record of attendance and dues, and
- an inventory of patrol equipment.

The *Patrol Leader's Handbook* is a very helpful tool.

THE TROOP LEADER (YOUTH)

One Scout program objective involves providing Scouts (through membership in friendship and interest groups) opportunities to:

- learn to work and play with others, and
- learn to practise leadership.

Some groups use the troop leader position to give Scouts further leadership opportunities and to give the adult leadership team extra support.

On a monthly rotation basis, each patrol leader serves as the troop leader. This tradition can give Scouts valuable experience and contribute greatly to the troop program. It gives the acting troop leader's APL a month's experience as patrol leader. The extra opportunities to lead will help prepare Scouts for the future when they will move on to Venturers. If you consider establishing a troop leader position, carefully determine what duties the troop leader will have. The position will only be beneficial if it is meaningful to patrol leaders, Scouters, and the troop. Here are some ideas.



1. *Chairperson of the monthly Court of Honour.* The chairperson contacts patrol leaders and Scouters for agenda items. A troop leader with this duty will have to work closely with Scouters to set the meeting's agenda and learn how to chair a meeting.
2. *The youth representative at planning meetings for future section or district events.* By accompanying adult leaders to these planning sessions, Scouts will gain a broader perspective of the overall program. They can then feed back this knowledge to their troop.
3. *Co-ordinate patrol leaders at weekly meetings or ceremonies, and introduce guests.* These duties will develop a Scout's social interaction skills.

4. *The troop representative on a local Youth Network.* Most councils have a network of youth from all troops. Sharing ideas and planning larger events adds new opportunities for youth.

You may wish to make the troop leader's position unique by adding more functions to the role.

Remember: These are young teens who are learning how to lead. Guide them gently and very carefully.

Discuss the idea of adding the troop leader position at a Court of Honour meeting so all patrol leaders have a say about the duties and responsibilities they will have to assume. Until they are familiar with their new troop leader role, write down the major duties on a reminder sheet for each patrol leader.

Resource:

www.scouts.ca (National Youth Network)

Patrol Leader's Handbook

Troop Annual Record Book





CHAPTER 6

The Troop



A troop is a group of Scouts who have formed individual patrols which are usually made up of youth with similar age and maturity. Although the patrol forms the basic Scout unit, the troop is the necessary larger organizational unit.

1. The troop is a convenient unit of organization for purposes of assembly. It encourages an efficient use of resource people, accommodation, finances, and equipment.
2. It ensures the Scouts progressive training.
3. It provides overall unit identity, and creates loyalty beyond the patrol.
4. It stimulates wider learning opportunities.
5. It encourages greater social interaction with peers, and offers more opportunities to develop new friendships and values.
6. It encourages and fosters leadership skills above the basic patrol level.

STARTING A TROOP

A sponsoring body has asked you to be the Troop Scouter of a brand new troop. It will be an interesting task if you're an experienced Scouter, and a real challenge if you're new to the game. The service team, with the help of a Scout Field Executive, will have located a sponsor and perhaps an organizing committee. When your appointment is confirmed, and you have completed the screening process, you can get started.

The first thing you'll want to know is the number of Scouts to expect. We recommend at least one Scout Counsellor for every six Scouts. You may or may not choose to oversee a patrol yourself, but generally it's best for each patrol to have its own counsellor. Your primary concern is the troop as a whole; that will keep you busy enough.



In the early days of your troop, let the Scouts become familiar with you and how you relate to them. Give them time to interact, and get to know each other — who’s the athlete, the organizer, the brain. Let them become comfortable with their Scout Counsellors’ capabilities and methods of instruction.

MEETING PROGRAMS

If you’re starting with a new troop, you’ll have many preliminary details to work out. Here’s a method for getting started. Use it as a guideline, and modify it to suit the needs of your Scouts and the community.

Before the First Meeting

Meet with the adult leadership team. Assign tasks for the first evening. Ensure that:

- the necessary record books are available,
- you have copies of *The Canadian Scout Handbook, Games... from A to Z, Troop Annual Record Book, and Troop Badge Chart.*

Select two or three games, and be sure the Scouter who will run them knows the rules.

When the Scouts-to-be arrive for the first meeting, their behaviour will range from noisy, rough and talkative, to quiet and shy. Some will stand on the sidelines. They may test you. Be firm, consistent, and fair in your reactions. If you don’t know the answer to a question, tell them so and then find out the answer. If you take training and do a bit of homework, you’ll have most answers at the tip of your tongue.

First Meeting

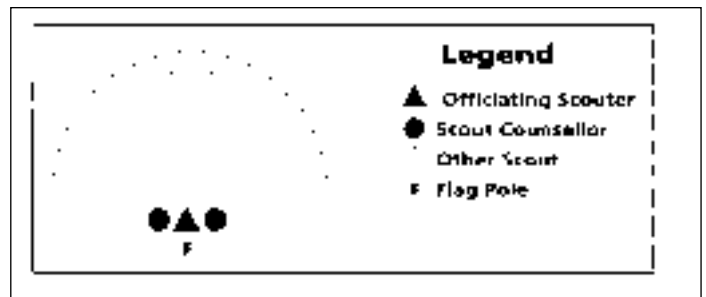
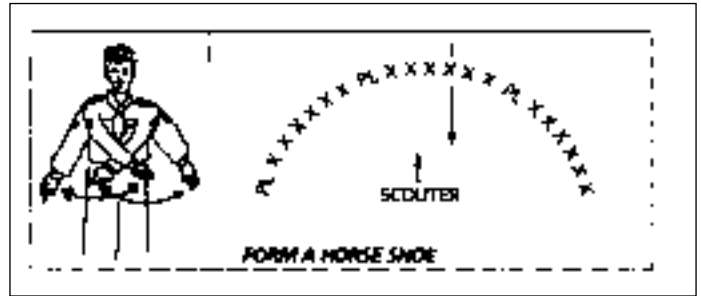
6:45 p.m.

Be at the meeting hall well before starting time. Scouts will tend to arrive early. Involve the “early birds” in a game such as Dodge Ball that others can join as they arrive. Some Scouts may just want to watch and chat. Talk with them and try to dis-

cover where their interests lie. Have a Scout Counsellor record names as the youths arrive.

7.00 p.m.

Blow a whistle once. Ask the Scouts to sit in horseshoe formation in front of you. Explain the shape of the formation and show the hand signal you will use to call for a horseshoe.



Welcome them to Scouting and introduce yourself and the other leaders. Establish how you want to be addressed (e.g. “Skipper” or “Scouter name”), and ask them to call the other Scouters “Scouter (name).” Is yours a Sea Scout Troop? If it is, use nautical terminology where applicable. For example, you are the Skipper and the Scouts are sitting on the deck.

Explain to everyone that the first few meetings will combine organization and fun. Once these are over, real Scouting will begin.

- Record the rest of the names.
- Discuss weekly dues (generally 50¢) which they must pay even for weeks when they are absent. Explain that the money helps pay for badges, as well as other troop and patrol expenses.



- Encourage the Scouts to tell you what they would like to do. Let them know the troop program will reflect *their* ideas.

7:45 p.m.

Game: Choose an active game that will help them burn off some of the energy they accumulated while sitting. Look for a game that uses small groups (three or four). It may help you identify friends in the group. Relays like “Centipede” (*Games... from A to Z*, p.66) or “Chariot Race” (*Games... from A to Z*, p.70) might work well.

8:00 p.m.

Signal your Scouts to move back into horseshoe formation and discuss the Scout Promise and Law. Because few Scouts will have a handbook at this point, either pass around papers on which you’ve written the Promise and Law, or ask each Scout to write them down and learn them.

8:15 p.m.

Explain the use of the “freeze” or silent signal. A Scouter wishing to speak to the troop or patrol

extends an arm above the head making the Scout Sign and holds it there until everyone is silent and still. As they see the sign, Scouts freeze and raise an arm. Everyone holds the signal until the whole group is silent and still.

Be prepared to wait out noisy or moving Scouts. If they take too long to react, quietly point out that they are wasting their own time, and tell them the time allotted for the game or activity may have to be reduced. Stick to it. Consistency is *very important*.

8:20 p.m. Game

8:30 p.m. Game

8:35 p.m.

Sit your Scouts in horseshoe formation. Explain the patrol system: how patrols are formed and what things to consider when establishing a patrol (e.g. friendships, school grade, similar interests). Ask the Scouts to think about these things, but make no decisions yet.





8:50 p.m.

Show Scouts how to salute and let them practise saluting one another. Correct mistakes gently but firmly to establish quality discipline early.

8:55 p.m.

Sit in the horseshoe formation. Explain that the end of the meeting is a time of quiet winding down, and that all meetings will have a definite routine.

Call your troop to the alert and make announcements.

- Remind them about dues.
- Ensure Scouts know where to purchase items.
- If your group has not held a joint registration night (check with your group commissioner), confirm that Scouts have registered.
- Suggest that every member get a copy of the *Canadian Scout Handbook* as soon as possible.

Allow time for questions, and close with a Scout Silence or, if appropriate, a prayer. If your troop includes members of mixed faiths or denominations, ask your Scouts to bow their heads in silent prayer. Suggest a thought like this: “When we bow our heads in Scout Silence, perhaps each of us might thank our God for the Scout fellowship we have enjoyed tonight and ask Him to grant us a safe journey home.”

For sources of material, check out two books at your Scout Shop or dealer: *The Best of the Leader Cut-out Pages* and *Let's Celebrate*.

9:00 p.m.

Dismiss and home.

After the First Meeting

Meet with your leadership team either in the troop hall or elsewhere where you can relax over a snack as you talk about the evening.

- Did the meeting move along with few lags?
- Did the new Scouts appear to enjoy themselves?
- Which Scouts seemed shy, less physically coordinated, loners?
- Did you enjoy the evening?
- What can you do to improve the next meeting?

Plan the next meeting for outdoors — a wiener or marshmallow roast somewhere a fire is permitted. If that isn't possible, consider a barbecue. Assign tasks. Have the Scouter in charge of the fire go directly to the outdoor location to get it going so there will be a good bed of cooking coals. If necessary, arrange for parent transportation, and

invite parents to stay. It's important to involve them early in your program.

Second Meeting

6:45 p.m.

Scouters arrive; early bird game as with the first meeting. Spend some time just chatting with the Scouts.

7:00 p.m.

Do the freeze signal followed by the hand signal and go into horseshoe formation. Always start and end meetings on time, even if all Scouts have not arrived. Direct late comers to go first to the

Allow time
for questions,
and close with
a Scout Silence
or,
if appropriate,
a prayer.



Scouter in charge to explain before joining the activity or their patrols (when formed).

- Patrol Leaders take attendance and collect dues.

Call the troop to the alert, do the Scout Salute/Sign and lead the Scouts in repeating the Promise. Review last week's information and help them learn what is required for investiture.

Scouts leave for campfire area.

7:30 p.m.

Signal the troop into horseshoe formation. Briefly review the basis for forming patrols. Ask your Scouts to form teams that they think would make good patrols. Watch for individuals who are left out; make sure they are included in groups of similar school grade, age, or interest.



7:40 p.m.

Run a game in small groups.

7:50 p.m.

Enjoy your wiener and marshmallow roast.

8:20 p.m.

Sit around the fire for a short explanation on patrol names. Explain patrol emblems (see the *Canadian Scout Handbook*). Help them suggest names for their future patrols. Tell them that at the next meeting you'll work with them to form patrols. Ask them to give it some thought and be prepared for the meeting.

8:55 p.m.

Announcements and Scout Silence.

9:00 p.m.

Dismiss quietly and leave for home. Some Scouts and/or parents may wish to talk to you at this time.

After the Second Meeting

Review the meeting with the Scout Counsellors. Discuss how it went and how to improve similar meetings in future. What can you do to help Scouts who were not accepted into a group? Did any parents say something that everyone should hear?

Plan for the next meeting — your Scout Counsellors will play a significant part. It's an important meeting that needs to be well organized. Arrange to buy patrol leader and assistant patrol leader insignia and program equipment you've decided you'll need.

Third Meeting

6:45 p.m.

Scouters arrive. Game for early birds. Prepare the Canadian flag for flag break. Sea Scouts will "make colours."



7:00 p.m.

Freeze signal and hand signal for horseshoe formation. Take attendance and collect dues.

Flag Break: Demonstrate how, and have a Scout break the flag. (See section on *Opening Ceremony*.) With Sea Scouts at this time, delay the full ceremony but break the flag.

Ask a Scout volunteer to lead saying the Scout Promise.

7:10 p.m. Game

7:15 p.m.

Patrol meeting starts. The Troop Scouter or a Scout Counsellor discusses the jobs of patrol leader and assistant patrol leader, and other roles in the patrol.

Talk about:

- what the patrol expects from its leader,
- what the leader expects from other patrol members,
- length of terms of office and the advantages and disadvantages of frequent elections (e.g. more Scouts get a chance to learn to be a leader; if a leader is not doing a good job, the person will not be re-elected).

7:35 p.m. Game

7:45 p.m.

Patrol meeting without the Scout Counsellor when the Scouts can talk over the things you discussed earlier.





7:55 p.m. Game

8:05 p.m.

Formation practice. Call the troop into the horseshoe with hand signals. Show your Scouts the hand signals you will be using and their meanings. Have patrols practise moving quickly into formation.

8:20 p.m.

Troop in horseshoe for a yarn about B.-P.

8:30 p.m.

Patrol meeting with Scout Counsellor. Examine the requirements for investiture as a Scout, referring to the *Canadian Scout Handbook*. Explain the ceremony and tell your Scouts the troop will hold an investiture after two more meetings. Answer any questions.

8:45 p.m. Game

8:55 p.m.

Form into the horseshoe for announcements. Investiture in two weeks. Are there any outstanding applications for membership?

- Explain the significance of “Flag Down,” and the fact that Scouts do not salute at this time. (The Sea Scout routine is basically the same.)
- Scout Silence and quiet prayer.

9:00 p.m. Home

FORMING PATROLS

These samples should get you going. The important thing is to establish patrols and identify their leaders. It generally takes part of two or more meetings because young people often need time to think about the patrols and bounce ideas off one another.

Identify a definite meeting when you will determine patrols and leaders, and inform your Scouts. How you proceed is up to you. You could:

- Let the Scouts elect the required number of patrol leaders and allow each youth to join the patrol of his or her choice.
- Let your Scouts write down the names of those they would like to be with in a patrol. Sort out these lists and call out the members of each (unnamed) patrol. Check to see that all are satisfied with their choice. Let each patrol elect its patrol leader (as previously described) from among its own members.

In both methods of choosing a patrol, you might find imbalances in numbers or physical size. If you are concerned, you'll need to exercise some tact to adjust things.

You can assign Scout Counsellors to their patrols or involve each patrol to select their counsellor.

During your first meetings, the important thing is to establish patrols and identify their leaders.

SMALL TROOPS

You may find that you have only a few Scouts in the early days of your troop. If this is the case and you are the only Scouter, limit yourself to one or two patrols. These first patrols will likely contain potential patrol leaders who will be ready to help out when the troop expands.

Work through the group committee to get Scout Counsellors for your patrols as soon as possible. Stick to a ratio of about six Scouts to one adult.

Whether your troop is large or small, immediately get your patrol leaders and assistant patrol leaders



involved in leadership training through supplementary meetings with them.

Scouting offers new Troop Scouters formal courses and on-the-job training through visits from Service Scouters. Take advantage of all training opportunities. Scouters who have already been through what you are experiencing will make your job easier. At courses, you'll be able to trade ideas, discuss common problems, make new friends, and build on what you already know.

COMING INTO AN EXISTING TROOP

If you are an experienced Scouter taking over the responsibilities for an existing troop, be aware that you are the stranger. Several weeks before you take over, visit the troop while the Troop Scouter is still in charge and can introduce you to the Scouts. Observe the Scouter and Scouts in action.

When the troop is your responsibility, you may want to make changes based on your observations or what you see as you conduct the troop program. *Make them gradually* after consulting other Scouters and the Court of Honour.

A change in Troop Scouters brings a period of adjustment and stress. During this time it's quite possible that some Scouts, especially older ones, may leave. This isn't necessarily a reflection on you, or a reason for undue concern. They may have been about to leave anyway, or they may have liked their previous Troop Scouter so much that they do not particularly want to adjust to you.

If Scouts want to leave, bid them goodbye in a proper Scout manner and suggest that they might like to advance in Scouting by moving up to Venturers.

Planning For An Inherited Troop

You will need to answer a number of questions before you can plan a positive program for the troop you've inherited. Here are some to consider:

- How well are the patrols and troop established?
- On what basis have the patrols been formed?
- How is leadership exercised? In patrols? In the troop?
- Are records well kept?
- To what extent are the Scouts involved in the planning and conduct of patrol and troop activities?
- What are the special traditions and practices? (This is very important in a well run Sea Scout program.)
- What sort of activities and projects do the Scouts like?
- Which Scouts need special help and encouragement because of illness, disabilities, home problems, finance?
- What were the previous Troop Scouter's goals? Do the troop badge records reflect these goals?
- When and how often do patrols and the troop meet? Do the patrols meet at times other than troop night?

Remember parents or guardians, too. They are very interested in the welfare of their children and in you as a person who will have an influence on their lives. In a letter or newsletter, tell them about the leadership change and provide any other relevant information. Parents appreciate receiving occasional information newsletters. It shows you care to share your Scouting with them and will ensure positive responses when you need help.

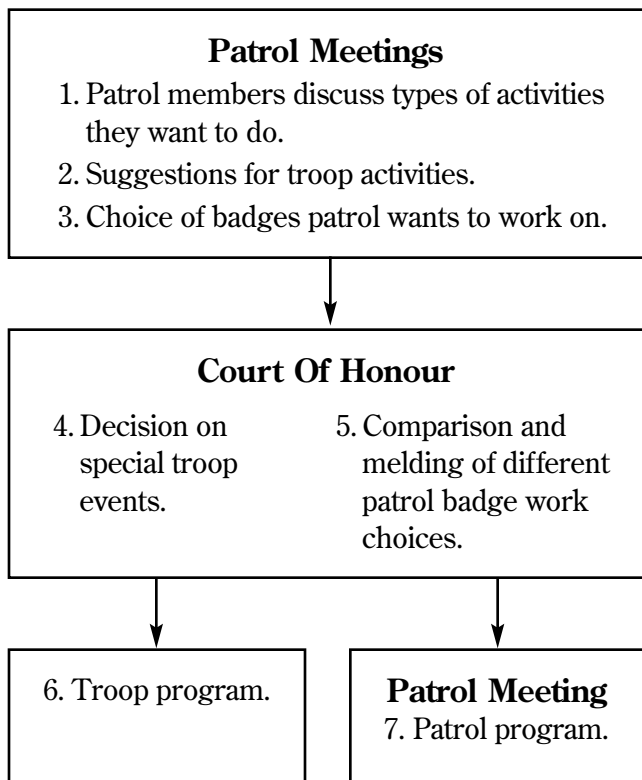
Soon after taking up your new position, arrange a parent night or weekend afternoon where you can share your Scouting philosophy, and answer their questions and concerns. Let them know that you want to see the Scouts enjoy themselves and succeed in Scouting, and that you will need their help to make it happen.



PLANNING A TROOP PROGRAM

The individual patrol programs form the basis of your troop program planning. To ensure the troop program complements rather than conflicts with patrol programs, build it up parallel to, but slightly behind, patrol planning activity.

THE SEVEN STEPS OF PROGRAM PLANNING



As an adult leadership team, determine generally what you feel is possible to achieve over the short term (a period of three months or less); then project for a longer term (12 to 18 months). If you want to take part in activities such as Canadian or World Jamborees, you'll need to start planning at least *three years* before the event.

Ensure the success of your troop program by giving your patrol leaders comprehensive training.

You can achieve this through positive advice and guidance, and instruction from your adult leaders, resource people and district training sessions.

The first step in troop program planning involves consulting your patrol leaders to determine:

- common needs of the patrols,
- needs of individual Scouts in the patrols,
- how best to meet those needs,
- a time frame to achieve patrol goals.

You may have different answers for different patrols because of age, service time, or Scouts' previous achievements.

Always keep in mind that your Scouts want to do things while they learn. They will not sit still and listen for an extended period of time. Channel their energies into worthwhile activities and pursuits that help them successfully work at their goals in a logical sequence. In the end, it's important for them to feel that they have done what they set out to do. And they will, with you as their guide.

As time passes, your Scouts will realize that they must balance their desires for personal achievement with the interests of other patrol members. They will quickly see a pattern of patrol and troop instruction that meets the needs of the entire troop.

Scouts will develop self-discipline as they learn to work with their patrols and, at times, modify their desires in response to patrol decisions. If they have to modify their desires to an obvious adult decision, they will comply only reluctantly. Work behind the scenes to make the necessary materials and help available so your Scouts can carry out their ideas.

Your role in program planning involves:

- providing members of a group opportunities to participate in activities they enjoy,
- providing situations where Scouts can learn new skills and information, and



- providing an environment in which the group can grow and develop in mutual trust and friendship.

COURT OF HONOUR

The Court of Honour is as old as Scouting; it's fundamental to successful Scouting in the troop. The Scout troop gives full value to its members through the patrol system, and the patrol system needs to use the Court of Honour effectively to achieve real results.

The Court of Honour (which meets at least once a month) is usually made up of patrol leaders (some troops also include assistant patrol leaders), and the Troop Scouter as a non-voting member. Court of Honour membership carries responsibility. Your Scouts' awareness and understanding of these responsibilities will grow slowly with careful guidance and help from you and some of the older Scouts.

Responsibilities

- plan the troop program,
- arrange groups for specific activity purposes,
- set and maintain standards for certain badges,
- make decisions about spending troop funds,
- generally administer troop matters.

With the Court of Honour to carry out the functions listed above, the Scout responsibilities within patrols become more meaningful as part of a democratic community.

The Troop Scouter's attitude towards the Court of Honour is one of the most important influences in the proper operation of the patrol system. It is essential that the Troop Scouter show trust in patrol leaders. This apparent trust will tell them that they have to stand on their own feet and help the Court of Honour reach its decision. Your job is to give advice through suggestions or questions designed to provoke their own thinking and help them reach their own conclusions. In other words,

help them solve their own problems instead of doing it for them — the same approach you take with individual Scouts.

Train Scouts to prepare for Court of Honour meetings: to think objectively, to express themselves clearly, and to avoid becoming personally or emotionally involved in an issue. When a discussion becomes fruitless or continues longer than expected because of the importance of an issue, the chairperson has to decide what to do.

Do you not feel competent enough to show your patrol leaders how to run meetings? Try bringing in a resource person; this might even be your group committee chair. Meanwhile, you might want to take skills training in this area. Ask other Scouters how they support the Court of Honour.

When Does The Court Of Honour Meet?

Regular, formal meetings are essential to deal with routine matters concerning program, finance, standards and progress. Here are some times when the Court of Honour should meet:

- informal briefing meetings immediately prior to and during activities or events to let patrol leaders know of, or to remind them of, details;
- training occasions when the Scout leader and/or counsellor teach patrol leaders leadership skills, or skills which may be appropriate for them to pass on to their patrols;
- special activities where a section leader provides special training;
- informal discussion like yarns around the campfire, or over a cup of something after the troop meeting.

Sometimes, the demands of other interests, school, family and church can make it difficult to schedule time for Court of Honour members to hold formal meetings.



Here are some possibilities to consider:

- week nights other than troop night. You can adjust the time so your Scouts are able to complete their homework;
- a period before the troop meeting — a good opportunity for briefing type meetings;
- after troop meetings. This is a possibility, but parents might not favour late nights. Your members may also be tired;
- special occasion weekend camps.

**HOLD REGULAR MEETINGS:
THAT'S IMPORTANT!**

Typical Agenda For A Court Of Honour Meeting

A typical agenda will include all of the following:

Old Business

Any items which were to be followed up on, or completed, between meetings.

Patrol Reports

Each patrol representative gives a report on future activities of the patrol and its accomplishments since the last meeting.

New Members

Details are given of young people who have applied to join. The Court of Honour approves the choice of patrol.

Finance

The Treasurer reports on the state of the finances.

- How much has come in since last time?
- How much has been spent or is owing?
- Decisions on the purchase of equipment, etc.

Scouter's Notice

Information which the Scouter has received from the district, area or region.

Program

- Develop the plan for major activities, such as troop camps, jamborees, district camping competitions, etc.
- Plan a month's program in detail for the troop,
- Review details of each patrol's plans for the same period.

Other Business

This item gives everyone the opportunity to bring forward their pet peeves or hopes for discussion and action.

Next Meeting

Ultimately, the Court of Honour is responsible to the Troop Scouter who, in turn, is responsible to the group committee.

"Expect a great deal of your Patrol Leaders and nine times out of ten they will play up to your expectation; but if you are always going to nurse them and not trust them to do things well, you will never get them to do anything on their own initiative." (B.-P.)

COURT OF HONOUR CODE

Each member of the Court of Honour is responsible to:

1. Set a good example in living the Scout Promise and Law;
2. Uphold the honour and traditions of the troop;
3. Consider the wishes of the patrol before personal wishes;
4. Be fair and just in making all judgements;
5. Abide cheerfully by the decisions of the majority;
6. Help the Troop Scouter with the operation of the troop;
7. Respect the secrecy of Court of Honour discussions when appropriate.



COMPETITION

Competition is an important part of the life of most young people — a way they measure their personal capabilities against those of their peer group. Use this desire to compete as a positive tool in the troop and patrol training program. Healthy rivalry between patrols stimulates keener effort and better results in a troop.

Competition can take two forms you may use at the same time:

- competition against a standard,
- competition between patrols.

Against A Standard

An important form of competition involves establishing a level of achievement for various activities that patrols (as units) strive to reach or surpass. For example, a troop's Court of Honour might challenge patrols to have at least 50 percent of their Scouts earn their Brown Challenge Award lanyard by the end of the program year. It gives patrols the fun of competition and a way to assess their collective and individual progress. But how do you assess individual success? Ask yourself: have the Scouts done their best?

Patrol Competition

Part of growing up involves learning how to lose gracefully, whether patrols are competing in a game, a first aid competition, or an orienteering course. Whatever the outcome, the important thing to ask is, "Did we achieve anything positive?" and "Did we have fun?" If the answer is "No", you know there's something wrong with this aspect of the program. In consultation with the Court of Honour, find out what you need to change or discard.

Competition must never physically harm a Scout, exclude a Scout with disabilities, or become verbally abusive.

Recognize ability and achievement, and spread around the recognition in meaningful ways. Like all of us, young people thrive when others recognize their accomplishments.

The desire to beat other patrols will spur on a patrol to do better next time, improve their badge work, be the "best" duty patrol or duty watch, and challenge other patrols to meet higher standards of achievement. This is healthy rivalry. Keep an eye on it as it develops and use it to modify and reinforce your program goals.



SCORING ACHIEVEMENTS: POINT SYSTEM

When you introduce competition into your troop, be sure to have some way to record patrol progress. A point system can serve the purpose. You might award points for inspection, discipline, attendance, games, punctuality, activities, smartness. It's not a good idea to

award points for acts of duty, good turns, or other actions you expect Scouts to perform without recorded reward. Instead, offer a simple and sincere "well done!"

Never use points as bribes or allow them to become the sole reason Scouts do things. Through your example and training, Court of Honour influence, and your Scouts' desire to compete, points often become secondary to activity once your program is underway.



Here are a few thoughts to keep in mind as you develop the competitive spirit in your troop.

1. Gear the value of points to the importance of the subject. Patrol inspection is more important than a simple game, for example, and therefore warrants more points.
2. Have the Court of Honour (with your help) devise types of competition and a scale of scoring for each activity.
3. Choose a system that is simple to administer.
4. Keep point values small so no one can accumulate huge scores that will lose meaning.
5. Consider the duration of patrol competition. Scouts seem to favour four, six or eight week competitions. The time period is long enough to develop enthusiasm and short enough for all to see the end. The right time to allow those lagging behind to recoup their losses.
6. Tell patrols where they stand at the end of each meeting.
7. Award some form of simple recognition (e.g. a pennant to the winning patrol or to all patrols who meet a predetermined standard).
8. Award points for effort as well as achievement. This recognizes Scouts who are “all thumbs,” or those with disabilities; it enables them to contribute meaningfully to their patrols.
9. Be scrupulously fair in awarding points or the whole exercise will become meaningless and tend to turn the Scouts off, rather than inspire them to succeed. If a patrol constantly lags behinds the others, consider wider activity choices or offer that patrol extra guidance so its members can improve their performance and raise their status and pride.

If your patrols accumulate points for a long-term troop competition, award one point to the lowest patrol, two to the next lowest, and so on. This method keeps patrol scores closer together and reduces the chance that one patrol will pull too far ahead or fall hopelessly behind.

In other words, instead of a score picture that looks like this:

	Cree	Fox	Cougar	Otter
Last meeting	69	42	49	56
This meeting	<u>59</u>	<u>72</u>	<u>53</u>	<u>66</u>
Total carried forward	128	114	102	122

Make it look like this:

	Cree	Fox	Cougar	Otter
Last meeting	4	1	2	3
This meeting	<u>2</u>	<u>4</u>	<u>1</u>	<u>3</u>
Total carried forward	6	5	3	6

Keep final awards simple. You might give the winning patrol a metre long wooden tent peg on which it can fix the patrol crest, for example, or arrange a special adventure, a barbecue at a Scouter’s home, or a camping trip to a favorite campsite.





CHAPTER 7

Planning



Effective advance planning: that's the key to success in any troop program. What the Scouts do together in their patrols and the troop constitute your program. Its substance is activities, projects, going places, doing things, and having fun.

A well planned program will meet the desires of each Scout, the patrol, and the troop. Remember that each Scout and patrol will likely be different. Keep this in mind when planning so you can satisfy both individual and collective interests.

Young people are full of ideas and continually bubbling over with thoughts for things to do. By listening to the Scouts and working through the Court of Honour you will:

- develop an immediate and long-term general program,
- meet short-term desires of the troop,
- guide your patrol leaders.

Remember that the patrol is the normal program unit, not the troop. Troop programs will involve occasional and special operations. Your main job is to encourage and, if necessary, help with systematic patrol planning.

PROGRAM GOALS

To meet Scouting's Mission and Principles, the following goals guide Scouting activities. They encourage Scouts through a system of progressive self-educating practices and activities to:

- behave in ways that show adherence to spiritual principles, loyalty to the religion that expresses them, and acceptance of the duties resulting therefrom,
- understand and demonstrate the requirements and responsibilities of good citizenship,
- develop the skills of working in co-operative relationships,



- develop self-discipline and the skills of working co-operatively with others,
- show respect and tolerance, and be of service to others,
- practise leadership skills,
- camp, explore and respect the outdoors, and develop good environmental practices,
- develop and display self-discipline and self-reliance, and
- pursue hobbies and personal interests.

A program meets these goals through what Scouts do and how they organize it. Patrols, the troop, and the badge requirements express the goals in terms of meaningful age-appropriate activities.

PROGRAM ELEMENTS

An infinite variety of program activities can meet the goals. The Scout program is made up of a number of inter-related elements. They include:

Acting	Activities	Adventure
Campcraft	Competence	Conservation
Exploration	Field Trips	Fitness
Games	Handicrafts	Hobbies
Naturecraft	Observation	Spirituality
Sports	Vocations	



One of your jobs is to ensure that the patrol and troop build a balanced program by covering all (or most) of the elements as frequently as possible. If you concentrate too much effort on any one element for too long it will deprive the Scouts of many other interesting activities provided for in Scouting.

Here is where the Scout Counsellor can guide the patrol's desire to succeed by suggesting badge work that fits the season and general troop plan. As they become more experienced, the Court of Honour will recognize routes to suggest in their patrols.

Scouting offers badges and other awards to recognize achievement, to provide the Scouts incentive to do their best, and to encourage them to try a wide range of activities. The badges are a means to an end — not an end in themselves. In other words, you want a patrol to get more pleasure from doing the requirements together, than from receiving the badge.

RISK MANAGEMENT

Accidents can happen anywhere and anytime to anyone. Scouts Canada expects all adults within the organization — without exception — to manage risk so the program is as safe as possible.

But how do you manage risk?

The Oxford Dictionary defines the word “risk” as “the chance of bad consequences or loss” or “exposure to mischance.” It is this “chance” or “exposure” that you as a Scout leader must try to minimize.

Don't equate managing risk with eliminating it. The Scout program will always contain some elements of risk. But, as a leader, you must consider what risks are present in an activity and seek to avoid them. Refer closely to Scouts Canada's *Camping/Outdoor Activity Guide*.

Managing risk should become part of your overall planning process. Keep your risk planning simple, yet thorough.



The following example is very easy to carry out; you can readily expand it to provide an extra measure of safety and comfort.

Using the chart below:

1. Brainstorm at least 10 situations that could happen during your event (see chart).
2. List how you can minimize the risk in each. Include required safety equipment, or actions needed to run a safe event.
3. Modify or reject activities if your group is unable to reduce the risks.

When you decide to proceed with an event, make up an Emergency Action Plan (EAP) as your next step.

Three individuals will have to be appointed to specific roles for an EAP. In the event of a medical emergency, these people assume the roles of:

- person in charge,
- call person, and
- control person.

Person in Charge

- the most qualified person available with first aid training,
- familiar with emergency equipment available (first aid kit),
- takes control until medical authorities arrive,
- assesses severity of emergency.

Call Person

- seeks emergency assistance,
- knows location of nearest emergency facilities,
- carries list of emergency phone numbers.

Control Person

- controls all other people, keeping them away from the Person in Charge and the injured,
- discusses EAP with authorities upon arrival,
- ensures clear access to site for emergency vehicles,
- seeks highly trained personnel (e.g. MD, nurse) if requested by Person in Charge.

Note: Make sure everyone is aware of your EAP. Rehearse it occasionally.

Safety requires teamwork. By actively managing risk, and by being prepared, Scouting can provide safe, challenging activities for Canadian youth.

PATROL PROGRAMMING

The patrol is where it all starts. Scout Counsellors should be aware of the troop's general program plan, and keep it in mind when talking to and guiding their patrol. Young Scouts in a patrol probably won't know how to do program planning; their counsellors will need to help them. The Scouts' lack of experience will make it a slow process; you'll need to be patient.

Event Description: _____

Possible Situations and Responses

Chance of Occurring

Consequence or result if it happens

A. Description of situation:

low

B. Actions to reduce risks:

medium

C. Emergency services notes:

high

*** Repeat this chart for each risk situation. Be sure to adhere to Scouts Canada's Camping/Outdoor Activity Guide.*



Stage One: Patrol Meetings

As a Scout Counsellor, review the award levels (Voyageur and Pathfinder). Pay particular attention to core awards and seasonal awards.

Outline the path for each award. Help patrol members decide the order in which they will work on their targets, and roughly how long it will take. Encourage them to check their decisions with the Troop Scouter as a matter of courtesy, and to ensure their choice is workable.

Stage Two: Court of Honour

After the patrol meeting, each patrol leader brings the patrol's program choices to the Court of Honour. The Court discusses them and puts forward as program material those items which receive majority votes. This method guarantees that troop programs will interest the majority of the Scouts.

Along with the patrols' program choices, encourage your patrol leaders to bring to the Court other activities. These might include: camps, hikes, parent evenings, inter-troop visits, hockey games, visits to the municipal government, and more. Have them also consider events or training sessions organized outside the troop (e.g. canoeing course, district challenge).

Since this Court of Honour meeting will most likely be a long one, don't hold it on a troop night. Determine a special time and place; a patrol leaders' weekend camp or conference that mixes physical activity, good food, and planning.

Because it's difficult for young people to see too far into the future, plan only for a three to six month period at this first gathering, and arrange other planning sessions throughout the year. Organizing these meetings is probably the Troop Scouter's most important duty. Planning meetings give you and the Scout Counsellors a chance to get to know your patrol leaders better and make it easier to advise them naturally when the need arises.

Stage Three: Putting it on Paper

After the lengthy planning session, patrol leaders should take the results to their patrols. Devote most of the next troop meeting to patrol corners where the Scout Counsellors help patrols work out their program for the first period (September to the end of December).

Here they examine badge requirements, select options where available, and modify requirements to meet needs of members with disabilities. Put all of this down roughly on a large sheet of paper for the patrol to follow as a unit, and on individual sheets for each Scout to follow personally.

Although each patrol's timetable may look different, with the Court of Honour's coordination, they all will reach the goals at about the same time.

Here's a sample of a typical patrol program for a new patrol within a new troop.

Sample Cougar Patrol Program

Period 1: September to December

Goals: Complete one Voyageur Level Activity badge by the end of December and parts of two other levels. Complete the Modeller and Pet Care Challenge Badges.

Sept. 6: Troop meeting.
8: Patrol program planning session.
13: Citizenship.
20: Citizenship.
27: Citizenship and outdoors.

Oct. 4: Outdoors.
6: Outdoors. Plant trees and cook-out.
APL to arrange transport.
11: Citizenship.
18: Troop meeting. Investitures.
20: Model fair at Scout office.
25: Test on pet care and models.



- Nov. 1:* Troop meeting. Visit a water treatment plant.
- 3: Personal development. Visit to a clinic. Meet at 10:00 a.m.
- 8: Outdoors. Citizenship.
- 11: Remembrance Day ceremonies and duty, 10:30 a.m.
- 15: Citizenship.
- 22: Leadership. Problems and review.
- 29: Citizenship completion.

- Dec. 6:* Troop meeting. Party plans.
- 13: Second planning session with Counsellor. Finalize party details.
- 20: Troop meeting. Holiday party.

The patrol leaders' programs and those of some older Scouts may be at different levels and involve different badges. Review their plans quarterly to ensure steady progression.

BADGE-BASED PROGRAM THEMES

A program theme is a course of action or route to achieve a goal. When you take a close look at the requirements for the various core and challenge badges, you will see that many are seasonal and inter-related. This gives you considerable scope for theme planning. If you are a Scout Counsellor, you will need to become very familiar with badge requirements so you can guide your patrol.

Remember that all your Scouts will not necessarily work on the same requirements or level of a given badge at the same time. After they have obtained the Voyageur Scout Award, Scouts whose future goal is to achieve the Chief Scout's Award will realize that they must set aside time over the summer to work on badge requirements.

Sea Scouts

Sea Scouts will follow this same approach but, because of their water emphasis, some of the focus will be different.

Obviously, you will need to adapt to local resources. Each Scout has interests and desires that the badge system can accommodate. The idea is for patrols to have a plan and try to follow it. At the same time, they need to keep things flexible; circumstance may dictate changes as they go along.

For more details and Sea Scout Terminology, see Chapter 15.

SCOUT LEADERS AND PROGRAM

Throughout the Handbook to this point you may have noticed that you are mentioned many times as the key to the troop's success and its program. Although the program comes from the desires of the Scouts in their respective patrols, the Troop Scouter and Scout Counsellors bring these desires to fruition.

Your role is to:

1. Accept suggestions made through the Court of Honour.
2. Involve the Scouts as much as possible in determining (with guidance) their program.
3. Be aware that your Scouts have different proficiency levels, and provide for this in the program.
4. Use outside resources to provide the best possible program.
5. Find ways to share special talents and interests of some Scouts. This will interest others, and broaden their knowledge and experience.
6. Develop a patrol and troop program plan that reflects the Scouts' suggestions.
7. Be willing to modify a program, badge requirement, meeting, or planned activity to meet or satisfy a special need or situation.



8. Share leadership responsibility with others — both youths and adults.
9. Introduce your Scouts to the outdoors in a meaningful way.
10. Widen your Scouts' social group interaction.
11. Use program content to develop character, initiative, self-reliance, and other attributes Scouts need to become mature adults in an ever-changing society.
12. Make sure your Scouts have fun while they play and learn.
13. Evaluate the program, using the "Program Standards", page 62 and youth input.

MEMBERS WITH DISABILITIES

Scouting is for all young people. It doesn't set absolute physical or mental standards that only perfect mental and physical specimens can achieve. Rather, it encourages all members to do

their best to reach their individual potential. You may have some reservations about accepting a Scout with a disability into your troop. If you have had little or no exposure to people with disabilities, don't be surprised with your apprehension. It's a normal reaction. Remember, however, that when teens with disabilities ask to join your troop, the decision is not yours alone to make.

Scouters who work with young people with disabilities have developed some basic steps you can follow to help you, your Scouts and fellow leaders, parents, and prospective Scouts determine if joining your troop will be best for everyone.

1. Get to know prospective members before they join your troop. Visit them a few times to establish a good relationship. When you feel secure in your relationship, ask them if they would like to meet some of the Scouts. If they agree, arrange a visit with your Scouts after briefing them on what to expect.
2. Involve parents at every stage of the teens' entry into Scouting and after they become Scouts. If the parents are familiar with





Scouting, you will have staunch allies.

If Scouting is new to them, the information you share will ease their understandable concerns. In either case, you'll probably find you'll have very willing volunteers to help with troop activities when you need them.

3. Remember that you don't have special training to handle all problems that might be associated with a new Scout's disability. Seek advice from parents, professional services, schools, and other Scouters who have experience working with challenged youngsters.
4. When you have prepared yourself, consult members of the troop through the Court of Honour. You will find your Scouts quite capable of reaching a decision. Explain the situation to the Court of Honour, answer their questions, and withdraw. The patrol leaders

will inform the rest of the troop. This is the kind of decision-making and leadership you are trying to instill in your Scouts.

5. When Scouts with disabilities are members of the troop, you need to determine programs suited to their capabilities. Let them first explore their boundaries, but within reasonable safety limits. Once they find those boundaries, they will accept them and compensate by sharpening the skills they can do well. Encourage them to focus on these skills.
6. Be patient. It takes time for members with disabilities to find themselves in the troop and for Scouters to determine their capabilities. All troop members need to understand the new member's limitations, and then look beyond them to their strengths.





7. In consultation with parents and the Scout, develop a badge program, modifying requirements only where necessary. If you water down tests, it will be impossible for Scouts with disabilities to retain the respect of their peers and their own self-respect. Instead, adapt requirements where needed and raise the standards on those involving the skills within their capabilities.
8. Include Scouts with disabilities in all troop activities. Sometimes simple modifications to games will enable them to play. At other times, a Scout with a disability can contribute fully. What's the important thing? All your Scouts should feel part of the program and the group.

Scouting can be a bright spot in what might be restricted lives for young people with disabilities. Because of the flexibility of the badge and award system, it is something they can do on par with their peers. As they progress, they will experience with fellow Scouts a sense of achievement and belonging. In the true spirit of Scouting, they will be accepted for themselves.

The best place for Scouts with disabilities is not in a special separate troop, but in a regular patrol in a regular troop. The degree of medical difficulties associated with a disability may not always make integration possible, however. In this case, a special troop with specially trained leaders may be the wisest choice.

Three Approaches

Scouting offers three ways to develop programs for Scouts with disabilities.

1. *Integration.* Encourage them to join a local Scout troop and take part in as many activities as possible.
2. *Outpost member.* When Scouts can't make it regularly to troop meetings for some reason

or other (e.g. they may be bedridden, unable to go outdoors in winter, don't have transportation, need medical attention), invite them to join your troop as "Outpost" Scouts. This term means they can expect visits from fellow Scouts and leaders, personal Scouting programs, and participation — whenever possible — in group activities. Outpost Scouts belong to a specific troop with their friends and are directly connected to the worldwide brotherhood of Scouts.

3. *Closed troops.* When the other two alternatives aren't practical, you may form a Closed Troop to bring Scouting to young people who would otherwise be unable to participate. Such troops might be formed in special training schools, treatment centres, or institutions. They may be sponsored by a local parent association or started by people interested in helping youngsters with disabilities. It's important to form a closed troop with the intention of placing members into regular local Scout troops as soon as they become prepared for such a move.

Everyone benefits when you invite members with disabilities into your troop. They contribute to the program by demonstrating their effort, determination, and willingness to learn in the company of friends. They give their fellow Scouts a chance to look at things from wider perspectives and learn that quality rather than quantity is an essential ingredient of brotherhood.

Scouts with disabilities benefit from the friendships, being asked to participate, meeting challenges successfully, and being part of a regular teen environment.

The troop and, in particular, the patrols to which Scouts with disabilities belong, will benefit by seeing these members do their best in various circumstances. They will learn to appreciate individual shortcomings and strengths and look beyond the disability to the person. They will become familiar



with various devices — wheelchairs, braces, “bionic” limbs, hearing aids, Braille alphabets, Bliss boards — and learn when and how to offer assistance. And they will become aware that people with disabilities are people just like themselves.

EVALUATION

Regular evaluation of the troop program is vital to keeping it on track. Assess progress often to catch difficulties early enough that you can get back on course without serious damage.

Stop to evaluate the program at least once each quarter of the year; conduct a year-end evaluation as well. Most Troop Scouters also find it a good idea to meet briefly with the Court of Honour to look at every evening’s program. What went well? What didn’t work? Write down the observations. It will help you to make needed changes with minimum program disruption. At the major quarterly or year-end evaluations, you can refer to your notes and use them as a foundation for meaningful, in-depth assessment.

Patrol Assessment

Scout Counsellors should make regular patrol assessments as they watch their patrols to see how they measure up to a set of standards listed below. If you see they are not meeting the standards, talk with them to find out why and help them develop a solution.

1. Patrol members are friendly with each other.
2. The patrol meets regularly.

3. Members are a real, close-knit group, even outside of Scouting.
4. The patrol is well prepared for all activities.
5. The patrol responds quickly and freely to tasks and duties.
6. The patrol is energetic and cheerful.
7. Members show regular and consistent badge requirement progress.
8. All patrol members actively participate and show friendly patrol rivalry.
9. Patrol members work well even when not directly supervised.
10. Patrol members accept increasing responsibility for their success.
11. The patrol leader or assistant patrol leader assumes leadership if you are absent.

Regular evaluation of the troop program is vital to keeping it on track. Assess progress often to catch difficulties early enough.

Scouts Quality Program Standards Checklist

Scouts Canada is pleased to provide the following checklist (see next page) to ensure the program that is being delivered meets quality standards.

Involve the whole leadership team in this assessment. One Scouter may have observed something that nobody else noticed. You might also want to discuss parts of this evaluation with the Court of Honour, since this group determines the ultimate patrol program upon which you base the year’s activities.

Scout Quality Program Standards

As adult volunteers, we have made a commitment to deliver a quality program to our members. Scouts Canada is pleased to provide volunteers with this checklist to ensure the program that is being delivered meets quality standards.

Program Planning

Troops have:

- short-range (one month),
- medium-range (three months),
- long-range (one year) program plans which reflect the program goals as outlined in *B.P.&P.*
- Weekly programs are typically conducted as described in the *Scout Leader's Handbook*, and incorporate appropriate safety precautions.

Outdoors

Opportunities are provided for Scouts to participate in outdoor activities as often as possible. Scout minimum standards require:

- One regular meeting per month outdoors
- One weekend outing every two months
- Six nights at camp annually
- All activities follow Policies and Accepted Practices, as outlined by *Camping/Outdoor Activities, Section 10000, B.P.&P.*

Youth Input

- Scouts are regularly consulted and utilized in program planning and delivery;
- Patrol leaders and assistants form essential parts of the leadership team.
- A Court of Honour is employed on a regular basis.
- Youth are actively engaged in the creation of their section's Code of Conduct.

Badge/Award Program

- The program provides Scouts with regular opportunities to engage in and complete requirements of the Scout Badge/Award system.
- Using the information from "My Path to the Chief Scout's Award," all Scouts create personal plans.

Environmental Awareness

Opportunities are provided, as often as possible, for Scouts to participate in activities which increase their understanding and awareness of their role in preserving the environment.

- Minimum standard: one project annually.
- All activities are conducted in a manner which reflects appropriate environmental awareness and practices.

Spiritual Emphasis

- Spiritual emphasis is regularly incorporated throughout the program. Examples may include, but are not limited to:
- Opening and Closing Prayers
- Use of Promise, Law and Motto
- Scouts Own and Scouter's Five
- Religion in Life Award program

Community Service

Opportunities are provided, as often as possible, for Scouts to participate in community service projects/events.

- Minimum standard: two held annually.

Membership/Retention/Growth

- No youth who is willing to subscribe to the Promise and Law is denied membership (i.e. Scouts Canada does not want any waiting lists).
- Leaders personally invite Scouts back at the beginning of each year.
- Those not returning at any time of the year are contacted by a leader to determine the reasons why.
- One activity per year focuses on increasing membership.

Linking

As often as possible, opportunities are provided for Scouts to interact with Cubs and Venturers, with the minimum standard being:

- One regular meeting and one other activity with a Cub pack annually.
- One regular meeting and one other activity with a Venturer company annually.
- A Scout is selected to serve as a Kim with a Cub pack.
- Senior Scouts of advancement age have at least one other opportunity to interact with a Venturer company.

Family/Parental Involvement

Opportunities are provided for family/parent involvement as often as possible.

- Minimum standard: two events annually.
- Parental involvement is encouraged.
- Regular communication occurs to inform parents of program plans through contacts such as meetings, phone calls, calendars and newsletters, etc.

Training/Leadership

- Scouts Canada expects all leaders to achieve Woodbadge Basic level during the first year.
- Scouts Canada expects at least one Scout leader to have Woodbadge Advanced (Scouts).
- At least one member of the leadership team should hold a current, recognized first aid qualification.
- As well, the leadership team has the necessary attitude, skills, knowledge and/or training required to conduct outdoor programs, or has recruited a skilled resource person(s) with such knowledge to attend the outing/activity.
- Youth members (activity leaders, Scouters-in-Training, patrol leaders, etc.) are included as part of the leadership team.

Administration

The following are performed to administer the troop:

- Maintain current and accurate troop records, including attendance and Scouts' progress records.
- Submit a plan and related budget to the group committee for a year's activities.
- Maintain appropriate financial records, and submit proper financial statements to the group committee.
- Provide an annual inventory of all equipment and property to the group committee.
- Ensure a representative from the section leadership team attends at least 90 percent of group committee meetings.
- Participate in Scouts Canada's official fundraisers.



Badges and Awards



PIONEER SCOUT

To encourage prospective Scouts, yet give them a basic knowledge of Scouting, investiture requirements are purposefully few in number. It's the responsibility of the patrol leader and Scout Counsellor to see that an investiture candidate is ready as soon as possible.

Ideally, Scouts will be invested within *four weeks* of joining the troop.



On investiture, Scouts wear the Scout Epaulettes on the shoulders of the Scout shirt.

LINK BADGE

New Scouts who were members of a Beaver colony or Wolf Cub pack are entitled to wear the Link Badge to show previous membership section.

Cub to Scout Link Badge requirements



The youth:

- a) has been a registered Cub,
- b) knows and understands the Scout Promise, Law and Motto, and
- c) has taken part in at least three Scout activities.

(Refer to the Scout uniform diagram in the *Canadian Scout Handbook*, for proper placement.)



CORE PROGRAM

The badge system is designed with Scouts Canada's program goals for the Scout section as its guide. It provides the framework for troop and patrol program activities. To earn an award, Scouts must complete the requirements as indicated.

The whole patrol may work together at the same level or at least on the same badge. Except in the area of safety, the criteria for earning a badge are "best effort" and "learning by doing" rather than testing and set standards. The only exceptions come where an outside agency has set the badge standards. Examples include, swimming (Red Cross), lifesaving (Lifesaving Society), and first aid (St. John Ambulance).

Each level of a given badge builds upon the knowledge and skills reflected in the requirements of the previous level. If, however, a Scout can demonstrate the skills of a lower stage of a badge, you may present the lower badge and permit the Scout to begin work at the next highest level.

This provision takes into account the wide differences in your Scouts' abilities and experience. It also allows for prompt recognition of those who excel by doing their best. Let your Scouts move forward in the award scheme at a rate that meets *their* needs and abilities.

CORE PROGRAM RECOGNITION SCHEME

PIONEER LEVEL

Complete the Investiture Requirements to become a Pioneer Scout

ACHIEVES

SCOUT EPAULETTES

VOYAGEUR LEVEL

ACTIVITY BADGES	CHALLENGE BADGES
	1 2 3 4

VOYAGEUR LEVEL

YEAR ROUND CAMPER	ACHIEVES
	VOYAGEUR SCOUT AWARD

PATHFINDER LEVEL

ACTIVITY BADGES	CHALLENGE BADGES
	1 2 3 4 5 6

PATHFINDER LEVEL

YEAR ROUND CAMPER	ACHIEVES
	PATHFINDER SCOUT AWARD



PIONEER SCOUT

Know and understand:

- Scout Promise,
- Scout Law.



Know and understand:

- Scout Motto,
- Scout Slogan.



Know and understand:

- Scout Handshake,
- Scout Salute and Sign,
- The reasons Scouts use them.



Participate in one Scout troop activity (preferably outdoors)

Upon completion of the above, the youth is invested as a Pioneer Scout.



VOYAGEUR AWARD REQUIREMENTS

Pioneer Scout



At the Voyageur level, complete:

Citizenship
 Leadership
 Personal Development
 Outdoor Skills



Four Challenge Badges from at least two categories.



Spring/Fall portion of Year-Round Camper Award

Completion of the above earns the Voyageur Award.

Citizenship — Voyageur Award



- ✓ Contribute to your community by actively participating in three different community projects (e.g. Terry Fox run, school crossing monitor, community food banks, etc.).
- ✓ Describe what to do at the scene of an emergency, including how to report fires, accidents or crimes using the “911” service, or other emergency service used in your community.
- ✓ Demonstrate a knowledge of your community by being able to give simple directions (e.g. major features of the community such as police station, hospital, shopping centre, sports facilities).
- ✓ Choose one of the local public services and meet with a representative to learn how this service functions within the community (e.g. fire department, police service, ambulance, engineering department).
- ✓ Describe your provincial or territorial symbols and emblems (e.g. provincial flowers, birds, flags). Use sketches or pictures in your presentation.
- ✓ Demonstrate the correct care and use of the Canadian flag while participating in a flag ceremony.
- ✓ Research the National War Memorial located in Ottawa, and explain its significance to your Patrol/Troop. Identify any contributions made by your relatives toward Canada’s protection of peace and freedom in the world.
- ✓ Creatively demonstrate your knowledge of Scouting’s history as described in the *Canadian Scout Handbook*.



Leadership — Voyageur Award



- ✓ Show your ability to be a contributing member of a small group (patrol) and a larger group (troop) by participating in planning a portion of troop activity which meets a Voyageur level requirement of the Outdoor Skills area.
- ✓ Discuss the difference between a “boss” and a “leader” with your Court of Honour or patrol. Provide examples of each style through role play with your patrol members.
- ✓ Select a person who has a leadership role in your community. Discuss and evaluate the person’s methods. Then, in your own words, explain what makes the person a good leader. (Some examples may include: coaches, Scout leaders, mayor, service club members, etc.)
- ✓ Describe the roles and responsibilities of the patrol leader, assistant patrol leader, activity leader and Scout leader.
- ✓ Help plan a skills or activity session for the troop, and evaluate how the session went.
- ✓ Discuss the function and purpose of the Court of Honour and patrol system.
- ✓ Develop and practise a home fire plan with your family. Discuss the successes and identify the short comings of your plan.



Personal Development — Voyageur Award



Spiritual

- ✓ Lead an opening or closing spiritual activity in a troop setting (e.g. readings, prayer, grace).
- ✓ Participate in planning and conducting a Scout’s Own.
- ✓ Attend the faith service of your choice, and/or participate in a Troop Scout’s Own.

Social

- ✓ Record ways that you have used the Scout Promise and Law in your daily living, **THEN**
- ✓ Discuss with your parents, Section II of “How to Protect your Children from Child Abuse.” (Available on www.scouts.ca)
- ✓ Demonstrate the effects of peer pressure. Describe how peer pressure affects you.
- ✓ Participate in a discussion about the effects of alcohol, tobacco and drugs.

Intellectual

- ✓ Explain the importance of setting goals.
- ✓ Demonstrate setting personal goals including the steps that will be required to achieve your goal.
- ✓ Discuss your goals with your Scout leader and family.

Physical

- ✓ Show that you understand the following aspects of personal health and hygiene, as they pertain to a camping environment:
 - care of skin, hair and nails,
 - care of eyes, ears and teeth,
 - proper amount of sleep,
 - function of the body’s main organs,
 - care of allergies.
- ✓ Understand general public health measures which include water treatment and immunization.
- ✓ Explain the value of exercise.



- ✓ Participate in, and show ability in, an individual or team sport.
- ✓ Demonstrate basic fitness level in five different exercise areas:
 - push-ups (5),
 - shuttle run (14 sec.),
 - partial curl-ups (17),
 - standing long jump (1.35 m),
 - 50 m run (10 sec.),
 - endurance run (1600 m 10 min, 15 sec).

OR

- ✓ Show successful participation in an appropriate physical fitness program.

Outdoor Skills — Voyageur Award



With members of your patrol and/or troop, participate in the following outdoor activities:

- ✓ Camp outdoors for a minimum of six (6) nights. (Two nights must be consecutive.)
- ✓ Participate in two (2) hikes/outings of approximately six hours duration each. One will have an overnight stay in the outdoors (one of these may be included in the camps detailed above).
- ✓ Demonstrate your knowledge of weather conditions and the hazards that can be encountered including knowledge of the causes, symptoms, signs, prevention and treatment of the following:
 - hypothermia,
 - hyperthermia,
 - frostbite,
 - sunburn/sunstroke,
 - dehydration.
- ✓ Prepare a list of basic personal equipment you require for an overnight camp. Know about its uses and maintenance.

- ✓ Discuss the rules and procedures your troop uses to prevent getting lost or separated from the group. Describe what you would do if you became lost or separated from your patrol.
- ✓ Prepare a personal emergency kit. Describe the contents and purpose of each item.
- ✓ Demonstrate your knowledge of environmental conditions and the hazards that can be encountered when in the outdoors by:
 - a) Describing the dangers of severe storms and how to protect yourself during a lightning or hail storm, or tornado, etc.
 - b) Describe how to deal with biting and stinging insects when outdoors (e.g. What colours attract insects? What clothing should you wear? How do you handle allergic reactions?)
 - c) Describe what dangers can be encountered from wild animals when outdoors. Give examples of how dangerous encounters can be minimized (e.g. Give examples how you would react in the presence of a mother bear and her cub).
 - d) Research what poisonous wild plants may be encountered in areas where your patrol camps. Describe the first aid treatment for one of them.
- ✓ Demonstrate the safe use of your troop equipment (e.g. knives, axes, saws, stoves and lanterns).
- ✓ Demonstrate your knowledge of maps (both road and topographical) and compass.
 - Know the 16 points of a compass and their corresponding degrees.
 - Know basic map symbols.
 - Know how to take and follow compass bearings.
- ✓ After exploring the potential impact of outdoor activities on the environment, develop your own “environmental code.” Share your ideas with your patrol and/or troop.



- ✓ Participate for at least ½ a day in an environmental project of your choosing.
- ✓ Demonstrate the ability to lay, light and safely extinguish a fire leaving no trace.
- ✓ Cook a simple outdoor meal.
- ✓ Demonstrate how to ensure safe drinking water.
- ✓ Demonstrate how to lay out a safe campsite showing particular attention to fuel, equipment and food storage, and fire safety.
- ✓ Demonstrate the ability to use five common knots and describe their correct use.
- ✓ Demonstrate a knowledge of “Leave No Trace” philosophies.



PATHFINDER AWARD REQUIREMENTS

Voyageur Scout



At the Pathfinder level, complete:

Citizenship

Leadership

Personal development

Outdoor skills



Six Challenge Badges from at least four categories.



Summer and winter portion of Year-Round Camper Award

Completion of the above earns the Pathfinder Award.

Citizenship — Pathfinder Award



- ✓ Identify the following flags: the United Nations, World Scout, Canadian Provinces and Territories.
 - ✓ With other members of your patrol meet with a member of local government or the legal system. Discuss with this person his or her responsibilities and how the system works.
 - ✓ Explain the following to show that you understand how the Government of Canada works: the role of the Queen, Governor General, and Lieutenant Governors; the general functions or powers of federal, provincial and local governments; the role of civil servants and the role of political parties.
 - ✓ Meet with a member of a local service club and discuss his or her role in the community.
 - ✓ Know how to do the following in your community:
 - report damage or need for repairs to roads and bridges,
 - report damage to electrical power, sewer mains, water supply systems,
 - report a spill of hazardous material,
 - obtain a building permit for a house or garage,
 - report suspected water contamination to the local health authority.
 - ✓ With members of your patrol, visit a historic memorial site and explain its importance in Canada’s history.
- OR**
- ✓ Visit an industrial plant, business or educational centre and during your visit, find out about the types of jobs or careers that are available.



OR

- ✓ Report on the history, growth and present role of one of the following: Royal Canadian Mounted Police, Canadian Armed Forces, Supreme Court of Canada.
- ✓ Actively participate in five community projects, of which at least two are different from the choices made at the Voyageur level.
- ✓ Communicate and explore local Scouting activities with a Scout from another area or culture (e.g. face-to-face, letter, fax, ham radio, e-mail).

Leadership — Pathfinder Award



- ✓ Research a local or world leader. Lead a ten minute discussion in your patrol or troop about this leader, including the leadership role he or she played.
- ✓ Plan and participate in leading an all-day outdoor activity for your patrol. Evaluate the event with your patrol at the end of the activity.
- ✓ Using a patrol meeting, plan and conduct a troop camping trip lasting at least forty-eight hours. Develop a detailed plan showing the steps necessary to have a successful venture. Evaluate the event with your patrol at the end of the activity.
- ✓ Teach a basic level skill to a Scout working at the Pioneer or Voyageur level. At the end of your activity the Scout must successfully demonstrate good knowledge of the subject.
- ✓ Provide a leadership role to another group (e.g. Cubs, church, sports). Discuss your experience with your patrol leader and/or Scouter.

Personal Development — Pathfinder Award



Spiritual

- ✓ Understand the role of your religion, spiritual belief and/or church in your life. Discuss your beliefs with the faith leader of your choice. (Religion in Life at appropriate level.)
- ✓ Prepare and perform a leading role in a "Scout's Own."

Social

- ✓ Explore the area of social interaction with others. Subjects such as dating, behaviour in public, sexually transmitted diseases, and abusive behaviours could be included.
- ✓ Know and demonstrate good personal grooming habits.
- ✓ Explore at least two issues of public health (e.g. AIDS, contagious disease, blood supply, Medicare, etc.).
- ✓ Explore at least two issues of public safety and security (e.g. Neighbourhood Watch, Block Parents, swarming, the homeless, public facility safety, safety inspectors, etc.).
- ✓ Research and report on the effects of alcohol, tobacco and drugs.

Intellectual

- ✓ Review your goals made for the Voyageur level and:
 - evaluate your progress towards goals set in the Voyageur level,
 - set new goals based on your progress in the Voyageur level.

Physical

- ✓ Demonstrate knowledge of emergency treatment and first aid by qualifying at the



St. John's First Aid Emergency level, or the Red Cross Emergency level,

OR

- ✓ By demonstration, discussion or participation show good knowledge of the following:
 - how to treat shock and choking,
 - demonstrate not less than five bandaging techniques using triangular bandages. Demonstrate at least one method of stabilizing fractures,
 - the meaning of first aid, and the management of a case,
 - the types of wounds and dangers of infections,
 - the general rules for treating wounds that are bleeding, fractures, and poisons,
 - how to control bleeding,
 - how to make a stretcher and splints from items found at the site of an accident,
 - how to treat an arm for a cut, burn and scald,
 - C.P.R.

Note: A qualified instructor must deliver the training.

Outdoor Skills — Pathfinder Award



With members of your patrol and/or troop, participate in the following outdoor activities and demonstrate advanced skills and abilities. Be able to use equipment with little or no supervision.

- ✓ Camp outdoors for a minimum of six (6) nights, not including those done for the Voyageur Award. This must include at least two 2-night, or one 3-night camps, and one lightweight or mobile camp.
- ✓ Participate in three (3) additional hikes/ trips of at least six hours duration each.
 - a) One must include an overnight stay of at least two nights. (These nights may be included in the camps detailed above.)

b) Another must be in winter conditions.

Note. For the purpose of this requirement, alternate methods may be chosen (e.g. bikes, cross-country skiing, horseback, canoeing, etc.). Motorized transportation is not acceptable.

- ✓ Demonstrate the proper care, use and maintenance of equipment including stoves, tents, axes, saws, cooking equipment.
- ✓ Plan a menu for two or more Scouts for a weekend camp.
 - a) The plan shall have a minimum of five (5) meals.
 - b) The plan must include a food and supplies list which includes quantity.
- ✓ Plan a balanced menu for a patrol of Scouts for a weekend camp. The plan shall have a minimum of five (5) meals and must include a food and supplies list which includes quantities required.
- ✓ Sleep in a temporary overnight shelter for one or two people that you built.
- ✓ Demonstrate two types of rope lashings, and describe their uses.
- ✓ Demonstrate to Pioneer or Voyageur level Scouts the proper care, maintenance and packing of personal camping gear suitable for a two-day camp (include sleeping bag, pack, clothes, boots, etc.).
- ✓ Identify four (4) wild birds and four (4) mammals, indigenous to the area where you live or camp. Keep a list of the sightings you encounter on at least two camps or hikes.
- ✓ Identify four types of trees and shrubs. Be able to recognize them in their natural setting.
- ✓ Identify four types of wild flowers in the area you camp or hike in.



- ✓ Demonstrate proper disposal of cooking residues, grey water and body waste.
- ✓ Plan and lead an environmental project for your patrol/troop.
- ✓ Demonstrate throughout the Pathfinder Award that you have put into practice “Leave No Trace” philosophies.

THE CHIEF SCOUT’S AWARD

On September 18, 1973, Roland Michener, then Governor General and the Chief Scout of Canada, inaugurated the Chief Scout’s Award. In his challenge, the Chief Scout said that Scouts who receive the award will have exemplified Scouting’s principles through leadership, voluntary service to the community, and outdoor skills. These elements provide the award’s focus.

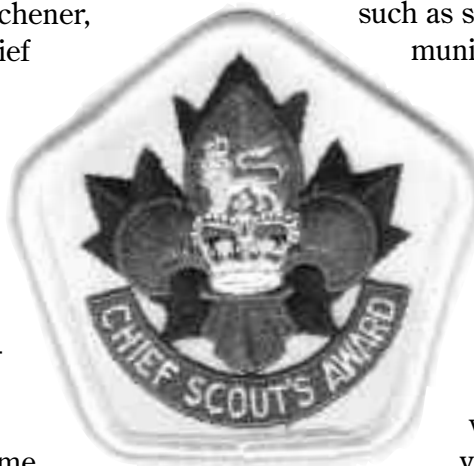
By the time your Scouts have become Pathfinder Scouts, they will be very well organized young people who are eager to set out on the path to the Chief Scout’s Award. This award tends to provide the focus of activity for 13- and 14-year-old Scouts in grade 8 or higher.

Occasionally, a Scout may opt to continue in the troop until the age of 15 or 16. Achieving the Chief Scout’s Award should never be the primary reason for such a decision. All Scout badge requirements are based on the average abilities and interests of 11- to 14-year-olds.

When a Scout wants to remain in the troop beyond the age of 14, assess the situation carefully. The decision needs to involve the Troop Scouter, the Scout’s Counsellor, the Scout, and parents. Base it on the Scout’s needs and abilities and what will be in the best interests of that particular Scout. Never enter into such an arrangement lightly. Consider the impact of

having 15- or 16-year-olds in the same troop as 11- and 12-year-olds.

In keeping with the prestige of an award presented in the name of the Governor General of Canada, service projects your Scouts undertake to earn other badges (e.g. Citizen) **may not** be credited toward earning the Chief Scout’s Award. Scouts must give a full 30 hours of *extra* service to earn the Chief Scout’s Award. They may complete this service over a period of several days, weeks, or months, or as one large continuous project, such as staffing a lost child booth at a community fair or exhibition.



As much as possible, focus the service portion of this award on activities outside of Scouting. The Court of Honour and adult leadership team will need to look at how to balance credits given for service to Scouting and community service. Obviously, what constitutes community service in one part of Canada may not in another.

Refer to a Scout who earns the Chief Scout’s Award as a Pathfinder Scout, holder of the Chief Scout’s Award. There is only one Chief Scout of Canada, the Governor General.

Their fellow Scouts and adult leaders decide whether Scouts have successfully completed requirements for the Chief Scout’s Award. Potential recipients are not required to appear before special examiners, district staff, or service team members for assessment.

The fact is that the Scouters and Scouts in the troop know prospective award recipients best. They have seen the Scouts demonstrate the necessary leadership, voluntary service, and outdoor skills. They know how much effort their Scouts put into earning the award.



The interpretation of the requirement “as judged by your fellow Scouts (peers) and your Scouters” is determined within each troop. For the purpose of the Chief Scout’s Award, decide whether “fellow Scouts” or “peers” will mean the whole troop, the Court of Honour, or the Scout’s patrol. The important point is that Scouts must be involved with the adult leaders in deciding to approve the Chief Scout’s Award.

At an appropriate ceremony in the troop, have one of the Scouters present the award (a cloth badge) as soon as possible after Scouts complete the requirements. Invite parents or guardians to the ceremony, but only after consulting the recipients. Invite members of the group committee, as well.

A certificate by the Governor General of Canada is normally presented at a public ceremony. Check with your local service team or Scout council to determine when the ceremony will be held.

Scouts who move on to a Venturer Company before completing the Chief Scout’s Award requirements have a three month period while registered as Venturers to complete them.

To receive the Chief Scout’s Award, Scouts must:

- successfully complete the Pathfinder Scout requirements;
- be currently qualified in First Aid Standard level or demonstrate the equivalent attitudes, skills and knowledge as judged by a “qualified instructor” of First Aid;
- have earned at least one Challenge Badge in each of the seven (7) Challenge Badge Categories (Athletics, Outdoors, Science & Technology, Home & Family, Personal

Development, Culture & Society, Environment);

- hold the World Conservation Badge;
- Investigate Scouts Canada’s involvement in World Scouting. Present your findings in an interesting way to your patrol, troop, or other group. Your presentation should include information on the following:
 - a) Scouts Canada’s involvement with:
 - the Canadian Scout Brotherhood Fund,
 - world jamborees, and
 - the World Organization of the Scout Movement (WOSM).
 - b) the purpose and location of the World Scouting Bureau, and
 - c) the current World Scouting membership, and how Canada’s membership compares to that of other countries;
- Develop yourself further in each activity area by:
 - a) designing a challenging program with a Scouter which includes the requirement to excel in a component of each activity area (Citizenship, Leadership, Personal Development, and Outdoor Skills). Citizenship must include providing at least 30 hours of leadership to others. These hours are *in addition* to the hours required for the Citizenship Activity Area. If at all possible, provide this service outside of Scouting.
 - b) offering your plans and goals for discussion, and approval to your Court of Honour and Troop Scouter prior to beginning.
 - c) reporting to, and being evaluated by, the Court of Honour and Troop Scouter on your ongoing progress.



COMPLEMENTARY BADGE SYSTEMS

Challenge Badges

Challenge Badges are designed to encourage Scouts to develop individual interests, hobbies, knowledge, and skills. They can be worked on individually, as patrols or in a troop setting.

Although there are a limited number of actual badges, they offer a wide variety of subjects. For example, Scouts can earn the Science Badge by working in archaeology, astronomy, biology, chemistry, electronics, geology, mathematics, medicine, physics, or zoology, or in any area within these fields.

This open-ended method accommodates many hundreds of different vocations, specialties, hobbies and interests.

Detailed requirements for these badge are generally not spelled out because of constant changes in education, recreation, business, occupations, etc. Scouts work out requirements with the advice of others who are knowledgeable and skilled in the areas involved. This means that the Scouts and those helping them are the judges of what a Scout should know and be able to do.

With the Scout and the resource contact who will help the Scout earn a badge, discuss a few guidelines.

1. Challenge Badges are designed to challenge Scouts at all age levels. Scouts must “show an increased level of achievement, skill or activity” as part of earning a badge. In order to qualify for the appropriate Challenge Badge, Scouts who are taking chemistry or woodworking at school, for example, must show an interest and proficiency in the subject well beyond the

Challenge Badge Chart

Athletics

- Team Sport
- Individual Sport
- Winter Sport
- Water Sport
- Swimming

Outdoors

- Pioneering
- Exploring
- Winter Scouting
- Paddling
- White Water
- Water Tripping
- Sailing
- Powercraft
- Advanced Camping
- Weather

Home & Family

- Home Repair
- Builder
- Cooking
- Family Care
- Pet Care
- Safety

Personal Development

- Collector
- Communicator
- Language Strip
- Lifesaving
- Individual Specialty
- Troop Specialty
- First Aid

Science & Technology

- Computer
- Engineering
- Science
- Space Exploration

Environment

- Naturalist
- Recycling
- Fish & Wildlife
- Soil/Water Management
- Forestry
- Agriculture
- Horticulture

Culture & Society

- Artist
- Literary Arts
- Performing Arts
- Music
- Photography
- Handicraft
- Modeller
- Heritage
- Special Needs Awareness
- Cultural Awareness



level expected in school work. Scouts who qualified for a Collector's Badge in Cubs must demonstrate continued interest and increased knowledge about the collection to qualify for the Scout Collector Badge.

2. The primary criterion for earning a Challenge Badge is that Scouts give their best effort according to their age and ability.
3. The Challenge Badge requirements minimize formal instruction and examination, and emphasize learning by doing, going places, making things, and taking part in activities.

Any six Challenge Badges from at least "2" categories qualify for a Brown Challenge Award

Any ten Challenge Badges from at least "4" categories qualify for a Green Challenge Award

Any fourteen Challenge Badges from at least "6" categories qualify for a White Challenge Award

CHALLENGE AWARDS

Scouts who complete a specified number of Challenge Badges from a specified number of categories, earn Challenge Awards in the form of different coloured lanyards.

To qualify for the Brown Challenge Award, a Scout must earn six (6) Challenge Badges from at least two (2) categories.

To qualify for the Green Challenge Award, a Scout must earn ten (10) Challenge Badges from at least four (4) categories.

To qualify for the White Challenge Award, a Scout must earn fourteen (14) Challenge Badges from at least six (6) categories.



Scouts wear the Challenge Award (which is designed to hold a whistle) around the left shoulder through the shoulder cord loop provided. They tuck the free end of the award into the left breast pocket.

TROOP SPECIALTY BADGE



Unlike other Challenge Badges which recognize individual interests, the Troop Specialty Badge provides for a special troop interest. For example, a troop may have a special interest in snowshoeing, sailing, aeronautics or acrobatics. Although practically all such activities are covered under a Challenge Badge, additional recognition may encourage maximum participation in the activity. On the other hand, troops who find that the existing badge system adequately meets their needs may feel no desire to establish a Specialty Badge.

Because troop interests often change, a troop may change its Specialty Badge requirements as long as it doesn't alter them more than once a year. This restriction is meant to prevent a troop from concentrating too much on one badge.

Troop members are responsible to work out the detailed requirements for their Specialty Badge. Generally, the Court of Honour draws up the requirements, but some troops establish a special committee to work them out.

Here are some criteria you can use as a guide for establishing Troop Specialty Badge requirements.

1. Choose any type of activity or interest, even if one of the Challenge Badges already covers it.
2. Design badge requirements that go beyond the expectations of existing badges and require Scouts to demonstrate increased proficiency, activity, or interest in the subject.



3. Set badge requirements that most Scouts can reach. Scouts sometimes establish requirements more challenging than desirable.
4. Send a copy of the requirements to the district office for information purposes.

Scouts wear the Challenge Badges and Troop Specialty Badge on the Scout sash immediately below the Voyager and Pathfinder Badges, as shown in the *Canadian Scout Handbook*.

CUB ACTIVITY AWARDS

Scouting programs have always provided many linking opportunities. Recently, the Cub program introduced a new form of recognition which was added to alleviate the feeling of “starting over” when a Cub moved on to Scouts. These Activity Awards take the form of square badges. Cubs earn these awards while in the pack and transfer them to the Scout sash when they move up to the troop. The award requirements ensure that new Cubs have some basic troop skills. When (as a Scout) the equivalent Scout Badge is earned, the Activity Award (green border) is replaced. The chart below explains this process further.

RELIGION IN LIFE EMBLEM

Requirements for the Religion in Life Emblem are determined by the major religious denominations or faiths involved. Pamphlets detailing these are available from your local Scout office or Scouts Canada’s web site, www.scouts.ca.

The requirements are based on the application of spiritual values to everyday life.

Although most requirements for the second stage (green bordered) Religion in Life Emblem are written for Scouts of typical ages 11 to 14, a Scout may wear any stage of the emblem. Scouts who earned the first stage (yellow bordered) emblem while Cubs may continue to wear this badge *until they replace it with the next higher stage*.



Encourage your Scouts to earn their Religion in Life Emblem by working with their own spiritual advisers. You may need to contact the appropriate religious leaders to make necessary arrangements.

AWARDING BADGES

Generally, the Troop Scouter presents badges, but consider letting people who helped a Scout earn the badge present it — Scout Counsellors, outside instructors, parents. In these cases, the Troop Scouter hands the badge to the person concerned

Scout Badge	Cub Badge
Voyageur level - Outdoor Skills	Remove (any or all) - Canadian Camper Award - Canadian Heritage Trails Award - Canadian Wilderness Award
Voyageur level - Personal Development	Remove (any or all) - Canadian Arts Award - Canadian Healthy Living Award
Voyageur level - Citizenship	Remove - World Citizen Award
Voyageur level - Leadership	Remove - Canadian Family Care Award



(perhaps making a brief introduction), and lets that person present it to the Scout with suitable comment. Scouts might be thrilled to receive a Sports Badge from a well-known sports figure or visiting dignitary, too.

Give Scouts their badges as soon as possible after they have earned them. Never hold up badges for a special presentation without first asking the Scouts if they mind waiting.

Because the Religion in Life Award is an award of the religious community, the group chaplain or whoever provided the religious instruction should present it. Arranged with the Troop Scouter, the presentation ceremony is often held in the Scout's place of worship. This offers the troop an ideal opportunity to gather in a different setting.

You don't need an elaborate ceremony to present a badge, but use a standard procedure. Make sure you have the correct badge, and keep both hands free so you can shake hands and salute the recipient. It's a good idea to ask a Scout Counsellor to hold the badges and pass them to you as he or she calls out the Scout's name. Arrange the troop at the alert in horseshoe formation, with the

Troop Scouter at the upper open end and assistants in a row behind.

Say a few words about the troop's achievements to date. Call out the recipients by name. Each Scout marches into the formation to one pace in front of the Troop Scouter, comes to the alert, and salutes. The Troop Scouter presents the badge, shakes hands, and congratulates the Scout. After they salute each other, the Scout does an about turn and returns to the patrol.

Follow the same ceremony for Scouts receiving any other award. Say a few words about the level they've reached and the challenges waiting at the next level. If you are presenting a Pathfinder Award, speak about the challenges of the Chief Scout's Award.

Scouts appreciate your recognition of their efforts and will work hard to be honoured in a presentation in front of their peers.

Give Scouts
their badges
as soon
as possible
after they
have earned
them.





CHAPTER 9

Programming



GAMES

“Meet the Scouts’ wants by games and Scouting practices, and instill elementary details bit by bit afterwards as you go along,” B.-P. advised.

Notice how B.-P. placed games before techniques. He discovered that *people learn better when they’re having fun* and doing meaningful activities.

Obviously, Scouts don’t learn entirely by playing games. They need to put in personal effort to succeed. Some drill and routine is necessary, but you need to intersperse it with fun activities that may or may not have anything to do with skills training.

Sometimes when Scouts measure their abilities against those of their peers during skill games, they decide themselves that they need to work harder. When they apply that extra

effort to do better next time, they’re showing the kind of personal initiative you want to develop in them.

Games bring together Scouts in social experiences that enhance fellowship, personal achievement, and a sense of belonging. Games give youth a chance to express feelings and release emotions and energy in a positive way.



Play games indoors and out. Choose games that will involve all your Scouts, including those with disabilities. Mix active games with more passive games that involve mental or sensory skills and abilities rather than sheer physical prowess. Scouts with impaired mobility may be able to compete equally in a game demanding mental agility.

Those with hearing or sight impairments often outshine their fellows in other sensory skills.



Whether you play indoors or out, games give you an opportunity to:

- assess individual needs and behaviour (shyness, domination, skills weaknesses),
- discover your members' other interests and skills, and
- observe group structure and behaviour (leadership, friendship, team spirit, group values).

Kinds of Games

Games are classified in many different ways; here are two of the more common methods.

1. *Classification according to purpose:*

- developing mental agility,
- developing physical agility,
- developing fitness,
- developing senses (sight, sound, smell, feel, taste),
- learning skills,
- increasing knowledge,
- letting off steam,
- plain ordinary fun.

2. *Classification according to grouping or formation:*

- general participation,
- team games,
- relay games,
- circle games,
- wide games (outdoors),
- quiet games,
- games for single patrols.

Because Scouting emphasizes patrol activities, you will need to find or develop many games appropriate to the patrol setting. If your Scouts have arranged themselves in peer patrols (i.e. those where all members are about the same age), you need to be careful that older and younger patrols do not always compete against each other in troop games. In a competitive situation of this sort, organize the Scouts into mixed-age teams to avoid the possibility of frustration and physical injury.

Many good games books are available, including the excellent *Games...from A to Z* (available from your Scout Shop or dealer). Use these books and start a games book of your own, either in a loose-leaf binder or on a card index system. In it, record your Scouts' favourites and add others you find in books and *The Magazine Scouting life*.

Games Hints

1. Give the game a name that makes it smack of adventure, peril, and challenge.
2. Weave an interesting or intriguing story around the game.
3. Know the rules of the game and have the necessary equipment on hand.
4. Adapt or modify rules to suit your local situation.
5. Insist on silence and attention when someone is explaining a new game.
6. Explain rules simply, briefly, and in proper order. For complicated games, demonstrate the actions. Point out starting and finishing positions.
7. Ask for questions after the explanation and demonstration of a game.
8. If you have to even up numbers for relay or team games, ask Scouts to double up rather than to drop out.
9. Use a variety of games in every program.
10. Let your Scouts make noise (laughing, cheering, egging pals on) while playing games.
11. Ensure that your Scouts follow the rules. Deal kindly, but firmly, with cheating. Make allowances for over-eager enthusiasm.



12. Stop the game if it is going poorly, explain the error, and begin again. If it still doesn't work, stop and ask the youth how they would change the game to make it better. Play using the new rules and, if it still doesn't work, switch to something familiar. Don't forget to strike the unsuccessful game from your repertoire.
13. Repeat the game if interest is high, but never overlap favourite games.
14. Be fair-minded and impartial in scoring.
15. Join in the game yourself sometimes. Your Scouts will like it.
16. If you're playing a rough game, make sure the Scouts remove any projecting metal items from their belts.
17. Remember: games are fun. Smile and enjoy yourself!

Games Equipment

Avoid games that require expensive or cumbersome equipment. Store your equipment in a games box or bag where it will stay clean and in good order. The box might hold volleyball and

soccer balls, paper and pencils, spools, reels, tennis and rubber balls, chalk, blindfolds, candles, pins, ropes cut to length, compasses, compass cards, flags, blocks, plastic hockey sticks, plastic puck, and the like.

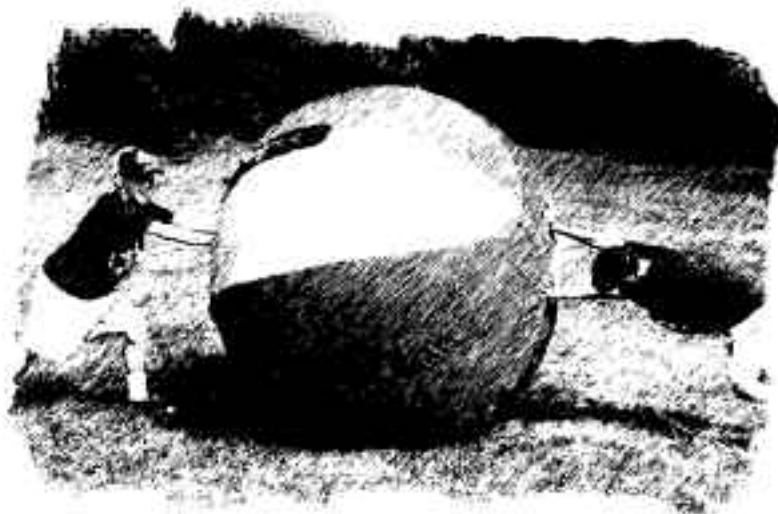
If you don't have a specific piece of equipment, improvise. You can almost always substitute one object for another (e.g. tin cans or weighted milk cartons for bowling pins). If you can't afford to buy something, get the Scouts to make it. Tie this into badge work.

Scouting offers fun while learning. Games reinforce this philosophy.



Resources

1. *Games from...A to Z*. This excellent book offers many games, and organizes them by category.
2. *The Best of the Leader Cut-Out Pages*.
3. Scout JUMPSTART packages.





CAMPING

Camping is the ultimate “out” in *Scouting*. Scouts love it. For decades they’ll remember spectacular sunsets as they munched cookies and downed their steaming cocoa; the haunting cry of the loon; the rustle of little animal feet outside the tent wall centimetres from their head; the clap of thunder and splatter of rain on the tent; the stillness of a moonlit star-filled night; the cry of the whip-poor-will. Your Scouts may grumble about the mosquitoes, the fire, the ash in the food, and the cold water wash-up, but they’ll talk about and remember their camping experiences for a long, long time.

B.-P. called camping a Scouter’s greatest opportunity to watch and get to know the Scouts, and then apply direction to their development.

Without camping, *Scouting isn’t Scouting*. But, if you have little or no camping experience, don’t despair. Help and guidance is available. Never go camping with your Scouts unless you know what you’re doing or have experienced assistants.

What Is Scout Camping?

“Camp” has a pretty broad meaning today. Scout camping is a simple form of backwoods camping that demands minimum equipment and maximum Scout participation. You can camp in all seasons, high in a mountain meadow or beside a river emptying into the ocean.

Scouts camp in tents, shelters they build from natural materials (snow huts), or shelters they devise (tarps or plastic sheets, or under a canoe). Each Scout does a share of the daily camp routine: cooking, serving, washing up, fetching wood and water, and whatever else is required. These responsibilities and duties are part of the fun and training of Scout camping.

In camp, as in other Scout activities, the patrol is the working unit. Under the watchful eye of adult leaders, a Scout troop camps by patrols, each self-contained and responsible for its own welfare, and all collectively governed through the Court of Honour.





What's the focus at most camps? Usually, it is training in outdoor related skills.

Camping Objectives

The objectives listed in Scouts Canada's *Camping/Outdoor Activity Procedures* state: "Participation in camping and outdoor activities will help individuals develop:

- interdependence with others and the environment,
- physical growth and coordination,
- practical skills,
- utilization of personal resourcefulness,
- awareness and appreciation of the natural environment through exploration and understanding."

Camping/Outdoor Activity Guide

When camping with Scouts, you must observe certain regulations set out in the *Camping/Outdoor Activity Procedures* (Section 10000 B.P.&P.) to ensure their health and safety en route to camp, at camp, and on the way back home available at www.scouts.ca.

Scouts Canada believes (as set out in Section 10000):

- that the outdoors provides an ideal setting for personal growth and recreation;
- responsible citizenship imposes on each person an increasing obligation to live in harmony with the natural environment.

Camping and outdoor activities are essential parts of Scouting's programs.

Involve all members in fun, challenging, and safe camping and outdoor activities. You may need special advice and help to meet the needs of youth with disabilities in camping situations, but few obstacles are impossible to overcome.

Scout Camping Regulations

Troop Scouters may approve patrol size groups of Scouts (two to ten) holding short-term camps without adult leadership, providing each Scout has obtained permission from a parent or guardian.

Before Camp

Your group committee is responsible for approving the plans for, and operation of, camping activities. Remember to get their support long before you or your Scouts hold a camp.

Make sure you adhere to accepted practices contained in the *Camping/Outdoor Activity Procedures*.

Ensure your Scouts have a reliable way to get help in case of emergency.

Give due consideration to medical assistance in case of need. Be sure you are familiar with the Scouts' medical problems, medications, allergies, etc.

The "*Camping and Outdoor Activity Application*" form, produced by Scouts Canada, provides a checklist. It can be found in the *Camping/Outdoor Activity Procedures*, on Scouts Canada's web site, www.scouts.ca.





TYPES OF CAMPING

A number of factors will determine opportunities and types of camping your Scouts will experience.

1. **The Scouts' interests.** Most youth members will look forward to a campout; occasionally, one will not. Your task is to get all the Scouts out camping. Whether individuals are reluctant or keen, their experiences at their first camp will often determine whether they continue as campers. Much depends on their approach to the campout: the surroundings, their equipment, their abilities to handle cooking and personal tasks, the season, the weather, the duration of the stay, and the congeniality of their companions.
2. **The Scouts' previous camping experiences.** By the time Scouts are ready for camping, most will have experienced Cub camp, a YMCA or church camp, or family camping. With each experience, they'll have learned that they are part of a team and are expected to share some of the responsibilities and duties, as well as the enjoyment.

3. **Purpose of the camp.** Camping experiences can help achieve many of the goals a patrol or individual sets for the year's badge work. The activities leading up to camp, during camp, and following camp give Scouts ample opportunities to meet badge requirements.

Along with core program requirements, a future campout is an ideal incentive to review various challenge badges, and plan to accomplish some of them at camp.

4. **Equipment available.** Your troop may not have all the camping equipment it needs; you may have to build up your camping inventory gradually. While you're doing this, borrow equipment or rely on the Scouts to have their own specialty equipment.
5. **Season and prevailing weather conditions.** Canada's changing seasons lend variety to the kinds of camping experiences your Scouts can enjoy. Your planning needs to consider program, food, clothing, health hazards, transportation, and sleeping arrangements in terms of the season, expected weather conditions,





temperature fluctuations, time of nightfall, and the Scouts' endurance. Be prepared for the unexpected as well as the expected. Mother Nature is not very forgiving of carelessness. Scouts can fall prey to hypothermia during summer as well as in the winter.

6. **The Scouter's enthusiasm and previous camping experience.** Your personal attitudes and approaches to camping are important. They will determine the scope and frequency of your troop's camping activities.

If you have had very little or no camping experience, start learning right away. You can't learn camping from a book, but the book can give suggestions. Make the suggestions meaningful by going out and applying them. Try the ideas in your back yard. This way, if something goes wrong, you will not have to go far to fix it.

Throughout the year, your local council holds outdoor training sessions on summer and winter camping skills. Here you will learn about camping in the company of both beginners and more experienced Scouters who want to brush up on old skills, and learn new ones.

Looking for another excellent way to start? Why not work with an experienced Scouter to run a camp? You could even ask help from members of an outdoor or wilderness club.

Camping makes demands on your time and takes you away from home. Plan carefully and share the load among all Scouters, and members of your Scouts' families, too. If you're a Troop Scouter and your assistants are responsible for a camp, you might want to check on them once for an hour or two. They might need your help.



Four Types of Camping

There are four basic approaches to Scout camping.

1. *Activity camping:* you use camp facilities for eating and sleeping, but emphasize other outdoor activities such as boating, swimming, sailing, mountain climbing.
2. *Adventure camping:* includes advanced camping for special activities, such as survival, canoe tripping, rafting.
3. *Pioneer camping:* emphasizes skills required for camping in a remote setting reached either by hiking or canoeing.
4. *Travel camping:* camping en route during a trip.

PLANNING

The amount of planning you need to do for a camp depends on many things, including the type, purpose, and duration of the camp. Because of the variety of camping experiences possible, it's difficult to outline in detail all the things you need to consider for every possibility. Build up a library of relevant camping information and get lots of experience.

Your planning needs to answer a few basic questions.

1. *Where will we go?* Decide whether you will camp in a council camp, provincial park, or some other place.
2. *When will we go?* Set dates early so family plans can accommodate the camp. If you need to reserve a site, do it early, even if you haven't finalized all the details.



3. *How will we go?* Determine how you will get to camp so you can calculate in the costs, and have the group committee make necessary arrangements for transportation.
4. *What will we take?* Determine what you need for the type of camp you're planning. Do you have what you need or will you have to get it? How will you get it? Develop gear lists.
5. *What will we eat?* Decide what kind of camping you'll be doing, and establish food needs from menus. Make sure you have proper cooking gear for your choices.
6. *What will we do?* Plan some activities for camp, as well as some for while you're on the move if you'll be hiking or boating.
7. *Who will be responsible for what?* Have the patrol determine individual responsibilities for various duties and equipment. Let members decide if they want to rotate the duties during the camp. A first aider should always be part of your plan.

As you can see, there are many details to cover. Planning becomes easier with time, and if you keep records of gear, food, etc. Never leave camp-

ing preparations to the last moment, and never do it all by yourself. Involve your Scouts, group committee, and parents.

Whatever type of camp you've planned, you need a tentative program — tentative because the weather may determine what you do. Plan the program well ahead with the patrol leaders and your fellow Scouters. Use their ideas to formulate your program plan. You want it to keep the Scouts busy with things they want to do, and also to provide for proper rest. Fatigue at camp is dangerous. It can lead to accidents.

Here are a few general guidelines to consider when planning an outdoor program.

1. *Challenges.* A few good challenges will form the nucleus of unforgettable memories.
2. *Flexibility.* Situations change rapidly. Your program needs to be flexible to fit new conditions. Be prepared with alternates if the weather becomes impossible.
3. *Involvement.* The more Scouts and Scouters help in the planning, the more enthusiastic they will be.





4. *Look wide.* Go to different sites for different kinds of camps. Explore all the possibilities.
5. *Time to relax.* Give the Scouts time to follow their own pursuits. Set a rule that Scouts may not leave the campsite without telling a Scouter, and then may do so only with at least one other Scout.

If you haven't had a chance to check out the site, be prepared to handle wind, water purification, and camp stove cooking. Wood may not be available. Fires may not be allowed because of fire hazard conditions.

If swimming is part of your program, check the facilities or the water area for hazards such as a strong current, undertow, and contamination.

Consider families in your program planning. In the summer, invite them to an evening wiener roast and campfire towards the end of the camp. In winter, invite them to join you for a hike or toboggan slide, followed by food and hot chocolate catered by the Scouts. Some parents may want to bring along other goodies for everyone. Let them.

SITE SELECTION

If your district, region, or province has a campground, choosing a site may be simply a matter of reserving a date and an area. These sites are ideal if you are just starting to train your Scouts and yourself. They generally offer activity facilities and areas to simplify some of the organizational details.

If you choose to use a provincial or national park, you may find you need to reserve and send a deposit months in advance. Sometimes you'll have to take into account group size or time restrictions.

Patrol camping makes it easier to find suitable sites. If you haven't been able to check out the site ahead of time, you can always fit smaller groups into available areas. Parks generally have limits on site capacities.

If you choose to use a provincial or national park, you may find you need to reserve and send a deposit months in advance.



If you're boating, make yourself familiar with water regulations in the area, the docking facilities, and lock regulations and times. In the case of all water-related activities, Scouts Canada has a clear set of regulations within *B.P. & P.* Read them. Also, be aware of any provincial or local regulations.

No matter where you go and for how long, always leave behind your itinerary and time schedule with someone responsible.

MENUS AND FEEDING

"What you eat later, you will carry first." If you tell the Scouts this, they will think

carefully about what kind of food they bring. Bottles and cans are out of the question if you plan hiking camps in parks and other places, unless you're willing to carry them out. This means using lightweight dried food, freeze-dried food, and bagged food. These choices allow your Scouts to carry less weight, enjoy more variety and high nutrition, and keep their impact on the environment low.



Your Scouts probably won't be familiar with these high tech foods because they don't come in boxes, bottles and cans. Plan a meeting or two to introduce them to lightweight backpacking foods. Get them to prepare small amounts so they can see the tremendous volume increases between dried and cooked. Let them taste rehydrated dried fruits and vegetables. Demonstrate the benefits of dried food in terms of weight by having them weigh meal portions of dried foods and similar quantities from cans.

If you do take cans camping, wash or burn and then crush them to carry them out. Wash bottles to rid them of any food residue and carry them out, too. If you can't burn wastes with food on them, wash them thoroughly to get rid of the food smell. You need to do this for two reasons.

1. Animals, such as raccoons and bears, are attracted to campsites by the smell of food. This may be dangerous.
2. You must pack out your garbage, and it will get very smelly if you haven't removed food residue.

FOOD PREPARATION

Before you go camping, have your Scouts decide how to prepare meals, draw up menus, and work out routines for meal clean-ups.

You can choose one of several ways to prepare meals. The choice depends on the type and purpose of your camp and the skill of the youth. It's a good idea to

have Scouts practise making the meals on their menus while supervised by an experienced cook. Perhaps they can arrange a special patrol meeting at one of their homes where dad, mom, brother, or sister will supervise the proceedings and offer advice and tips. As a patrol, they might decide to earn the Cooking Challenge Badge.

Several excellent outdoor cookbooks are available which will give you step-by-step guides to menus, meal suggestions, and food preparation and cooking on lightweight hiking and camping trips.

Consider these meal routines when camping.

1. Patrols should prepare, eat, and clean up their own meals on their own site. It takes more time but gives all Scouts maximum participation and practice. Be prepared and available to advise them, but don't cook for them. They will learn quickly if they want to eat well — and all Scouts want to eat well!



Scouts need more cooking and household gear for this style of cooking. If possible, arrange for an adult to eat with each patrol. If you don't have enough adults to go around, rotate the people available through the patrols. Again, let them give advice and occasional help, but not cook.

2. Larger Scout groups (on a rotation basis) could cook at a central location under the direction of an adult. This not only gives Scouts training in cooking skills, but frees other Scouters for other activities. You'll need less cooking gear, but the Scouts will have to cook for larger sizes.



- An adult cook could prepare all meals with the help of small groups of Scouts on a rotating basis. Since this method deprives Scouts of the opportunity to work in patrols honing cooking skills, it's only appropriate at camps where time for activities is critical. Scouts would eat meals in a central location in this scenario. Most Scouters frown on this approach.

Combinations and modifications of all methods are possible, as long as Scouters never take over as cooks. Your duties and responsibilities lie elsewhere.

Winter Camping Food Preparation

For winter camping, pay special attention to menus and food calories. Centralized cooking may be best for most meals because you'll use less fuel and get food into the Scouts faster. The food will also generally be warmer and have a higher quality.

At a winter camp, you'll need to encourage the Scouts to drink more than they might feel they want. Include more soups and hot drinks on the menu. You can get the water you need by melting ice, not snow.

Consult the *Fieldbook for Canadian Scouting*, other winter camping books, and your local Scout office for more details and policies.

Note: Whenever you camp, stress the importance of one rule with your Scouts: *Never take food of any sort into the tent at night or leave food in the tent during the day.* Why? Wild animals may be attracted to it.

Make sure your Scouts wash well before bed time to remove traces of food smell from their bodies. This will give you added protection against being disturbed by animals.





CAMP ADMINISTRATION

A certain amount of pre-camp administration is necessary. Check with your Scout office to obtain an “Camping/Outdoor Activity Application” form. Your Scout office will also advise you about government regulations concerning health and sanitation.

Use the Parent/Guardian Consent Form, found in the B.P.&P. on the website, to obtain family permission to attend camp. Along with this form send parents or guardians a Physical Fitness Certificate, also available on Scouts Canada’s website, www.scouts.ca.

Draw up a personal kit list, and send a copy to parents so both Scouts and parents can assemble the required gear well before camp. In a covering note, ask parents to complete the “Parent/Guardian Consent Form” and Physical Fitness forms, and return them by a certain date. Include camp dates, camp mail address, and information about visitors’ day if you plan one. You might also like to put in a simple route map to the site.

TRANSPORTATION

In most cases, Scouts will travel to camp by bike, foot, or car. Encourage Scouts to cycle or hike to camps that aren’t too far from home. If the only route to camp follows a busy highway, use motorized transport. *Make sure that every Scout has a seat belt.* Trucks are not suitable for transporting Scouts, but are ideal for gear.

Parents are responsible for transporting or arranging for transport of their children to Scouting activities.

Be sure to refer to the *Camping/Outdoor Activity Procedures*.

As a matter of courtesy and safety, insist on orderly behaviour when travelling. If you use public transport, have a pre-arranged plan for loading and unloading Scouts and equipment, and make sure that every Scout knows the plan.

POST CAMP ACTIVITIES

Whatever the type or duration of your camp, you need to do a certain number of jobs immediately on your return.

1. Check all gear and equipment. Be sure it’s clean, dry, and in good repair, ready for the next outing. Store it properly.
2. With the patrol leaders and Scout Counsellors, assess how the camp went: good things, problems, deficiencies, gear or equipment inadequacies. Did the Scouts have any personal problems? Was the first aid kit adequate?
3. Discuss the means of travel to and from camp, camp routines, and personal hygiene.
4. Determine if the program met the Scouts’ needs and badge requirements. Was there too much slack time? Too much crammed into the time period?
5. Did you leave the campsite cleaner than you found it?
6. In your camp binder, note all your observations and the information that comes out of the post-camp assessment. It will help when planning for the next camp.



TOOL PERMITS

(Knife, axe and saw, match and fire, stove and lantern)

Safety should concern all adults in a camping environment. When Scouts have learned the attitudes, skills and knowledge necessary to use camping tools responsibly, encourage them to do so.

To make sure that only those capable of using these tools appropriately actually do use them, Scouts Canada has included in each *Scout Handbook* the following permits for your use. This simple system serves as a reminder of the responsibilities that go along with using these tools, and reinforces the fact that it is a privilege that Scouts must strive for.

To use the system:

1. Youth will learn and demonstrate the proper use and maintenance of the camp tools, as required.
2. Upon satisfying the Troop Scouter/Patrol Counsellor that the attitudes, skills and knowledge necessary to use the tool have been gained, the Scout may remove the permit from the back of the *Scout Handbook*.
3. The Troop Scouter/Patrol Counsellor will sign the permit along with the Scout, reminding him or her that the permit can be revoked if proper use and care are not demonstrated at all times.
4. Award the permit to a Scout in the same manner as a badge.

Match and Fire Permit

This is to certify that Scout

_____ knows that using matches and lighting fires creates responsibility. This is understood and acknowledged. In consideration of the above, the Scout is hereby granted the right to use matches and light fires within Scouting.



Scout Leader _____

On my honour, I promise that I will:

- Read and follow information in *The Fieldbook for Canadian Scouting* concerning the safe use of matches and fires;
- Demonstrate proper handling of matches and care when lighting fires; and
- Carry this permit with me while I am using matches or lighting fires.

I realize that this permit may be withdrawn if I fail to carry out the above requirements.

Scout _____

Stove and Lantern Permit

This is to certify that Scout

_____ knows that using these tools creates responsibility. This is understood and acknowledged. In consideration of the above, the Scout is hereby granted the right to use stoves and lanterns within Scouting.



Scout Leader _____

On my honour, I promise that I will:

- Read and follow information in *The Fieldbook for Canadian Scouting* concerning the safe use of axes and saws;
- Demonstrate proper handling, care and use of these tools at all times; and
- Carry this permit with me while I am using these tools.

I realize that this permit may be withdrawn if I fail to carry out the above requirements.

Scout _____



Knife Permit

This is to certify that Scout _____

_____ knows that owning and using a knife creates responsibility. This is understood and acknowledged. In consideration of the above, the Scout is hereby granted the right to carry and use a knife within Scouting.



Scout Leader _____

On my honour, I promise that I will:

- Read and follow information in *The Fieldbook for Canadian Scouting* concerning the safe use of a knife;
- Demonstrate proper handling, care and use of a knife at all times; and
- Carry this permit with me while I am carrying my knife.

I realize that this permit may be withdrawn if I fail to carry out the above requirements.

Scout _____

Axe and Saw Permit

This is to certify that Scout _____

_____ knows that using these tools creates responsibility. This is understood and acknowledged. In consideration of the above, the Scout is hereby granted the right to use axes and saws within Scouting.



Scout Leader _____

On my honour, I promise that I will:

- Read and follow information in *The Fieldbook for Canadian Scouting* concerning the safe use of axes and saws;
- Demonstrate proper handling, care and use of these tools at all times; and
- Carry this permit with me while I am using these tools.

I realize that this permit may be withdrawn if I fail to carry out the above requirements.

Scout _____

Resources

1. *Camping/Outdoor Activity Procedures* – lists accepted practices, regulations.
2. *B.P.&P.* – lists organizational regulations.
3. *Fieldbook for Canadian Scouting* – describes skills required for all types of camping and outdoor activities.

OUTDOORS

Each year, an increasing number of people take to the hills, fields, woods, and mountains to “get away from it all.” The “all” represents their everyday environment — city streets, warm homes and offices, heated or cooled cars and public transportation, fast food, noise, and pollution.

From its beginning, Scouting has encouraged the “getting away” aspect of living. Young people relish the thought of getting away from home for a short time to rough it and eat what they want, when they want. The Scout program stresses the “out” in as many aspects of *Scout* training and development as possible.

Many of your Scouts joined the troop because of the appeal and sense of adventure promised by the outdoors. Their imaginations have been kindled by

visions of hiking through untracked wilderness, sleeping out beneath the stars, or shooting rapids in a canoe. They see in Scouting the promise of fun, adventure and comradeship in the outdoors. Your job is to take these dreams and turn them into reality.

Outdoor activities provide unparalleled opportunities for you and your Scouts to:

- learn to work and play together,
- assume responsibility as members of a group,
- develop concern for the welfare of others,
- understand and appreciate the natural environment,
- develop an awareness of your community,
- learn to take care of yourselves,
- develop health and fitness,
- learn new skills through practical application,
- develop independence and individuality.



When your Scouts are on an outing, remember that they represent a worldwide organization. People will observe and examine their behaviour in terms of their expectations of Scouting. A neat, orderly, and courteous group that demonstrates respect for themselves, others, and their environment, will gain the admiration of everyone. On the other hand, a careless and sloppy Scout group can ruin the reputation and image of the whole organization.

Plan carefully before, during, and after every outing. Be aware of opportunities as they arise and exploit them to the Scouts' benefit. Help your Scouts understand that they need to co-operate to do certain tasks easily and efficiently, that each member of the troop or patrol has unavoidable responsibilities for the health and safety of others, that each individual has skills and talents to contribute to the whole group.

Keep in mind the group's ecological responsibilities. Be prepared to step in to correct damaging practices. Teach your Scouts skills to live and move in harmony with our fragile environment.

HIKING

Hiking puts "new blood in your veins and new life in your brains." That's what B.-P. said.

Hiking is an activity — something to do — not a subject to merely talk about. Still, it's important to prepare carefully so your Scouts' first hike is a good experience that whets their appetite for more.

After your planning, all you really have to remember about hiking is that people need a few basic comforts to enjoy themselves. They need to be able to wash, eat, sleep, and occasionally change into fresh clothes.





Planning

Before heading out on your hike, you'll need to answer a few general questions.

1. Where are we going?
2. Why are we going? (purpose)
3. What will we do along the way?
4. What equipment, clothing, food will we need?
5. When will we leave? Return?
6. How far will we go?
7. Do we have permission from our families?

1. *Where are we going?*

You, or one of the Scouts or Scout Counsellors, may know an ideal hiking spot. Be on the lookout for places that tie in with your program. Have the Court of Honour study a topographical map, determine the best route to follow, and instruct their patrol members.

2. *Why are we going?*

A Scout hike is an informative, meaningful and enjoyable adventure with an objective. You can choose from any number of different hiking themes.

Hike Theme	Connected Subjects, Activities
Nature:	<i>Forestry:</i> tree recognition, wild flowers, fruits. <i>Animals:</i> tracking, plaster casting, farming, insects, fish, birds, museums, fossils, conservation, meteorology, astronomy.
History: (Community)	Churches, museums, old buildings, parliament buildings, ruins, battle sites, village or burial sites, trails, forts.
Survey:	<i>Geographical:</i> ridges, valleys, rivers, escarpments. <i>Geological:</i> fossils, map making,

compass journeys, comparing old maps with present conditions.
Sociological: meet the people; town or village survey.

Mystery: (Scoutcraft) Treasure hunts, mystery journeys, trailing, tracking, signaling, obstacles, first aid, emergencies.

Skill: (Physical Fitness) Mountain climbing, rock climbing, caving, canoeing, sailing, cycling, horseback riding, skiing, snowshoeing.

Scoutcraft: Living off the land, backwoods cooking, emergencies, search and rescue training, first aid, signaling.

Visits: (Observation) Factories, newspaper plants, docks, airports, power stations, filtration plants, mines, quarries.

Arts: Sketching, painting, photography, collecting unusual driftwood, stones, etc.

Friendship: Meet other troops and organizations, challenge other troops, family hikes.

Physical Fitness: Obstacle hike, long distance hike, swimming hike.

Service: Conservation hike, lost child hike.

3. *What will we do along the way?*

Activities come out of the hike's purpose. Scouts may gather information or items en route to fulfill the complete purpose of the hike.

4. *What equipment, clothing, food will we need?*

These considerations depend on the terrain and weather conditions you will meet. Consult good books, including the *Fieldbook for Canadian Scouting*.



The equipment you need is determined by the type of hike, how long you will hike, and the season. For a one-day hike, you may need only a stove, pot or aluminum foil, cutlery, mug, light plastic sheet, canteen, and snowshoes or cross-country skis in winter.

For an overnight hike, you need to add a suitable tent and fly, ground plastic sheet, sleeping bag and ensolite pad, and another pot. When more than two Scouts are on the hike, avoid duplication of equipment and distribute the gear among the hikers.

On your miscellaneous list, you might include flashlight, toilet paper, first aid kit, bug repellent, matches in waterproof container, compass, whistle, area map, and sun screen.

You will have to carry all food and equipment in a comfortable backpack suited to body size. The season also dictates clothing needs. For a one-day hike in summer, take rain gear, a change of socks, hat with brim, good hiking shoes or boots, and a shell or sweater in case the weather cools.

Besides your regular clothing, in winter you need waterproof mitts with wool liners and spare liners, snow boots with liners, plastic bags in case boots get wet, extra high wool content socks, heavy

waterproof outer wear with a hood, tuque or hat with ear lugs, and warm waterproof outerwear bottoms.

If you are on an overnight trip, you will also need a space blanket, a complete change of clothing for bed time, and extra head wear for sleeping. Take a breathable tent with a fly.

For a day hike in summer, food requirements are easy to plan. An overnighter needs a bit more thought to avoid spoilage and to ensure you can store food properly to keep animals from bothering your campsite.

On winter day hikes, you need food that provides considerably more calories than in the summer. For a winter overnighter, you must consider freezing, calories and ease of preparation.

During overnighters in any season, there's a possibility that bad weather or an emergency might cause problems. Have each Scout bring a small emergency food supply (granola bar, raisins, gorp, dried fruit, hot chocolate powder, dried soup, etc.).

5. *When will we leave? Return?*

The Court of Honour and Scouters determine this and should inform all Scouts in writing so





they can take home details for parents or guardians.

6. *How far will we go?*

Give considerable thought to the distance you will cover on a hike. Most Scouts can go quite far on foot in a day, but keep your goal within the capacities of your smallest or weakest Scouts. Remember also that you may devote part of the day to practising skills, cooking and eating, and games. If you're on a day hike, you also have to walk back.

7. *Do we have permission from our families?*

Whatever the type or duration of a hike, Scouts require permission from parents, who need to know details such as times, leaders, route, and activity locations.

Here are suggested schedules for a patrol and troop hike.



COUGAR PATROL

Scoutcraft Hike, May 27, 20__

- 9:00 a.m.** • Patrol meets at Scouter Brown's house.
- Check personal gear (Bill in charge).
- 9:15** • Start of hike.
- Game: "Hares and Hounds" (Lee).
- 10:45** • Tracks of "hares" end at Nature Trail.
- First aid emergency simulation (Ali).
- Start tree identification while walking.
- Nature Trail (Bill).
- 11:45** • Check out operation of one-burner stoves (Scouter Brown).
- Cook lunch.
- 1:15 p.m.** • Clean up and site inspection (Bill).
- 1:30** • Game: "Capture the Flag" (Antoine).
- 2:30** • Start home.
- 4:00** • Arrive at Scouter Brown's house.

TROOP HIKE

October 14, 20__

Objective: Fire lighting and cooking lunch.

Journey Theme: Tree recognition

Place: Camp Wildman

Meet: By patrols at Wyevale

Time: 10:00 a.m.

Return home by: 6:00 p.m.

(Pick-up at 4:45 p.m.)

Start the season with short hikes of four to five km in three or four hours. This builds up the Scouts' stamina, and allows them to refine cooking skills and gear selection gradually.

Night Hikes

Up to now, we've talked only about day hikes. If your troop is camping for a few days, a night hike can be an exciting change of pace. During the day,



have patrol leaders show their Scouts on a topographical map where they will go that night. Send the Scouts off to sleep early with the understanding that you will get them up by a certain time.

The time has come and the Scouts have assembled. A bright moon makes deep shadows on the ground. New and strange noises surround everyone. Give the Scouts a hot drink, something to eat, and an objective (not too far away) to reach. Check that they are properly and warmly dressed, equipped with flashlights and maps, then send them off.

Your members may be uneasy of noises and shifting shadows and will bump into things, but they will be very excited as they make their way to the goal. You needn't worry they will get lost because you will tag along in the background. Plan the route so your Scouts reach their destination about dawn. They'll talk about the adventure for a long time.

Tips for Safe Hiking

1. Always leave information about your route and final destination with someone at home, regardless whether or not a Scouter is along on the hike. This is your insurance in case anything goes wrong, the weather turns nasty, or a search has to be made for lost hikers or boaters.
2. Keep the route away from main highways and roadways as much as possible, especially if you will be walking at dusk or after dark.
3. Hitchhiking is illegal in many places and has no place in a Scout hike, except in the case of a real emergency.
4. Check out the hikers' health before you go, especially if you're heading out on a long hike. It's best to leave Scouts with sore throats, colds, or other communicable diseases at home — for their own protection as well as the sake of their companions. Scouts under

medical care need to avoid over-exertion. Ask parents to inform you of any such situations.

5. Check all Scouts' footwear and clothing to make sure they are adequate for the excursion.
6. Take suitable measures to ensure a supply of safe drinking water.
7. A hike is not a race. Remember this. Maintain a good steady pace throughout, and make rest stops short and frequent — five minutes every half hour. Insist that your Scouts rest. Let the slowest Scouts set the pace, but make sure they don't drag. A good rule is that the Scout ahead should always be able to see the one behind.

On a water hike, pace yourself with a lead craft and a capable tail-end craft. Stop in a sheltered area or an eddy for a brief rest every hour if possible.

Hike Courtesy

1. On hikes, you'll often cross property owned by others. Set an example by showing your Scouts that they can have fun in a way that will make them welcome over the same trail again.
2. Obey all "Keep Off", "Private", and "No Trespassing" signs. If you expect to build fires to cook, obtain permission and leave the place cleaner than you found it.
3. Fences are meant to keep somebody out or something in, not to climb over. If you have permission to enter, use the gates and leave them as you found them.
4. Protect fields. Never cross a planted field or a hay field before mowing.
5. Animals are property. Never disturb livestock. There may be real danger in passing through fields where there are farm animals.



6. Woodlands are crops to be conserved. Make it clear you will not tolerate the hacking urge that a sheath knife raises. Forbid axes on hikes.
7. Keep off railroads. Crossing railroad trestles or walking on railroad tracks is dangerous and unlawful.

Resources:

1. *Hiking JUMPSTART* - a one month plan for beginning hikers.
2. *Camping/Outdoor Activity Procedures* - lists accepted practices and regulations.
3. *Fieldbook for Canadian Scouting* - describes skills required for all types of camping and outdoor activities.

ACTIVITIES

Scout Method

When considering any activity for a Scout program, always keep in mind the Movement's governing Practices. By evaluating all activities against them, you will soon discover just how the activities fit into our overall "system of progressive self-education."

Practices or Methods

- a Promise and Law,
- learning by doing,
- membership in small groups,
- progressive and stimulating programs,
- commitment to the values of doing one's best, contributing to the community, respecting and caring for others, contributing as a family member, and
- use of outdoor activities as a key learning resource.

Troop Activities

The planning for your troop's activities comes out of the combined plans of the Scouts, expressed through the Court of Honour and their Scouters.

"I have little use for a cut and dried routine," B.-P. said. He knew that Scouts look for "the fresh excitement of new adventures." Scouters need lively imaginations to meet their expectations.

What's the purpose of varied activities? It's to provide something to stir up even the least gifted Scout to progress and discover latent abilities. Keep plans flexible to allow for changing circumstances. Use them as a guide rather than a rigid syllabus for program development. Select a mix of fun and learning activities, making the patrols' suggestions your first consideration.

Some activities may take an entire troop meeting. Consider carefully whether you want to give up this amount of time. You might decide to ask the Scouts to complete much of the advance planning and preparation at a time other than a troop night.

Patrol Activities

Sometimes activities may appeal just to a patrol or a group of Scouts within a patrol. Encourage patrols to do their own activities and tie them into badge requirements.

Family Activities

If you can involve your Scouts' families in a number of activities, they'll get to know you better. Parents will also grasp what you're trying to do, and how much work it takes to keep a program interesting and meaningful.

Here are a few ideas.

1. Ask one or two parents to organize a Scout/parent hockey or softball game.
2. Encourage parents to organize tours of their workplaces.



3. Invite qualified parents to be badge work instructors.
4. Ask parents to plan and run a Scout car derby.
5. Hold a family picnic.
6. Encourage parents to go to their place of worship with their Scout on special occasions, such as B.-P. Sunday.
7. Invite parents to run an afternoon orienteering hike or obstacle expedition.
8. Ask parents to arrange an evening of swimming instruction for some Scouts.
9. Encourage parents and their Scout to inspect their home together to find and remove fire hazards.
10. Encourage parents to develop or share a hobby or skill with their Scout.
11. Invite parents on a night hike. Top it off with a wiener or marshmallow roast.
12. Involve parents in a historic trek, canoe trip, or camp.
13. Invite parents to special events such as ceremonies, hobby shows, or demonstration nights.

Service Activities

Concern for others' welfare prepares youth for giving service. Encourage it by emphasizing important ideals: courtesy, respect for others, respect for property, cheerful acceptance of home responsibilities, and helpfulness to friends and neighbours. Design your program to reinforce these ideals.

Scouts like to be useful; every community offers youth many opportunities to serve others. Help your Scouts learn what service opportunities are provided by community organizations and institutions. Encourage broad contact with government, business, social welfare, and service organizations through visits, inviting guests to meetings, and encouraging Scouts to prepare projects or displays about community services.

Some activities will help your group members to prepare for adult service in the community.





1. Learn how local government is organized, the responsibilities of elected representatives, and the qualifications for voting in local elections.
2. Learn about the kinds of local taxes families pay. How do these taxes benefit the community?
3. Attend court proceedings and learn about the judicial system. (Follow this up with a visit to the police station.)
4. Make a display showing the purpose and operation of the Community Chest or United Way Appeal.

These activities emphasize the development of good citizenship and its responsibilities. Other projects involve a different kind of knowledge of the community.

1. Organize a song-fest of Canadian folk songs. Learn the meaning and origins of the songs.
2. Explore the art and music of various nationalities represented in the community.
3. Learn about the work of volunteer organizations in the community.

Scouts can help run activities for children with disabilities, serve at camps for children with disabilities, and visit seniors or other house or hospital-bound citizens.

Many Scout groups in Canada's north and other countries of the world can benefit from help. Investigate the possibilities of "twinning" your troop with one in the north or another remote area in Canada. The Canadian Scout Brotherhood Fund gives an excellent opportunity to help Scouting in Canada and abroad.

THE CANADIAN SCOUT BROTHERHOOD FUND

The Brotherhood Fund is Canadian Scouting's primary financial means of supporting World Scouting community development projects in developing countries. It also helps Canadian

Scout groups who lose equipment through disaster.

Community development is a process by which individuals and groups within a community work to improve the quality of life for themselves and their community at large. In the cases helped by Scouting organizations, groups of Scouts in developing countries identify and carry out community projects to better their lives. The World Scout Bureau encourages the projects, monitors their progress, and makes them known to Scouting groups throughout the rest of the world.

Scouts in industrialized countries like Canada help Scouts in developing countries get

started on the road to self sufficiency. Grants from the Brotherhood Fund provide the seed money for many and various community development projects.

A Brotherhood Fund grant helped Bolivian Scouts establish a rabbit farm that improved nutrition in their area, for example. Scouts are learning how to build and equip hutches, how to breed and feed rabbits, and how to promote rabbit farming to other rural communities. As well as increasing food production, the project will generate income and self-employment opportunities for Scouts and their families.

The
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A grant has helped Scouts in Bénin plant trees in an effort to halt the advance of the desert. The project will spread probably to other communities as the people learn how trees modify the climate, prevent soil erosion, and produce favorable growing conditions for other plants. Tree planting also produces firewood for cooking.

Another grant has helped Scouts in Indonesia build a fresh water system so members of their community can have safe water for drinking and other household purposes, such as bathing and washing clothes. The project will help improve the overall health and sanitation of the community.

A Brotherhood Fund grant has helped Scouts in Kenya manage a human settlement project in which Scouts gain knowledge and skills building low-cost mortar mesh housing. The project expanded the knowledge of this type of construction technology and is improving the standard of living in crowded communities.

Money for the Brotherhood Fund comes from a variety of sources. Individuals, Scout groups, Scouters' Clubs, training courses, and local Scout councils make direct donations from their own resources or organized fund-raising projects.

About 15% of all revenue generated by Scoutrees for Canada finds its way into the Brotherhood Fund. In this annual project, Scouting youth obtain financial pledges from people in their communities to sponsor them in the planting of millions of tree seedlings.

Want more information? Contact your local Scout office or Field Executive. Send donations to: The Canadian Scout Brotherhood Fund, Scouts Canada, 1345 Baseline Rd., Ottawa, Ontario, K2C 0A7.

WORLD SCOUTING

A Scout is a Friend to all, and a Brother to Every other Scout, no matter to what country, class, or creed the other may belong.

Scout Law No. 4 (1916)

Scouting was not planned as a universal system of training, but the ideas and methods B.-P. brought together proved to have far wider validity than he imagined. Country after country has found that Scouting appeals to young people like no other





kind of training. It has formed a bond of union between peoples — the worldwide brotherhood of Scouting.

“We should take care, in inculcating patriotism into our boys and girls, that it is a patriotism above the narrow sentiment which usually stops at one’s country, and thus inspires jealousy and enmity in dealing with others,” Baden-Powell wrote. “Our patriotism should be of the wider, nobler kind which recognizes justice and reasonableness in the claims of others and which leads our country into comradeship with... the other nations of the world. The first step to this end is to develop peace and goodwill within our own borders, by training our youth of both sexes to its practice as their habit of life, so that the jealousies of town against town, class against class, and sect against sect no longer exist: and then to extend this good feeling beyond our frontiers towards our neighbours.”

Scouting brotherhood begins with investiture, when Scouts join an international movement with a membership of over 28 million young men, women, and children in more than 216 countries and territories around the world.

The World Bureau, the home and secretariat of the World Scout Organization, is located in Geneva, Switzerland. It is from here that direction for Scouting throughout the world comes. Every three years, the organization holds a World Conference where representatives of all World Scouting countries discuss international policy, plans, and events.

The World Organization has an emblem and flag you may use during ceremonies and special events. The royal purple and white World Scout Badge is part of your uniform shirt. The central arrowhead, taken from the compass sign for north, points “the right way to go.” The surrounding rope is a reminder of the Brotherhood of Scouting around the world. The reef knot represents the unbreakable bond that ties together all Scouts.

Canadian Scouting is linked with the World Scout Organization through many different and varied programs in which you might want to involve your Scouts. It would help emphasize the true meaning of brotherhood. Ask for details about international projects at your Scout office or visit Scouts Canada’s web site, www.scouts.ca.





WORLD JAMBOREES

World jamborees bring together Scouts from all parts of the world for a happy, colourful, and unforgettable experience every four years. Tell your Scouts about the next one early enough for them to attend. The troop may wish to send representatives and will need to plan special fund-raising events to help pay their way. Read *The Magazine Scouting life* for details, or speak to staff in your local Scout office.

SPIRITUAL DEVELOPMENT

Scouts Canada's *By-Law, Policies and Procedures* is pretty clear on the place of religion in Scouting. Here are some highlights.

1. Youth shall be encouraged to participate actively in the life of a religious community and to assume appropriate responsibilities therein.
2. Scouters shall, in addition to accepting the Mission and Principles..., provide leadership by word and example in the application of (1) above.
3. Scouts Canada prefers and strongly encourages membership and participation by all adult members in the religious programs and activities of a religious community.

It is your responsibility, in consultation with the chaplain or other religious advisers, to fulfil the Principles of Scouts Canada and the spiritual goals of the sponsor.

Church sponsors may make religious exercises or instruction a condition of membership in their sections. This condition must be clearly stated to all

applicants. In church sponsored groups open to young people of all faiths, members who do not belong to the sponsoring church may be excused from these requirements if a parent or guardian requests it.



What is Spiritual Development?

Scouting has always been concerned with the spiritual development of its members. Spiritual development is not quite the same as religious development, because religion includes social and dogmatic teachings as well. Neither does "spiritual" mean only a belief in God, because this excludes spiritual experiences that have to do with the Scouts' growing awareness of themselves. In Scouting, we define "spiritual development"

as all your Scouts' experiences that lead to an awareness of God and self, and the relationship between the two.

Scouting tries to help young people develop and strengthen:

- their belief in and understanding of their God,
- their belief in themselves and their personal worth, by giving them opportunities to expand their knowledge and awareness of themselves,
- their spiritual values, by translating them into positive action.

Scouts Canada does not expect you to be a religious instructor. It simply asks you to give your Scouts a variety of experiences that will bring alive their spiritual selves. You can use many types of activities to help them recognize their God beyond the written word and see His work in everything around them.



Scouting wants to make an impact on young people's social development by instilling in them a definite set of values. In the area of spiritual development, Scouting accepts the uniqueness of each individual and simply tries to help Scouts recognize, understand, and explore their spiritual natures.

Love and Serve God

The combination of the right personal relationships, service to others, religious observances and instruction (Religion in Life program), and adult example need to be part of all Scout activities and program. Our aim is to help Scouts define their individual roles and relationships to fellow Scouts, society, their religion, and their community.

Spiritual development is closely associated with how an individual relates to others. Both the Golden Rule ("Do to others as you would have them do to you") and the commandment "love your neighbour as yourself," express basic truths common to pretty well all major world religions.

There is practical expression of a Scout's spiritual development in the Religion in Life program that we encourage Scouts to take, guided by their spiritual advisers. The spiritual aspects of Scouting reinforce this program.

1. The Promise helps members understand duty to God in terms of loving and serving God and other people.
2. The emphasis on small group operation in the Scout section reinforces spiritual development by helping members learn to work in close harmony with others in the patrol.
3. The badge system emphasizes service to others and co-operative activity.
4. The challenge badge system encourages development of individual potential and capabilities to prepare Scouts for better service to God and other people.
5. Scouting activities in the outdoors help to develop an awareness of God in the natural world.

6. Scout literature promotes close co-operation with religious institutions and using Scouts' Own and other appropriate forms of worship.

Although Scouting's approach to spiritual development relieves Scouters of the task of teaching religion, its emphasis on developing proper relationships with others places responsibilities on you to:

- help Scouts gain a growing understanding of loving and serving their God,
- see that relationships among Scouts in the patrol and troop foster and promote their continuing spiritual development,
- help Scouts find activities that will foster spiritual growth through service to others,
- set a personal example.

In other words, spiritual development is not confined to the Religion in Life program. It is part of the total Scouting experience, and you have an important role to play.

DEVELOPING THROUGH EXPERIENCE

Experience in the outdoors creates a greater understanding of God; awareness of nature and the universe leads to a better appreciation of God's ways. Experience and accomplishments in patrol and troop settings create a greater awareness of each Scout's capabilities and relationships with other Scouts.

Here are some examples how you can encourage spiritual development through experience. Some of your Scouts may seem to have no sense at all of the beauty and mystery of life, and the universe or their place in it. For them, such thoughts are simply words that convey no feeling. It won't help to lecture them, but you can choose a time and place to introduce them to God's works.

1. On a summer camp, your troop sees a glorious sunset or sunrise. They may be moved to talk about its beauty, how it makes them feel, and how or why it was created.



2. Your troop is on a snowshoe trip after an ice storm. The ice-laden branches sparkle in the sun. The Scouts may want to talk about how something can be so destructive and yet so beautiful.

3. Include a modified nature study in one of your hikes to help the Scouts recognize that God's world includes an incredible variety of life as well as patterns that are continually reproduced. Have them examine fern leaves to see the pattern that repeats itself on every leaf they examine. Ask each Scout to select a piece of ground about a metre square, explore it carefully, and identify and record all forms of life he or she finds in five or 10 minutes. By comparing findings and talking about them, Scouts will begin to see very vividly that they are not alone on this planet.

4. Have your Scouts grow and look after some plants to experience for themselves the feelings that come from watching something grow under their care. Round out the experience with an appropriate yarn (Scouter's Five Minutes) about the links between all forms of life and the Scouts' relationship to the world around them.

MEETING SPECIFIC NEEDS

Because Scouting is inter-denominational and interfaith, the specific interpretation of "duty to

God" depends on each Scout's religious background. When Scouter and Scouts belong to the same faith and denomination, it's quite easy, but things become more challenging when the troop represents various faiths and denominations.

Canada's cultural mosaic includes Christian and non-Christian faiths; it's important to give Scouts from all belief groups equal consideration.

Canada's cultural mosaic includes Christian and non-Christian faiths; it's important to give Scouts from all belief groups equal consideration. Some denominations do not permit their members to participate in prayers or religious instruction led by someone who is not of their faith. In these situations, the best approach is silent personal prayer that everyone can take part.

Before the silent prayer, offer your Scouts some thoughts to help them form their prayers. For example, you might say something like, "Tonight, when you say your prayers, remember to pray for Gino, who is sick, and ask God to help all of us keep our Scout Promise."

Some of you may feel this is a weak compromise, but those who use it find it affects their Scouts deeply. It's a lesson in

tolerance and brotherhood. You ask each Scout to think and pray as an individual. It may be the first time some of them have ever tried to do it, and they may find a spirit growing from within. For others, it may mean the difference between mechanically mumbling a memorized prayer and actively praying. For those who are used to praying by themselves, the experience is just as hallowed.



If Scouts of different denominations or faiths are in your troop, learn something about the obligations of each religion and, if possible, get to know the religious leader in each case. Ask your group committee to make the necessary contacts to see that you get the information.

B.P. & P. states: "8. In planning programs, all Groups/Sections, whatever their sponsorship, shall respect the religious obligations of the youth. Youth may be excused upon the request of parents or guardians if any program is thought to contravene the rules of their own faith."

When planning activities, take special care that your program doesn't conflict with any of your Scouts' important religious observances.

Roman Catholics are required to take part in Mass on Sundays and Holy Days. Scouts' Own does not fulfil the requirement, but Scouts may obtain dispensation when attending Mass isn't possible (e.g. at a weekend camp).

When there are 10 or more male Jewish Scouts of age (13 years) in camp, a religious service is customarily arranged for them on Friday evening before sunset and on Saturday morning. Avoid scheduling Scout activities for the major Holy days in the Hebrew calendar: Passover (March or April); Shavuot (May); New Years and Yom Kipper (September or October); and Sukkot or Tabernacles (October). Be aware of special dietary regulations when planning camp menus. The Church of Jesus Christ of Latter-Day Saints would prefer their Scouts not participate in Sunday events. With some exceptions, the first Sunday of each month

is designated a Fast Sunday, and church members abstain from eating two meals.

Try not to schedule activities that interfere with family church observances for your Anglican and other Protestant Scouts.

These are only very general guides. For more details, contact the appropriate religious leaders. A few general guidelines for spiritual development will help you in most situations.

1. When you identify some of the spiritual needs of your Scouts in a specific way, it is appropriate and possible for you to take action.
2. There are no guaranteed "successful" or even "best" approaches. A little careful thought and your own common sense and imagination are your most valuable tools.
3. You will probably be amazed at the wide range of opportunities for spiritual development open to you within the basic program and operating principles of the Scout section (e.g. patrol system, badge system, outdoor emphasis, youth leadership). Baden-Powell designed the Scout method to help Scouters meet the needs of their Scouts' total development, including their spiritual needs.
4. Try more than one approach at the same time. Sometimes combinations work at both the group and individual level.
5. More often than not, the ways you find to encourage spiritual development will tie in well with your other program objectives.





MEETING GENERAL NEEDS

Along with meeting specific spiritual needs, it's important to maintain a general spiritual orientation in your programming. One part of spiritual development relates to such things as your Scouts' sense of identity, security, self confidence, and self-discipline. Maintaining a general spiritual orientation of this type is as simple as following the Scout method. The patrol system is the key.

Another part of spiritual development relates to your Scouts' feelings about God. Scouts need to understand what they are promising when they are invested. You won't lead Scouts who have no strong religious attachments to a better understanding of God by force or preaching. Although it doesn't take long to tell Scouts what duty is, it may take some time for them to realize why it is their duty, and what they must do to meet it.

How fast this realization grows is directly related to your attitude and that of other members of the troop. This is why it's so important for your program and activities to expose Scouts to God's works in nature, social attitudes with others in and outside the troop, leadership opportunities, and opportunities to reflect on their place in the world.

As a simple beginning to help Scouts understand God and their duty to Him, find ways to show them how God is involved in their lives. What does He do for them? Lead your Scouts in a thankful prayer to Him for His many gifts — many unseen.

To help Scouts develop an appreciation of God's place in Scouting, include specific spiritual activities in your program. Those most often used work to remind Scouts of the Promise to "do my duty to God." They take place in a variety of situations and settings to bring home the importance of observing the Promise at all times and places.

Scouting outdoors provides many opportunities for appreciating the wonders of God and the mystery that surrounds them. Seize every opportunity, but beware of developing an outdoor cult and making

it a substitute for formal religious observances and the religious beliefs of your Scouts.

SCOUT SILENCE

Scouting uses this form of silent prayer or meditation most frequently at the close of an activity or meeting (of the troop, patrol, Court of Honour, group or section committee), either with or in place of prayer. Where it is difficult to find acceptable prayers because of the interfaith nature of your group, the Scout Silence is your best alternative.

SCOUTS' OWN

A Scouts' Own is a gathering of Scouts to worship God and develop a fuller realization of the Scout Law and Promise. It must be acceptable to all faiths represented, and participation is voluntary. Some religions may forbid attendance.

When Scouts are at camp and unable to attend their regular religious services, it's customary to hold a Scouts' Own. However, make every effort to take your Scouts to the nearest town for services or, where numbers warrant, arrange for local clergy or a religious leader to conduct a service in camp.

In the troop, the Scouts, in consultation with their Scouters, plan and run Scouts' Own. The most effective length is 15-20 minutes. It may include prayers, scripture reading, a relevant yarn and, perhaps, the reaffirmation of the Scout Promise and one or two familiar spiritual songs.

Encourage the Scouts' Own planners to give the youth opportunities to move, perhaps with parts that ask them to sit, stand, or even do some actions (during the yarn, for example) at appropriate times. It relieves physical and mental fatigue, keeps everyone more alert, and makes it more likely they will remember the message.

A Scouts' Own is most impressive and effective in outdoor settings. Choose an area free from distractions such as movement by groups not related to Scouting.



CHURCH PARADES

Use church parades with discretion. The pomp and ceremony has public relations value, and a church parade reinforces the spiritual side of Scout Sunday or Remembrance Day. But attending a religious institution is basically a family affair; Scouting doesn't serve family unity if it regularly separates Scouts from their families on Sundays.

Church parades for troops with members of mixed denominations or faiths can have an unsettling effect because they segregate the Scouts, dividing rather than uniting them with God.

Scout Sunday is one occasion when most troops (and even some councils) hold Scout services, usually at their chaplain's church. They are often joint services held with other sections of the group and, frequently, with the Girl Guides of Canada. Parents generally are invited.

It's important to plan such a service well ahead with clergy, keeping in mind that most of the congregation will be young and restless boys and girls. Carefully select hymns and prayers oriented towards young people. The service might include: the Trooping of the Colour, a reading of the lesson or a prayer by one of the Scouts (or Guides), a good but brief sermon, a reaffirmation of their Promise by members of each section in turn and their leaders. If you collect an offering, consider reserving it for a special purpose such as the Canadian Scout Brotherhood Fund.

CAMPING

Camping remains a cornerstone of the Scout program. If we see it only from the narrow perspective of living in a temporary shelter and cooking out, we fail to grasp B.-P.'s meaning when he said camping is "the Scouter's great opportunity."

A camp setting provides opportunities not only for individuals to come to grips with the basic necessities of life — food, warmth and shelter — but also for their spiritual development.

In camp, Scouts find themselves in small groups in a rustic setting where, through simple outdoor living, they can actually experience the wondrous realities of God's creation. Some may not recognize this; point it out when the opportunity presents itself.

At camp, Scouts come to know and understand each other with a depth of feeling that they seldom experienced elsewhere. Because they are separated from family and the comforts of home, they develop new patterns of inter-dependence with one another to meet their needs. These patterns carry over into other aspects of patrol and troop activities as well.

Although other outdoor activities also contribute to spiritual development, camp settings offer opportunities to make communal living in its simplest form a memorable and lasting experience that affects all aspects of a Scout's development.

Resources

1. Let's Celebrate 2.
2. The Magazine *Scouting life* - Scouter's Five monthly spiritual resources.
3. Religion in Life Awards.



CHAPTER 10

Ceremonies



The dictionary defines “ceremony” as “a special set of acts done on special occasions,” an “observance of conventions,” or “a system of rites.” Scouting uses ceremonies for a number of purposes and in a number of forms.

Purpose

A ceremony emphasizes the worth of something or marks an achievement. It gives members a feeling of “oneness” with the group and a measure of *esprit de corps*.

Approach

Use Scouting ceremonies to:

- broaden understanding of Scouting’s aims and ideals,
- help Scouts rededicate themselves to the Scout Promise and Law,
- encourage Scout spirit, Scout participation, and Scout skills, and

- promote an appreciation of the responsibilities of Canadian and world citizenship.

Qualities

An effective ceremony is impressive, dramatic, colourful, and short. Young Scouts are often emotionally tense during a ceremony. Prolonging the tension may reduce their enjoyment of the occasion; this is both unfortunate and unnecessary.

Keep ceremonies simple to emphasize the thought behind them. During complicated ceremonies, the significance often gets lost in the detail.

Make ceremonies sincere. If you’re convinced of the importance of the occasion, the Scouts and others in attendance will catch your feeling.

Hold ceremonies outdoors whenever possible. If a ceremony occurs indoors, make sure your Scouts don’t have to stand at attention for long periods.

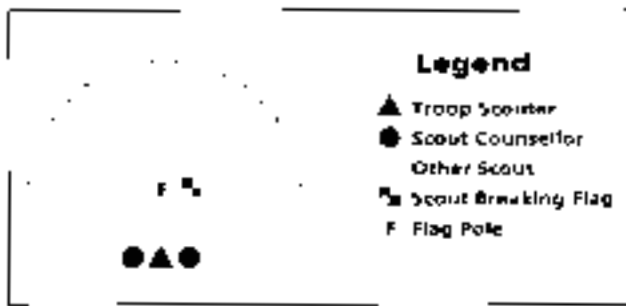


You'll need good heating, ventilation, and lighting (unless you're conducting the ceremony by campfire light).

Learn the ceremony well enough that you won't need to use a reference book. If the ceremony is relatively long or complicated, jot the details down on small file cards you can refer to inconspicuously.

For Sea Scout ceremonies, refer to Chapter 15.

OPENING CEREMONY



Purpose

An Opening Ceremony provides a definite beginning. The familiar routine, whether at the Scout hall or camp, helps Scouts orient their thinking and feel at home wherever they are.

Preparations

The duty patrol makes everything ready to set a smart tone for the meeting.

Procedure

The duty patrol leader calls the troop into horseshoe formation and to the alert, then hands over to the person conducting the ceremony. Scouters stand either in line abreast behind the flagstaff facing the troop or on either end of the horseshoe facing the flagstaff. You want everyone to be able to see the flag when standing at alert.

The duty patrol Scout who will break the flag takes up position by the halyards.

A Scout Counsellor calls "Troop, alert!" and the Scout at the flag reaches up as high as possible with the right hand to take hold of the breaking halyard.

The Troop Scouter calls "Troop, salute!" and the Scout brings down the right hand smartly, breaking out the flag. Then the Scout takes a couple of turns around the cleat with the loose halyard, marches a predetermined number of paces into the horseshoe, turns about and salutes. When this Scout returns to the alert, the rest of the troop follows suit.

The Scouter in charge now takes over while the duty patrol leader marches back to the flagstaff, secures any loose halyard and returns to the patrol around the outside of the horseshoe.

Prayers come next, if they're part of your opening.

After this brief period of devotion, place the troop at ease and continue with notices or information about the next activity. If you have a lot to say, allow the Scouts to squat or sit.

CLOSING CEREMONY

Purpose

The Closing Ceremony puts a definite finish to a meeting. It draws together the Scouts in a quiet atmosphere where they are receptive to serious thought, and sends them home relaxed after showing respect to the Queen (flag down) and duty to God (devotions). Well conducted Closing Ceremonies unify the troop and help create in each Scout a better understanding of the spirit of Scouting.

Preparations

The Troop Scouter has a special task here; he has to make announcements. Prepare your



announcements carefully and use both the bulletin board and the patrol system to ensure they won't take up so much time that they destroy the closing's atmosphere. Whoever leads devotions also needs to be prepared and ready to add special items that came to light during the meeting. Does your troop have members from various faiths or denominations? If yes, you may prefer holding silent personal devotions.

Use behaviour you've observed during the meeting to determine content for a Scouter's Five Minutes. For example, if you noticed a patrol working very well together (or not so well together), you might tell a little inspirational yarn that emphasizes the value of co-operation. *Take every possible opportunity to congratulate the troop, a patrol, or an individual* — Scout or counsellor — for things that happened during the meeting or on a Scouting course or event.

Procedure

The duty patrol leader calls the troop into horseshoe formation and to the alert, then hands over to the Troop Scouter, or whoever is in charge.

Ask the troop to sit for notices and Scouter's Five, then call them to alert for "flag down." At a word from the Troop Scouter, the duty patrol leader moves across the horseshoe to the flagstaff and lowers the flag, gathering it up to keep it off the ground. The Scouts do *not* salute.

The duty patrol leader stays at the flagstaff. As soon as the flag is down, but before it is removed from the halyard, the Troop Scouter may lead a short devotion.

Scouter: "Troop, alert! Troop, dismiss!"

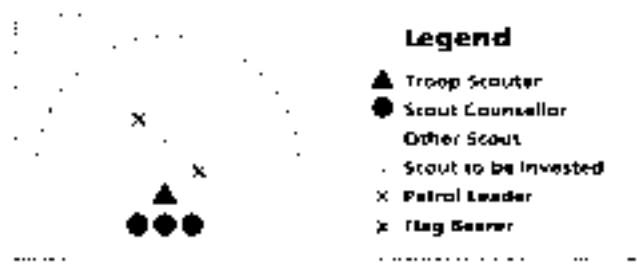
As soon as the troop is dismissed, the duty patrol leader removes the flag and, with the help of someone from the duty patrol, folds it ready for the next meeting.

Informal Occasions

On informal occasions (e.g. in camp), you don't need to parade for "flag down," but make some signal to alert those present to face the flag and stand to alert. Lower the flag evenly, keeping it close to the staff, catch it, and gather it in. Give a "Carry On" signal, remove the halyards from the flag, and put it away.

The person who lowers the flag need not look up to watch the flag down. Have an assistant help gather in the flag, if necessary. There is no salute at "flag down."

INVESTITURE



Purpose

The purpose is to invest a new member as a Scout in the Worldwide Brotherhood of Scouting.

The investiture is probably the most important ceremony in your young members' Scouting experience, for it is in this ceremony they make the Scout Promise to the Troop Scouter. In turn, the Troop Scouter pledges to help the Scouts do their best to keep the Promise, setting up a personal bond between them. For this reason, only the Troop Scouter invests Scouts.

Investiture is a special occasion for Scouts. Encourage them to invite family members to the ceremony if they wish. You can hold it in a patrol or troop setting, depending on the troop's practice and each Scout's preference. An outdoor setting



emphasizes the outdoor nature of Scouting. In either situation, the Scout Counsellor and the patrol members play leading roles.

How much Scouts appreciate the lasting significance of their Promise depends a great deal on the impression made during the Investiture Ceremony. It's ideal if you invest each Scout separately. In a brand new troop, this may be impossible, but try not to invest more than two Scouts at any one ceremony.

When you have to invest two or more Scouts, their patrol leaders bring them out together to stand in line abreast two paces in front of the Troop Scouter. Each Scout in turn takes a pace forward to be presented by the patrol leader and invested separately. After each Scout has made the Promise, you can make other presentations and complete the rest of the ceremony with the new Scouts as a group.

Preparations

Before investiture, the Troop Scouter explains the ceremony to the Scouts, outlining everything that

will happen so they understand what they must do and say, and feel comfortable about it.

Others who are actively involved must also be familiar with what they have to do, how they do it, and when. It's a good idea to plan a dress rehearsal, especially with a newly formed troop. That enables you to establish consistency and develop a traditional method for the ceremony.

If you use the troop flag in the ceremony, the colour bearer must also know and practise the procedure. Make sure badges and neckerchiefs are ready, too.

You want the troop to be in the right mood for this important ceremony. It's not a good idea to hold an investiture while Scouts are boisterous after a rough and tumble game. First, quiet them down with a settling activity, such as instruction.

The best times to conduct an investiture are usually at the beginning or towards the end of a troop meeting. Whichever you choose, consider whether the time is convenient for invited guests.





Procedure

Recruits who are not being invested remain with their patrols and stand fast during the ceremony. Bring the troop to the alert in horseshoe formation. Scouts who will be invested stand with their patrols next to their patrol leader.

The Troop Scouter stands in the centre of the open end of the horseshoe with his Scout Counsellors in line abreast, one pace behind. A patrol leader or another Scout stands off to one side with the troop flag, ready to bring it in. (If the flag is dedicated, it must have an escort.)

Troop Scouter: "Colour Party, present the colour."

At this command, the troop salutes and the colour bearer marches on with the flag at "carry" to take up a position one pace to the left of the Troop Scouter facing the troop. The flag bearer may either keep the colours at "carry" or return them to "order."

As soon as the colour bearer is in position, the Troop Scouter returns to alert, and the troop follows suit.

The patrol leader now brings the recruit into the horseshoe and stops one pace in front of the Troop Scouter.

Patrol Leader: "Scouter, I present (recruit's full name), who wishes to be invested as a Scout."

Troop Scouter: "Thank you patrol leader."

The patrol leader takes one step back.

Troop Scouter: "(Recruit's given name), do you know the Scout Promise and Law?"

Recruit: "Yes, sir."

Troop Scouter: "Can I trust you, on your honour, to do your best to live up to the Scout Promise?"

Recruit: "Yes, sir."

Troop Scouter: "Troop, Scout Sign!" (Only invested Scouts make the sign. The recruits, having been briefed beforehand by their patrol leaders, stand fast.)

At this command, every invested member of the troop, except the colour bearer, makes the Scout Sign. The colour bearer turns right and, keeping the flag gathered, lowers the troop colours between the recruit and the Troop Scouter. The Troop Scouter and recruit grasp the colours with their left hands and make the Scout Sign with their right.

Troop Scouter: "(Recruit's name), say after me...."
(The recruit repeats line for line after the Troop Scouter.)

On my honour

I promise that I will do my best

To do my duty to God and the Queen,

To help other people at all times,

And to carry out the spirit

of the Scout Law.

As soon as the recruit has completed the Promise, the Scout and Troop Scouter release the colours. The bearer raises the flag and returns to the former position. At the same time, the troop returns to the alert.

The Troop Scouter shakes hands with the recruit using the Scout left handshake and says: "Scout (full name), you are now a Scout in the worldwide brotherhood of Scouts. I trust you, as a Scout, to keep this Promise."

The Troop Scouter places the Scout epaulettes on the shirt, saying something appropriate, such as: "This is the sign that you are a Scout and have made your Promise." If desired, the Troop Scouter



may present the “Be Prepared” lapel pin to wear on the Scout’s everyday clothes.

If Scouts were not previously Cubs in the group, a Scouter presents the group neckerchief, placing it around the neck and saying something like: “With this neckerchief, I make you a member of the (number and name) Group.”

Scouts who were Cubs in the group continue to wear the neckerchief presented to them at their Cub investiture.

If Scouts were Cubs in another group, remove the former neckerchief, hand it to them, and place your group’s neckerchief around their neck.

The patrol leader now steps forward and pins on the patrol emblem saying something like this: “(New Scout’s given name), with this emblem I welcome you into the (patrol name) Patrol.”

They shake hands using the Scout left handshake, and the patrol leader falls in beside the new Scout on the right.

Troop Scouter: “Scout (full name), about turn!”
(The patrol leader turns about at the same time.) “Salute the troop. Troop, to our new Brother Scout, salute!”

The patrol leader then escorts the new Scout back to the patrol. In some troops, the tradition at this point is for each member of the patrol to give the new Scout a left handshake of welcome.

Troop Scouter: “Troop, alert! Colour party dismiss.” (The colour party turns left and marches off. The troop salutes.)

When the colours are gone, someone appointed previously leads the troop in the troop yell, or three cheers for the new Scout.

Troop Scouter: “Troop, at ease.”

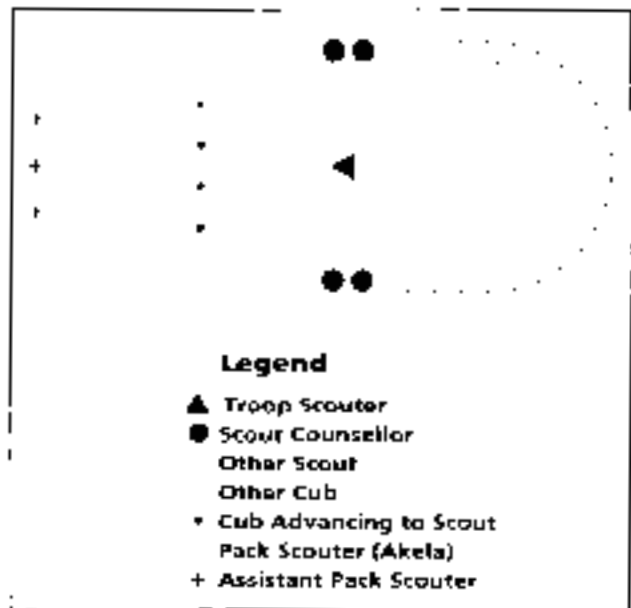
It’s a good idea if the next instruction tells patrols to break away and carry on with a patrol activity. You can give the new Scout the provincial emblem or any other uniform insignia after the ceremony.

LINK BADGE

If your new Scouts have come up from Cubs, they should have completed their Link Badge requirements. Invite their Cub leader to the investiture to present them the Link Badge after they have been invested.



ADVANCEMENT CEREMONY: CUBS TO SCOUTS



This is the second most important ceremony in the life of a Cub. The Advancement Ceremony is designed to help Cubs make the transition from one section to another as smoothly as possible. Because you, as their new Scouter, will lead them on this path, you want to make their introduction to Scouts impressive and stress-free.



You will face a variety of situations relating to advancement. Several Cubs may be ready to advance to the troop at one time and might form a new patrol. Cubs from a group without a troop may wish to join you. Here are a few suggestions to smooth the way.

1. Introduce Cubs to their new Scouters before advancement. Invite them to visit the troop. Before their visit, arrange to visit the pack with your patrol leaders to meet them.
2. Plan appealing, enjoyable activities for the Cubs' first visit to the troop. This might include a hike, a camp, or similar activity with a patrol or the troop.
3. Make the Cubs feel welcome and at home. You want their first impression of their new Scouters and fellow Scouts to be positive.

Preparation

Get together with the Pack Scouters to devise an Advancement Ceremony suited to your situation. You can hold it during any pack or troop activity that brings the two sections together, but the best situation is to have the pack attend a troop activity.

This enables prospective Scouts to stay with their new section for the whole meeting. A pack/troop wiener roast might be a good setting.

If possible, hold a special meeting before the ceremony so the Cubs and the Court of Honour can decide which patrol the new members will join.

Procedure

The pack forms a parade circle at one end of a hall or outdoor area, and the troop forms a horseshoe a short distance away. The open end of the horseshoe should face the pack.

Akela stands in the centre of the circle and the Old Wolves on the outside at maximum distance from the troop. The Troop Scouter stands in the opening of the horseshoe with the Scout Counsellors in a line alongside the horseshoe.

Akela makes a few brief comments on the progress made by the Cubs who are going up, and expresses pleasure that they are continuing with their Scouting.

The pack does the Grand Howl, during which the troop comes to the alert. The Cubs who are going





up fall out in front of Akela, who wishes them “Good Hunting” in the name of the pack. The Cubs, in turn, repeat their Promise after Akela, then return to shake hands with the Cubs in their sixes and the other Old Wolves, before returning to the centre of the circle.

The pack gives them three cheers and then squats.

Akela and the Cubs go to the opening of the troop horseshoe where Akela formally presents the Cubs to the Troop Scouter. The Troop Scouter welcomes the Cubs to the troop and introduces them to their Scout Counsellor, who takes them to their place in the patrol or troop. The ceremony closes with the troop yell or three cheers for the new recruits.

You can readily adapt this outline to advancement from troop to Venturer company, as well.

CAMPFIRES

The campfire has a very special place in Scouting and the hearts of Scouts. Since humans first discovered the secret of fire, they have gathered around it in the evening to enjoy the comfort and companionship of its warm circle.

Through history, people have relaxed around campfires, talking over the day’s events. All over the world people have sung rousing choruses or soft songs, and swapped tall tales. As flames die to embers, people have planned their next day’s activities and lapsed into contemplative silence. This is what a Scout camp-

fire should be: a place where everyone can relax and feel good.

Good campfires are well-planned, from the laying of the fire through a balanced program, to the dousing of the embers. The campfire leader’s most important job is to create the atmosphere.

A good campfire has a number of basic ingredients.

1. *Time.* Night time is best for a campfire. The deepening shadows as the sun dips below the horizon have a quieting effect as the Scouts make their way to the campfire circle. If you time it right, they will reach the circle just as the sun disappears and the mood is perfect.
2. *The Scouts want it.* Scouts love to sit around a campfire and poke sticks in it, tell stories and jokes, talk about interesting things, roast marshmallows, sing songs, or just daydream.

Singing will come naturally if you start with simple well-known rounds such as “Row, Row, Your Boat.”

If some Scouts disrupt the singing by deliberately singing off key, out of time, or too loudly, it’s time to act quickly, but unobtrusively. Their actions show that they are getting bored. Is your program too long? Are the songs wrong for the mood? Finish what you are singing and move into the program’s closing without saying anything about the behaviour.

If it appears to be only one or two Scouts causing the problem, have a Scouter





quietly move to sit beside the offender(s). If this doesn't convince them to join in, tactfully suggest that they leave the area and return when they are prepared to participate. *Avoid making a scene* that might destroy the evening and any other benefits of the camp experience.

3. *A good location.* Keep the campfire circle small enough that everyone can sit close together around the fire. Choose a sheltered spot where, on normal occasions, the smoke will rise vertically instead of blow into the singers' faces. A sheltered spot also contains the sound of voices and adds volume and resonance.

Provide reasonably comfortable seating. No one wants to sit on carbon-littered dirt. If the area is a grassy hollow, you won't need to provide seats, just a way to keep everyone's bottom dry.

The campfire area is not hallowed ground for special use. Your Scouts will be there at other times to practise their fire-lighting and cooking skills. Just make sure they clean it up and water their fires well after each use.

4. *A proper fire.* A fire is the focal point of your evening's program. You want it to burn brightly and cheerily at the beginning without need of stoking or re-loading; this might just break the flow of your program. As time passes, lowering flames and dying embers will match the change of mood in the program.

If you wait until everyone has arrived to light the fire, make the act of fire-lighting part of the program. Choose a sure method so it will start immediately. Lay it early in the day with good dry tinder, kindling, and fuel, and cover the wood with a waterproof tarp to protect it from evening dew. Save ceremonial openings that use trick fire starts for special occasions.

Generally it's better to light the fire five minutes or so before the program begins. This way you can avoid miss-starts and give it time to settle.

Probably the best campfire is made from a top-lit fire. Lay it in reverse, starting with thick logs at the base and gradually reducing the size of the fuel as you build up the lay in pyramid fashion. Put the logs closely together and pack the crevices between with pieces. Place the kindling on top and light it from the top. The fire burns downwards as the embers of each layer ignite the layer below.

When you become experienced with this type of fire, you will be able to time it fairly accurately so it reaches the ember stage as your program reaches its close. Remember that split wood burns better and more cleanly than whole round wood. If possible, avoid coniferous wood except for kindling because it has a tendency to sputter and shoot out sparks.

One of the great advantages of the top-lit fire is that it burns steadily and, if you've estimated well, will need no attention during the program.

5. *Program.* Plan a program beforehand, and be flexible with it. Here's a rough guideline you could use:

- brief opening statement,
- lively songs and rounds,
- skits, stunts, games,
- folk songs, quiet songs,
- short yarn,
- closing song or taps.

Encourage every Scout and Scouter to contribute. Patrols may wish to present skits or good-natured stunts. As they prepare their entertainment, their Scout counsellors can give advice to ensure that the material will not offend or hurt anyone. The counsellors should also make sure that the Scouts can perform their scenarios safely and effectively in the small space and dim light of the campfire circle.

You may have members who'd like to perform alone (a solo) on guitar or mouth organ, or someone who wants to lead a suitable campfire game.



As campfire leader, you need to know who will contribute and have some idea of the nature of their contribution. You also need to make sure that one or two people don't monopolize the campfire.

A few minutes before campfire time, signal the Scouts to come to the circle by patrols to take their places and sit and talk until called to order. Have everyone stand quietly for the opening. The campfire leader comes into the circle, goes straight to the campfire, raises the right arm to make the Scout Sign, and says his opening piece. Here's an example:

*"From the north, from the south,
from the east, from the west,
may good luck come to us always.
I now declare the campfire open."*

OR

*"As the flames point upward, so be
our aim. As the red logs glow, so be
our sympathies. As the grey ash
fades, so be our errors. As the good
fire warms the circle, so may our
ideals warm the world. I now
declare the campfire open."*

As soon as the campfire is declared open, everyone sits, and the program begins.

Singing is probably the main element in a successful campfire program. One way to be prepared for it is to develop your own song book. Although there are many song books available, you'll find a personal collection very valuable. (Your local Scout Shop has several excellent song books. Be sure to get a copy of the *Scouts Canada's Campfire Sing-Along CD* or tape.) You can arrange the songs by subject or type in a loose-leaf binder you use for campfire planning. Keep new and favourite games, openings and closings, skits, stunts, and stories in the book as well. (The Magazine *Scouting life* has

lots of skits, stories, songs and activities that are appropriate for campfires.)

Sing songs familiar to the Scouts. An outdoor fire isn't a place for them to have to read from song books or pieces of paper. If you introduce a new song, choose something simple, repetitive, and fun. With a new troop and Scouts who don't know many songs, it's a good idea to hold an indoor singsong or two before your first real campfire.

The type of songs your Scouts sing is not very important as long as they are fun and wholesome. They'll enjoy many traditional campfire songs, but include contemporary songs in the program, too.

Encourage your Scouts to sing melodiously, not just to make a lot of noise. Take your time, and soon they'll be singing because they enjoy doing it.

As the fire diminishes, it's time for a change of pace. Tell a short story drawn from mystery, adventure, or true life. You might even seize the opportunity to deliver a special message to the gathering, or even to just one or two Scouts, but avoid moralizing.

Now it's time to close the campfire. Let the group's mood dictate this closing. It's important to end the program while they still want more and, if the Scouts are lively, you might try something like this. The tune for the first part is "*Goodnight Irene*."

*Goodnight campfire,
Goodnight campfire,
Goodnight campfire,
Goodnight campfire, We're going
to leave you now.*

Chorus:

*Merrily we roll along,
Roll along, roll along,
Merrily we roll along,
O'er the deep blue sea.*



If the mood is quiet, you might be better to close with something like Taps.

*Day is done,
Gone the sun,
From the lake, from the hills,
from the sky
All is well, safely rest
God is nigh.*

6. *A good leader can set and 'read' the mood.* The campfire leader's job involves keeping things moving along happily, and regulating the tempo and atmosphere of the program to suit the mood. Good campfire leaders know what they're doing at all times. They follow a carefully prepared plan and some basic rules like these.

- Involve as many Scouts as possible in the program.
- Be aware of your limitations, but lead songs even if you know you can't sing well. Your Scouts aren't listening to you; they're following you.
- Encourage those with instruments to play along while the rest sing.

- Be enthusiastic! Move about and encourage hesitant or lagging patrols or individuals.
- Encourage suitable and sometimes novel kinds of applause or cheers for each program item. Have a helper conduct the cheers or applause.
- Be prepared for the unexpected:
 - rain (listen to a weather forecast if possible),
 - a sudden change in temperature or increase in wind,
 - unannounced visitors. (Have an assistant ready to welcome them and let you know so you can introduce them at a suitable moment.),
 - discipline problems, such as outsiders bent on creating a disturbance,
 - a burn or injury. (Keep the first aid kit handy.)

7. *Fire prevention.* At certain times of year, the danger of forest fires is so great that a campfire may not be wise or even permitted. *At all times*, before you light a fire, make sure you have the means to put it out safely. Keep water and sand near the campfire area, and assign a responsible Scouter and Scouts to be the fire brigade.





8. *Cocoa and cookies.* All Scouts like to eat, especially after a day outdoors in the fresh air. Send them to their tents feeling content with both the program and the food. Serve cocoa and cookies during a quiet song before closing the campfire program.

Make certain people responsible for preparing the snack. Heat the cocoa somewhere other than on the campfire, cover it, and place it near the blaze to keep hot. You might want to just heat the water, then add it to ready-mix cocoa spooned into the Scouts' mugs.

Indoor Campfires

When the weather makes an outdoor campfire out of the question, an indoor version can lay the groundwork for future campfires outdoors. An indoor locale is ideal for helping new Scouts become familiar with campfire ritual, teaching them songs and chants, and encouraging them to shed any inhibitions they might have about singing.

Obviously, you will have to adapt to create the magical atmosphere of a live fire without the danger. It's easy to make a very effective, simulated fire.

Here's the most common technique. Build an artificial pyramid fire by screwing together logs. Line the inside with red tissue paper, and use a red or yellow light bulb (well away from the paper) as the

flame. Give your "fire" a cord long enough to reach the seat of a Scouter, and connect a switch at this point so he or she can light the fire at the appropriate moment during the opening. The right atmosphere will ensure your indoor fire is a success.

Sitting on a hard floor for any length of time can become rather uncomfortable; it tends to destroy the atmosphere and pleasure of a campfire. Set up a number of low, short benches around the fire to get around this problem. You may already have some in your Scout hall. If you don't, you can build them easily from shelving lumber. Be sure to put the legs near the ends of the boards so your bench won't dump the person who sits on the end. That might add some unexpected drama to the evening!

Add to the evening's atmosphere by asking your Scouts to bring a campfire blanket and mug. Any Scouts with blankets well decorated with badges and crests will be the envy of new members; it will encourage them to start their own campfire blankets.

Resources

1. *The Campfire Book* — contains all you need to know about campfires.
2. *The Best of the Leader Cut-Out* — gives you many more skits and songs for anytime.





CHAPTER 11

Troop Management



Efficient administration gives a group — big or small — the form and strength to do its work. Administration is the essential ingredient that converts ideas into plans and plans into action, and gives the organizing body some control of results.

DUTIES AND RESPONSIBILITIES

Before a Troop Scouter delegates tasks to assistants and junior leaders, it's a good idea to define "duty" and "responsibility." The person responsible for something is not necessarily the one who will do the job (i.e. it may not be part of his or her role).

Troop Scouters are responsible for the operation of their troops, but *they must delegate responsibilities* and give other people specific tasks. If they tried to do everything themselves, they would quickly get bogged down in details and have no time or energy to run a quality program.

Timing is your next concern after Scouters, the Court of Honour, and patrols have determined troop and patrol programs, and picked up specific duties. Certain jobs must be completed to one stage or another before others can start. Timing can be critical in situations where different people have responsibility for consecutive tasks. You can't buy food for camp until menu lists are developed; you can't start a boat hike until all your boats are repaired; you can't finalize an investiture ceremony until you have in hand all the badges you need.

Operating a troop involves many tasks; no one individual can do them all. There are meetings to attend with the group committee, area Scouters, and the troop leadership team. There are records to keep, phone calls to make, outing arrangements to organize, tasks to assign, and a troop to operate. A troop's administration tasks include keeping records of attendance, dues, and individual advancement; equipment purchases and inventory; finances and registration; and countless other things.



Following is a list you might find helpful. It shows a routine system for delegating responsibility.

Troop Scouter

- overall responsibility for the troop and its operation,
- parent/guardian contacts,
- specific badge requirements,
- resource personnel,
- group committee relationship,
- Court of Honour,
- patrol leader training,
- Law and Promise (Investiture).

Scout Counsellor No. 1

- a particular patrol's progress,
- finance and attendance records,
- troop log book,
- resources as assigned by Troop Scouter.

Scout Counsellor No. 2

- a particular patrol's progress,
- progress records,
- specific badge requirements,
- quartermaster,
- resources as assigned by Troop Scouter.

Patrol No. 1

- library, flag.

Patrol No. 2

- games equipment.

Patrol No. 3

- troop camping equipment.

All Patrols

- patrol gear for patrol camping, hiking, boating, etc.

Unless special skills are required or the Troop Scouter must do the task personally, rotate duties from time to time to give the greatest number of people training in as many aspects of troop operation as possible.

Meetings

Share meeting attendance among the Scouters on the leadership team. It gives Scout Counsellors a chance to observe and participate beyond their patrol and troop; it also helps prepare them for future positions as Troop Scouters. In most troops, the Troop Scouter is expected to attend group or section committee meetings. If your Counsellors are free, take them along.

Scouters may meet for a variety of reasons, and the reason generally determines who attends. A meeting to plan your troop's program, co-ordinate patrol plans, or arrange a Scout/parent event is one for the whole leadership team.

If your area has a Scouters' Club or calls a meeting of Scout section leaders, everyone on the leadership team might like to attend. If, however, a meeting asks for only one representative from your troop, decide among yourselves who will go.

RECORD KEEPING

“Record-keeping? It's a terrible chore.”

That might be how some will feel about record-keeping, but accurate records can be very useful program tools. You need to keep records to help you do your job properly. Your Scouts may not understand this at first, but they will after coming to situations where they need the information, especially if they've neglected record-keeping or have done a sloppy job of it. Your task is to make sure that they don't let things deteriorate to the disaster stage.

Records help you in two main ways.

1. You can use them to measure:

- a. *your effectiveness*. They tell you the number of activities you held over a certain period of time, the attendance at every occasion, the troop's membership, and your Scouts' progress;



- b. *your financial position*. Records will tell you what you should receive over a period of time (through dues and other “income,” what you will pay out (approximately), and what funds you have on hand;
- c. *troop assets*. Specifically this will relate to equipment, books, badges, life jackets, boats, etc.

2. Records store in figures or words what you might try to store in your head. Clear, well-kept records provide easy reference and memory refreshers on:

- a. *decisions* made at a particular meeting and noted in the minutes;
- b. *program outlines and notes* on their success or failure;
- c. *games* you tried (and their effectiveness), as well as games you would like to try;
- d. *descriptions* of troop events (log books);
- e. *notes* on individual Scouts that help you understand them, and review their development and advancement.

There’s no one “right way” to keep records for a Scout troop, but it’s a good idea to use the Scout section record-keeping books and forms available at your nearest Scout Shop or dealer.

Record-keeping with a small troop will not be too arduous, but it will become more demanding as the troop grows. It is a specific administrative task that you can make the prime responsibility of one person, or you may wish to assign parts of to different people. Under adult supervision, Scouts can keep some of the records. It helps train them in leadership responsibilities.

Advancement Records

As we all work on a task or project, we like to know how we’re doing. Scouts are the same. Accurate advancement records that they can see at convenient times often provide the extra little boost of encouragement they sometimes need.

These records also enable individuals to measure their progress against others in the troop.

The Canadian Scout Handbook provides a visual record of progress. Make sure each of your Scouts has one. Many troops provide individual members with a copy as soon as they join the troop to make sure they all have ready knowledge of the program and their personal record of progress in it. As they complete each requirement, the counselor (or mentor) initials the book. When a Scout receives the badge, the Scout Counsellor generally signs and dates the “Badge Received” line. Many troops ask Scouts to present their handbook at badge presentations.

An *Achievement Chart* posted in the troop room is an excellent visual record. It not only lets Scouts see their progress, but also gives visitors and parents an indication of the troop’s activities.

The *Individual Scout Record Sheet* is designed to give the Troop Scouter full details about the progress of each Scout. A quick check through these sheets before a Court of Honour or program planning meeting can help you ensure that your programs provide opportunities for progress. If Scouts lose their handbook, these records include the necessary information to replace the loss. These are available from the Scout Shop.

Why not try using different coloured markers for each level when marking off appropriate squares? It looks good and makes it easier to identify a Scout’s progress at a glance. When the Scouts see the book, they look at the colours and strive for the highest level.

One of your patrol leader’s responsibilities is to maintain the *Weekly Record Book*. They may assign the task to their assistant patrol leaders or rotate it monthly through other patrol members. The book is a record of dues and attendance, which the patrol leader then uses to report to the troop record-keeper.



If your Scouts are doing challenging and exciting activities and progressing in badge work, your attendance records will show high rates. Use the *Troop Annual Record Book* to keep track. If the records show lots of absentees, have a serious talk with your Court of Honour about the program and any other problems.

A sudden drop in attendance of a Scout who has been regular may signal something wrong either at home, at school or at Scouts. It might point toward an emotional or physical difficulty. Tactfully take action to find the cause of the problem, either by contacting the Scout directly or asking the patrol leader to follow up and report to you. If the Scout's answers don't help and you know the parents well, talk to them directly in confidence.

Accounts

To protect both Scouts and Scouters, it is *absolutely essential* to keep accurate accounts *in ink* of all money the troop handles. Again, you'll use the *Troop Annual Record Book*; it includes a record for income, expenditures, and keeping a running balance.

Most entries will be dues received, and their expenditure. Describe income and expenditures, and make sure expenditures are covered by receipts. When you receive fees from a patrol leader, initial the *Weekly Record Book* to protect the Scout.

Keep all troop and patrol monies in a bank account in the name of Scouts Canada, the troop, and the group. Scouting policy requires the account to be under the control of *at least two people*. It's common practice to have three people who can sign cheques. One of the signatories acts as the treasurer and must sign all cheques.

Once a year, prepare a written budget of anticipated expenses and present it to the group or section committee to help them plan fund-raising projects. Include in the budget:

- anticipated income from dues and troop or patrol fund-raising projects;
- anticipated expenses for badges and awards, resource materials (JUMPSTART packages), equipment purchases (camping gear, games equipment), troop or patrol outings (camping, tours, visits), boat repairs and equipment, Scouter training (most groups pay for Scouter training and literature), equipment replacement or repair (restocking first aid kit, replacing damaged ropes, repairing camping gear).

Remember that your budget is an estimate of income and expenditure. One good way to determine costs is to assess the troop's equipment, badge, and literature inventory during the off season. Then, on the basis of the previous year's enrolment, tentatively budget for additional costs to bring inventories up to the necessary level.

This is the time to determine adequate registration fees and Scouts' weekly dues. If you have kept previous financial records, they will help you decide what percentage increase to your budget you should put on top of your estimated income and expenditure figures.

You won't be able to estimate the cost of a jamboree in your regular budget. Your district will let you know the expected cost per Scout. If your Scouts would like to attend a jamboree, keep a separate set of books for the event under the control of the group committee.

The costs of camps, hikes and outings are difficult to determine, too. It's a good idea to charge for these events at cost and give them a budget of their own.

FORMS AND PAMPHLETS

Standard forms and pamphlets are useful tools in troop administration. Some are available through your council office at no charge; others may have a nominal cost.



1. *The Application for Membership* is a form available free on Scouts Canada's website (www.scouts.ca). Scouts or their parents or guardians must complete it. Make sure it is completed on both sides.
2. *The Transfer Certificate* ensures that Scouts who move to other troops get credit for earned badges and progress. Available through your Scouts Shop, these Certificates list achievements to date.
3. *Group Registration*. Each year your local Group will register you troop. Encourage your committee to complete the task as quickly as possible.
4. *Supplementary Registration*. As new Scouts join the troop, you need to register them as quickly as possible for insurance purposes. Use the same form available on the website.
5. *Scouter Registration*. Ensure that all new Scouters complete a Scouter Registration Form, and forward it through the group or section committee to the local council. These forms give your council useful information for planning training and establishing your record of service.
6. *Mobile Memo*. Some councils use Mobile Memos to help Scouters who move to new communities maintain their Scouting membership. If you are moving, tell your service team representative or Scout executive. Ask them to let the Scout council in your new community know you are coming.
7. *Pamphlets* can help you tell Scouting's story to supporters or potential supporters. Scouts Canada offers numerous pamphlets that cover everything from specific (e.g. indemnity insurance) to general information. Check with your service team or local council to see what is available.

EQUIPMENT INVENTORY

As your patrols and troop acquire equipment, it becomes important to have some form of record or inventory control. The equipment inventory lists patrol and troop equipment, tells where each piece is located, and includes serial numbers or other identifying marks that may be on the items. This is particularly important if you don't have a central spot to store all the equipment. Your group committee will need such information to insure your equipment.

Many troops find it useful to designate one of the Scouters or group committee members as the Troop Quartermaster (QM). The QM is responsible for controlling all equipment, whether or not it is permanently lent out to patrols — a practice we recommend if your troop has any appreciable amount of equipment.

As part of junior leader training under a Scouter's guidance, give a patrol leader or the troop leader QM responsibility for patrol and certain troop equipment (e.g. Sea Scout pulling boats and their gear). The QM's duties involve keeping an inventory of all equipment, ensuring that it is returned in good condition after use, reporting damage or loss and, where practical, arranging for Scouts to maintain and repair it.

It's ideal if each patrol has its own camping gear. The patrol then is responsible for keeping it clean and in good repair. In time, you may find that each Scout becomes self-contained in terms of personal gear, and is ready to go on hikes and outings at a moment's notice.

REPORTING

Keep your group or section committee informed of the troop's progress and plans. Give brief reports at regular group committee meetings. Once a year, submit a formal report to help the group committee prepare its report for your sponsor.



Generally, this report is signed by the Troop Scouter but is prepared with the help of all Scouters. Refresh your memories for the job by referring to notes you kept after each troop meeting. Keep the report factual, clear, concise and complete. Headings and subheadings help those on the receiving end.

In addition to a financial report and somewhere to say “thanks” to everyone who helped, include in your annual report:

Membership

1. *Additions to Membership*
 - a. From Cub pack
 - b. Transfers
 - c. Recruits
2. *Decrease in Membership*
 - a. Advancement to Venturers
 - b. Transfers
 - c. Dropouts (with reasons if possible)

Progress

1. *Meetings and Leadership Opportunities*
 - a. Patrol meetings
 - b. Troop meetings
 - c. Court of Honour meetings
2. *Advancement and Personal Development*
 - a. Voyageur Awards
 - b. Pathfinder Awards
 - c. Challenge Badges and Awards
 - d. Chief Scout’s Awards
 - e. Religion in Life Emblems
3. *Outdoor Activities*
 - a. Day outings
 - b. Hikes/water trips (one day and overnight)
 - c. Standing camps/water trips (short and long term)
 - d. Special events
4. *Social Activities*
 - a. Parent nights

- b. Family banquets
- c. Activities with other organizations
- d. Service to others

Meeting Facilities

Scouters

1. *Training*
2. *Recognition*
 - a. Awards
 - b. Long service

Troop and Patrol Equipment

1. *Present State of Equipment*
2. *Projected Equipment Required*

Troop Bulletin or Newsletter

It’s an advantage to parents, Scouts, and Scouters to issue a bulletin or newsletter two or three times a year. It needn’t be long. Any of the Scouters, helped by the Scouts, can write it. Include interesting news of past, present, and future events, and requests for assistance. Don’t forget to thank everyone. Parents will be much more inclined to support you if you keep them informed.

Log Books

Some troops keep a log of their activities, compiling a historical record through the years. A Troop Log can help your Scouts develop worthwhile traditions, provide members with incentives, and bring back happy memories.

A Troop Log contains the name of every Scout who passes through the troop. Include photos and sketches of various patrol and troop activities, and keep descriptive writing to a minimum. Make it something to look through, rather than read.



If your troop has a log, give every Scout an opportunity to contribute. Some patrols also keep log books, which are later added to the Troop Log.

FINANCE AND FUND-RAISING

It takes money to operate a Scout program. You need funds to pay for camping trips, exchange visits, equipment, badges, Scouter training, equipment repairs, and a host of other necessary items.

The money you collect from weekly dues usually covers the cost of badges and small items. Major projects or purchases require fund-raising. In

most groups, fund-raising drives are organized and co-ordinated by the group or section committee. Fund-raising drives must comply with Scouting's guidelines outlined in *B.P.&P.*

Scouts Canada presently has two nationally endorsed and supported fund-raisers:

1. Popcorn
2. Scoutrees

Both are scheduled for a different time in the Scouting year. History shows that troops can fund their entire program when they participate fully. Enquire about this year's details at your Council office.





Many councils subdivide their geographic area into specific zones in which each group operates fund drives. When conducting fundraisers, respect agreements with other agencies and the boundaries of other Scout groups.

As a general rule, youth should earn all funds required for Scouting purposes through fund-raising activities. Make sure these maintain the reputation, goodwill, and integrity of Scouts Canada, and safeguard the well-being of your Scouts. Your group committee is responsible for financing your troop and ensuring you obtain funds in a proper manner. Some sponsoring bodies (e.g. Lions or Rotary Clubs) who raise money in their own name, may periodically donate funds for Scouting purposes.

COMMUNICATION

To operate successfully, you need to make sure your Scout Counsellors, patrol leaders, Scouts, group committee, and parents know what you want to do and how they can help.

Establish communication channels and use them frequently and effectively. Beware of Scouting jargon; parents and some members of the group or section committee may not be familiar with these words or expressions. Make sure everyone understands what you are trying to communicate.

Communication happens in many ways, including the ideas listed on the following page.





Scouter to Scouter

1. Organizational and assessment meetings
2. Informal conversations
3. Working together in Scouting

Scouter to Parents

1. Newsletter
2. Phone calls
3. Written message
4. Verbal messages via the Scouts
5. Visits to Scouts' homes
6. Working together on Scout activities
7. What Scouts tell their parents about the Scouters.
8. Parent visits to troop and patrol events.

Parents to Scouters

1. Face to face situations (home, Scout events)
2. Phone calls
3. Written notes
4. Verbal message via Scouts
5. What the Scouts tell Scouters about their parents.

Parents to Scouts

Any communication between Scouts and their parents is beyond your immediate control, but you can help by keeping parents well informed about:

- what you are planning to do, what you are doing, and why,
- what they can do to help at the home end.

Reinforce the co-operation you receive from parents or guardians by encouraging Scouts to seek help and instruction at home. This gives the family a chance to contribute to the Scouting experience of their children. Co-operation at home helps develop communication skills between Scouts and adults; it will benefit you and your Scout program.

Scouters to Scouts

1. Scouter's Five Minutes
2. Court of Honour
3. Patrol meeting
4. Individual talks with Scouts
5. Working on badges with Scouts
6. Joining Scout activities occasionally
7. Personal example

Scouts to Scouter

1. Their behaviour, attitude, and interest in the troop program.
2. The face to face situations listed above.

Make all verbal or written communications neat, factual, and friendly. Keep in mind that your messages are one means by which others form an opinion of the troop.





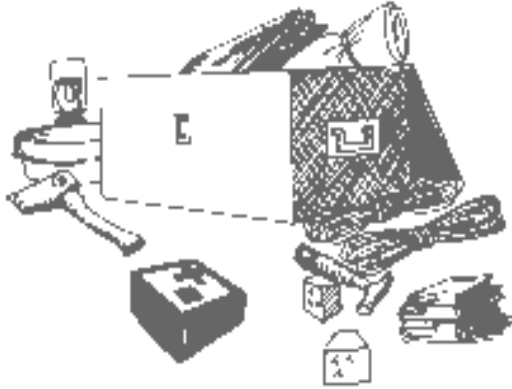
EQUIPMENT

If your troop is like most others, you have inherited some antiquated equipment and may not have the money to replace it.

Learn to work with simple requirements. Think carefully before you spend your limited funds on large purchases. Quite often, an item that once seemed essential may later prove unnecessary because of changing needs and interests as one group moves on from the troop to Venturers, and another replaces them.

When you buy equipment — particularly big items — consider its usefulness not only for today, but in a year or two. It may seem necessary to buy an eight-person freighter

canoe now, but given the possibility of smaller patrols in the future, four two-person canoes may be more practical in the long run. Look for lightweight, low impact equipment to practise lightweight, no-trace camping.



Buy equipment based on what you need for hikes, standing camps, canoe trips, boat hikes, and home based activities. Make a list for each type of activity and (to avoid duplication) check which items can serve more than one.

Refer to the *Fieldbook for Canadian Scouting* for a complete listing of equipment needs.





PUBLIC RELATIONS

Public relations (PR) is how we tell people about Scouting through our activities: community service, character development, and enjoying and protecting the out-of-doors.

Did you expect to become a public relations specialist when you first put on a Scouter's uniform? Probably not. Your interest is in working with Scouts, not in being a razzle-dazzle promoter. As you become more experienced, however, you will likely find that public relations are a necessary part of your job. If we expect to be appreciated and popular when so many other activities and interests are competing for the attention and time of young people, we have to tell others about our outstanding programs. We must do this effectively and often.

Community relations is an area where your sense of responsibility as a Scouter extends beyond your patrol or troop. Support for Scouting depends in large part on the image Scouting presents at the local level.

Scouters in communities where Scouting has a good image discover that community support is not only easier to get, but is often offered even before you ask. Such an enviable position makes it well worth the small amount of effort it takes to promote good community relations or plan a major service project. The difference between ignoring and paying attention to community relations is often no more than a telephone call.

You need to be concerned about good public relations, but doing the promotion work may be one job too many. Seek help from your group or section committee. A committee member responsible for publicity can be one of your most valuable resource

people. Keep the PR person well-posted on what activities your Scouts are enjoying. If you do this, you'll be better able to concentrate on your primary duty — running a good program.

Scouting's image is affected more by the achievements of the youth than by advertising and promotion. Never underestimate the value of word-of-mouth communication. If you have a good program, it's guaranteed that other young people and parents will hear about it.

Many different audiences are involved in good public relations. Here is a list of only some of them:

- the Scouts in your troop who love to boast to their peers about what they're doing in Scouting;
- young people who are not in Scouting and may become intrigued;
- parents of Scouts who are pleased with their children's interest and positive outlook;
- your neighbourhood, with its businesses, potential resource people, other youth and volunteer organizations, the schools and churches, and government agencies.

You may find, however, that what appeals to one public group either has no effect on, or actually





turns off, another group. For instance, making a show of your smartly-dressed, well-disciplined troop will please many adults, but may not impress potential youth recruits.

In another instance, focusing public attention on a source of pollution near your town will earn you good marks with the local conservation group that helps provide resources to your troop, but it may antagonize a company whose land you use for camping. Don't let a special interest group use you troop for its purposes. This is vitally important. Always promote the ideals of Scouting in good taste and as honestly as possible.

Visibility and Publicity

Along with a word-of-mouth reputation about the fun and exciting programs in your troop, the two keys to maintaining good community relations are visibility and publicity. If people *hear* a lot about what your troop is doing (publicity) and *see* you in action occasionally (visibility), *you will find recruits*. Resources too will be more readily available.

Keep in mind these pointers when looking for ways to make your troop more visible.

1. Get outdoors and into the local community as often as possible.

2. Make sure everyone is neat and tidy.
3. Scouts don't have to be regimented, but it's important that they behave well. Impress on your Scouts that they carry the good name of Scouting with them at all times, including when they're on their way to and from meetings.
4. Keep your eyes open for local parades, public service, or ceremonies in which your Scouts might participate.

Publicity has less impact than visibility, but it enables you to get your message across to larger numbers of people. Your emphasis will depend on the group to whom you want to appeal.

If you're trying to get certain people more involved in your program (e.g. you need more parent drivers), make the troop more visible to them (hold a parents' night). If you're more concerned about the general level of community support (for youth recruitment, fund-raising, resource support), emphasize publicity methods.

Before embarking on a media campaign, check with your local council to see if it (or any other group) is planning a similar action. A co-ordinated effort is more meaningful and generally more successful.





Community Resources



According to the dictionary, a resource is something “which is resorted to for aid or support; available means or property; a supply that can be drawn on; any natural advantages or products; natural resources.” Resource also means a capacity for finding or adapting, the power of achievement, and even skill or ingenuity in meeting a situation.

Scouting resources include all these definitions. They are the ways and means — people, places and things — you draw on to deliver an outstanding program.

Many Scouters mistakenly believe that they must know and be able to do all things to be successful. In fact, few people are knowledgeable and

skillful enough to be totally self-sufficient. Acting together, your leadership team can do many things for the patrol and troop, but at times you’ll do your best by using outside resources.

Here’s one of your primary jobs: to identify and to gather resources you need for any given situation. Sometimes your Scouts will identify resources on their own but will need your help gathering them. In other circumstances, they’ll be able to gather resources after you identify them.

Resources will:

- make it possible for each Scout to play the game of Scouting to the fullest by pursuing interesting areas within the program,



- help Scouts find the guidance and instruction they need to learn about specific interests,
- help Scouts obtain needed equipment or facilities, and create opportunities to explore specific interests.

Are you an inexperienced leader who wants to expose your Scouts to outstanding program activities? Then, call on community experts who can supplement your knowledge. Watch how they present and use their materials; make notes so you can remember it. As you become more familiar

with the Scout program content, you'll be able to identify strengths in your own leadership team.

Try this idea. Ask good resource people if you could videotape their presentations for future reference. This will help you build up a valuable reference library for training purposes or just to review later. As B.-P. once said, "Always note every little thing about your fellow travellers." (*Scouting for Boys*, Campfire Yarn 21) When you're actively looking for useful resources, you'll be surprised how much you'll find.





RESOURCE INVENTORIES

Let's take an inventory of your abilities. Probably, you have a lot more to offer than you realize. Almost certainly, you have access to many resources.

You have work talents, skills and knowledge. These will contribute to the Scout program in some way. You have interests or hobbies to share. You're probably a parent.

You have education that equips you for the responsibilities of leading a troop. You can take training offered by the district, region, or province to acquire the knowledge you need to operate a troop or guide a patrol.

You can adopt (or adapt) program ideas outlined in magazines, such as *Scouting life*.

Now that you've done a personal inventory, look around at your community. What does it offer that your troop could use? Start with your Scouts' parents, your neighbourhood, your friends, and your business acquaintances. Among them you'll find diverse skills and talents. Avoid pressuring leaders to continue on as Scouter after they've made a contribution if they want to step down. These people will return if they feel they were helpful and appreciated.

Draw up an inventory of talented people in the community who can be called on for help. Why not start with a "Parent Talent Survey"? (See next page) Record the occupations and hobbies of the parents or guardians of your Scouts. Note their involvement in other organizations, night classes, or shift work. This will give you an idea when you can (or cannot) call them. Later, expand the list to include other adults in the community.

Next, build up an inventory of resources to add to the parent list. Include agencies such as St. John Ambulance and the Canadian Red Cross Society. They're always ready to provide instructional

resources for special projects and activities; you'll find their help particularly useful when doing badge work in first aid, lifesaving, and swimming.

Approach service clubs for help when you're planning an activity that might interest them. Are you planning a conservation project? Usually, local representatives of the Ministry of Natural Resources, Rod and Gun clubs or Ducks Unlimited will be more than willing to help out. Just ask. In some areas, they'll even sponsor hunter safety courses. Contact a canoe or yacht club for instruction in water skills and safety procedures.

Consider government officials at the municipal and provincial levels for help. Your fire and police departments are valuable sources for highly qualified resource people. Doctors, lawyers, dentists, and other professional people all have skills you might find useful.

Your group committee is another source of help for expanding your inventory of resource people.

Investigate the film or video resources at your local library, National Film Board outlet, or video store. Film and video offer you some of the most expert instruction in the country at negligible cost.





Parent Talent Survey Form

Troop/Patrol _____ Name _____ Date _____

Dear Parent or Guardian:

We are conducting a survey to discover ways you might contribute to the Scouting program your child receives. We have a fine group of parents who have indicated they are willing to help, depending on their available time and abilities. Would you be willing to add your talents and interests to the pool we already have? Also, would you consider volunteering occasionally for special activities and projects?

Please complete the following:

Name _____ Home Phone _____
Address _____ Business Phone _____

1. What are your hobbies? _____

2. What sports have you participated in, or supported? _____

3. What aspect of your job, business, or profession might be of interest to Scouts?

4. Are you willing to help:
 (a) On a committee? (b) As an instructor? (c) Other? _____

5. What youth groups have you belonged to? _____

6. What youth leadership positions have you held? _____

7. Experience in: Scouting Guiding YM/YWCA 4H other: _____

8. Please check categories you would be willing to help with:

- | | | |
|---|---|---|
| <input type="checkbox"/> communication skills | <input type="checkbox"/> outdoor activities | <input type="checkbox"/> handicrafts |
| <input type="checkbox"/> cooking/banquets | <input type="checkbox"/> science | <input type="checkbox"/> transportation |
| <input type="checkbox"/> drawing/art | <input type="checkbox"/> singing/music | <input type="checkbox"/> games |
| <input type="checkbox"/> drama/skits | <input type="checkbox"/> sports | <input type="checkbox"/> swimming |
| <input type="checkbox"/> nature lore | <input type="checkbox"/> woodworking | <input type="checkbox"/> camping |
| <input type="checkbox"/> canoeing | <input type="checkbox"/> hiking | <input type="checkbox"/> boating |
| <input type="checkbox"/> winter activities | <input type="checkbox"/> other | |

Please return this form to: _____

Our Scouts and leaders would really appreciate your cooperation and help.

Troop Scouter



Contact Service Team members to see if they have compiled a Resource Directory. It could save you a great deal of time and effort. If they haven't, suggest that all Troop Scouters submit their lists to the local Scout office where a central directory can be put together. Given the availability of computers (and Scouts willing to use them), it shouldn't be too difficult a job.

Your biggest task with a new troop will be to help the Scouts identify resources they need for a particular activity, and where to find them. Your resource inventory will be invaluable, but you'll have to review and update it regularly to keep it useful.

ASSEMBLING RESOURCES

Once you've identified potential resources, you'll have to gather them together to fit the needs of the program. For complex activities, make out a check list. After the activity, review the list to determine what you used, did not use, or would like to use next time.

For example, let's suppose a patrol plans to visit the local fire station. Your Scouts might think that deciding to go is all the preparation they need. This is where a Scout Counsellor can help.

Ask your Scouts these questions: Did you check with the fire station? Did you give a time for the visit? Did you tell them the purpose of the visit? Did you work out an alternative plan in case the firefighters are suddenly called out? What transportation plans have you made?

Even when the Scouts start their planning and contact a resource person, it's your responsibility to ensure they've covered all details. Sometimes you can accomplish this by questions or suggestions. Often you will have to work behind the scenes to make sure they've done their job as thoroughly as possible. In all cases, you'll need to follow up, even if just to add your thanks and appreciation for the resource person's help.

If the Scouts are working on a badge requirement that involves formal instruction and examination, brief the resource people called in to do the job about the level of instruction required and examination standards. Even when resource people have done the job for you before, they'll probably need a refresher to remember in detail what it involves.



THE TROOP AND THE COMMUNITY

If you use the resources your community has to offer — whatever its size — they will be a great asset to your troop program and your Scouts' success. Think of your community in the widest sense. Look beyond the actual physical area where you live to consider what the larger communities (your province and nation) have to offer. Look for ways to broaden your Scouts' horizons so they become aware of their place in, and responsibility to, the largest community of all, the world.

How do you influence youth to be useful, thinking citizens? The answer is found in one of Scouting's basic aims: help Scouts develop socially. Your program acquires a sense of purpose when you help young members develop socially. You're able to go beyond merely fitting a series of unrelated activities into convenient time slots. You can introduce broad themes into your long-range program, set definite goals, and pick and schedule activities to reach these goals step by step.



By helping young people develop social awareness, Scouting makes an important contribution to Canadian and, ultimately, world society. Scouting doesn't try to hide the social values it seeks to instill in young people: kindness, tolerance, trust, loyalty, and a desire to help others. We expect Scouts to learn to do their best to love and serve *all* people.

Let's consider two broad categories relating to socially developing young people:

- learning to live together in peace, and
- developing a sense of responsibility towards others.

When you really get acquainted with your Scouts, you'll know which of the two is most appropriate to emphasize in your program.

Learning to Live Together

Learning to live in peace with others can be a real challenge. It is present throughout the Scouting program: a game, patrol meeting, car ride, camp, Court of Honour, canoe trip, boat outing. The list is endless. As you help your Scouts learn to live together, you'll find yourself doing everything from settling disputes to convincing a patrol to accept an unwanted member.

Work as much as possible through your Court of Honour. You may despair that you're not getting anywhere, but stick to it. Soon you'll feel tremendous joy when you see even the smallest signs of progress among your Scouts. Sometimes you'll experience both emotions — joy and depression — during a single night!

Use the Scout method when teaching your group members to live in peace and harmony. It was especially designed to do the job, and promises the best all-round chance of success.

1. *The patrol system.* Work with, and get to know, the Scouts in small groups.

2. *The peer group.* Let Scouts form natural groups according to friendships, age and school grade, and common interests.
3. *Youth leadership.* Whenever possible, give Scouts as much responsibility for choosing, planning, and operating their own program as they're capable of handling.
4. *Shared leadership.* Operate in a way that makes it possible to call upon every member of the group to lead at some time.
5. *Learning by doing.* Teach Scouts with a *minimum of telling* and a *maximum of practical application*. Let them find out for themselves.
6. *Recognition for achievement.* Use awards and badges to encourage Scouts to develop themselves, both within the patrol and as individuals.

Sense of Responsibility

When we talk of responsibility to others, we're talking about citizenship. Of course, this is meaningless unless placed in the context of a community. Tolerance, trust, a sense of duty, loyalty, and helpfulness — the key characteristics of good citizenship — all relate to how we act toward each other. Whether good, bad, or indifferent, our relationships with others develop within a community.

When we aim to help our Scouts develop as responsible citizens, we need to consider their role in every one of the communities to which they belong. It's equally important in Scouting to be a good patrol member, as it is to be a loyal and proud Canadian and a member of the global community.

LEARNING CITIZENSHIP

Consider these three thoughts when you're encouraging a sense of responsibility to the community.

1. Your Scouts need some knowledge of the community.



2. They need to be involved in the community and feel that they're involved in a meaningful way.
3. Scouts need to develop a feeling of concern for the community.

Your Scouts will be at different stages of citizenship awareness and development for each level of community (i.e. town, region, province, country, world). They will know many people, be involved with, and have begun to develop a sense of responsibility to those in their immediate neighbourhood; however, they may have hardly any perception of the world community.

When you talk with Scouts in your new troop or patrol about their obligations to help people on the other side of the world, their responses will vary from high interest to total disregard. Don't be discouraged with those who don't seem interested. Scouts are at a very active stage, with little time to think about concerns of no immediate personal relevance. What they are concerned with is developing group loyalty and learning about each other as individuals.

You can seek to broaden your Scouts' awareness of the larger community by exposing them to national or world current events. And even when you shift their interest to a higher citizenship stage, continue to include activities that reinforce the previous stage.

Preparation And Follow-up

Tours, speakers, visits, and other activities to do with the community require some organization by youth, a parent, a member of the group committee, or all of you. You'll find this checklist useful.

1. *Two months before a visit, tour or speaker arrives.* Notify the person or place at least a couple of months before your tentative date. Explain your hopes and expectations.

2. *Two weeks before.* Contact the person or facility again about 10 days before the event to firm up details of time and place.
3. *One week before.* If you need drivers or special equipment, make sure you have definite commitments by this point.
4. *One day before.* Phone patrol leaders, drivers, and other resource people to remind them.
5. *One week after.* Make sure the Court of Honour sends a "thank you" note.

A tour or visit is an excellent method to learn about your community. Before and after the event, use part of patrol or troop meetings to discuss it with the Scouts. You want them to broaden their experience of the world. To do this, they must fit what they see or hear into their understanding of the whole community.

In the discussion *before*, make your Scouts aware of the importance of the place you'll be visiting in your community. In the discussion *after*, ensure that your Scouts have the event highlights well anchored in their minds. Then, encourage them to do some sort of project that helps round out the subject. (This may not be practical for every event, but it's very desirable.)

Here are several approaches you can use in your preparation and follow-up to tours, visits, and speakers. Adjust them to fit the age and developmental level of your Scouts.

Radio Station Tour

Discuss the importance of mass media to the community. How does it tie together people who don't know one another? What are the different types of radio programming (e.g. music, talk shows, public announcements, news, plays). What would life be without radio?

If your troop has access to several computers, why not take part in Jamboree on the Internet? It takes



place each October at the same time as Jamboree on the Air.

Project: Visit a ham radio operator (patrol size groups) and go on the air. Jamboree-on-the-Air provides an excellent opportunity each October.

Fire Hall Tour

Discuss the causes of fires. What would it be like with no fire department? What other essential duties does the fire department do in the community?

Project: Get your Scouts to use pamphlets they picked up at the fire hall to conduct fire safety checks in the troop hall and their homes.

Visit with a Long-Time Resident

Remind your Scouts how speaking with their grandparents, or another long-time resident, can help them relate to their own lives. It can help them understand the main periods in the community's history, especially events you know the grandparent, or long-time resident, witnessed. Ask the Scouts to imagine what it was like in the "old days." What did people do without television, radio, cars, refrigerators, good roads, fast food? A discussion like this will leave your Scouts brimming over with questions to ask the elderly people they plan to visit.

Project: Encourage your Scouts to continue visiting their new acquaintances in their homes or senior citizens' homes. They can do this just to talk, or to read and play checkers or cards with them.

Speaker from a Volunteer Organization

If you invited a speaker from the United Way to visit your group, you could focus the discussion by finding out what your Scouts know about various volunteer organizations in the community. Ask them: What do they do? What would the com-

munity miss if it didn't have these volunteer organizations? What's the link between helping others and the Scout Promise and Law? Are there any obvious links between Scouting and other volunteer groups?

Project: Arrange to do some service work for an organization or agency related to the United Way/Centraide.

Speaker from Pollution Fighting Group

Identify various kinds of pollution in your area and the world. When the Scouts have made a list, ask them who is responsible for each (e.g. individual, group, business). Talk about the problems of disposal, cost, apathy, rapidly filling garbage dumps, and recycling.

Project: Ask your Scouts to look carefully at their camp set-up and list every example of environmentally *unfriendly* camp practices they find. Using the list, get them to develop sounder practices for the future.

BROADER HORIZONS

As your Scouts mature under your guidance, they will want to further expand their community horizons. If you do your job well, you'll set them on the path to becoming responsible world citizens. You may never see the results, but in later years, when you meet or read about your former Scouts, you'll know you played an important part developing their character.

The main problem Scouters face is an inability to give their young members first hand experience of these larger national and world communities. Most of the important places, institutions, and people you would like your Scouts to see will not be within easy reach. Your challenge is to stimulate your Scouts' interest even though you may have to rely largely on indirect experience.



Honours and Awards



We all need to receive recognition. Someone once said, “The deepest longing of human nature is the craving to be appreciated.”

“Give credit where credit is due.” This is important wisdom that has been passed down through the centuries. Society is basically recognition-conscious. People want to do things well and have those around them appreciate their effort.

Awards may be made to members of Scouts Canada and (occasionally) to others, in accordance with *By-Laws, Policies and Procedures*. Read this before preparing an award application.

Scouts Canada has five classes of awards.

- For high character and courage: The Jack Cornwell Decoration,
- For fortitude to both youths and adults,
- For gallantry with personal risk to the person who performs the act,

- For meritorious conduct that doesn’t involve personal risk,
- For service to Scouting by adults.

Any Scouts Canada member may recommend someone else for an award. Forms and folders are available from Scout offices.

The Jack Cornwell Decoration

This award is available to youth members in any program section. It recognizes high character, devotion to duty, and specific acts of physical courage, or youngsters who undergo great suffering in a heroic manner.

When a nomination is made on the basis of “great suffering,” the application must include a medical doctor’s





certificate. The doctor must indicate that pain has been present over a long period and, when possible, stipulate intensity.

Also to be included is a good report on the nominee from a Scouter and another independent, responsible person.

Award for Fortitude

The Award for Fortitude was created in 1993; it is presented to both youth and adult Scouting members. The award recognizes those who, despite physical and mental impediments to their involvement, have made a significant contribution to Scouting. The Governor General presents this award at a special ceremony held in Ottawa each fall. Applications are available from your council office.



For Gallantry or Meritorious Conduct

Make your recommendation as soon as possible after a gallant act because it becomes increasingly difficult to trace eyewitnesses and get accurate statements as time passes. You must attach an explanatory note if the interval between a gallant act and initiating an award is more than six months.

When you prepare a description of the act, include all the facts of the case. Get signed statements from *three eyewitnesses*, if possible. You may use a rescued person as a witness if no other is available. Include signed statements from attending officials (police, doc-



tors, firefighter, etc.) as supporting documents. Hearsay or excerpts from newspaper articles will *not* be accepted as supporting evidence.

If the activity involves joint action by more than one Scouting member, you must complete a separate form on behalf of each. After the member's name on each form, insert in brackets ("jointly with...") so committees may review recommendations covering the same act together.

While two or more members may be involved in the same action or incident, it does not necessarily follow that each individual was involved to the same degree. One may, for instance, merit recognition for gallantry, while the other will be recognized for meritorious conduct.

In the case of action by a program unit or section (or a considerable part of it), you need only complete one form.

Award for Outstanding Service

Given for outstanding service to Scouting, these adult awards do not take into account service to the community, church, or any organization other than Scouting.

Include on the application a complete statement of the service rendered and why you consider it outstanding.

Along with dates, list positions held, training received, and previous honours conferred on the candidate. Please recognize that this material is not enough to support the award application. Indicate how the person's service is outstanding by describing the contribution, the calibre of leadership shown, and the results achieved.





National Council has delegated authority for awarding the Certificate of Commendation and the Medal for Good Service to provincial councils.

Long Service Awards

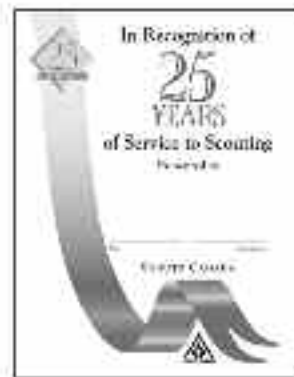
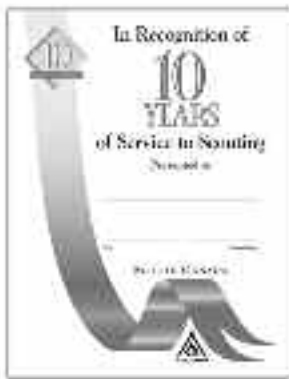
Long service awards are administered by Councils on behalf of Scouts Canada; the awards provide recognition for long, faithful and effective service to Scouting. Any adult member holding an appointment or position with Scouts Canada may receive one.

AWARD SUBMISSION PROCEDURE

A Scouts Canada honour or award begins with a local submission processed through various appropriate councils. As the submission moves through the review committees, it is read and judged by individuals who:

- do NOT know the nominee,
- judge the quality of the submission by the stated hard data and facts that set the nominee apart from other Scouters, and
- compare the submission to the historical standard (type and quality of service described) of comparable awards across the country.

All Council approved recommendations go before the National Honours and Awards Committee.





If you feel uncertain or uncomfortable about actually writing a submission, seek help to ensure the nominee receives the best recognition possible. Once you gather all the necessary preliminary facts and data, you'll probably find a willing person (co-worker, business associate, teacher, fellow Scouter) to write it for you, with your input and guidance.

Executive staff members will help you prepare, and ensure that the draft is as complete as possible, they will not write the submission for you.

Please note: Do not suggest or recommend the level of award in your submission. That is the sole responsibility of the Council and national honours and awards committees, along with their respective commissioners.

Before committee makes its recommendation, each member reads the submission to assess the description and recommend an appropriate award. In assessing submissions, the committees do their very best to ensure that equal quality of service rendered or risk encountered by candidates from different councils result in equal awards. To accomplish this, they need extremely clear, specific statements describing the act or quality of service, supported by factual data.

PRESENTING AWARDS

The committee notifies councils of honours awarded to their members, and asks them to find a suitable public occasion to present them. The Jack Cornwell Decoration, crosses for gallantry and the Medal for Meritorious Conduct, as well as the Silver Wolf and Silver Fox, are usually presented on behalf of the Chief Scout.





CHAPTER 14

Social Influences



Young people are subject to many external pressures from parents, school, society, the religious community, and peers. At times, they also experience conflicting internal pressures that make it difficult, if not impossible, to make the right decisions.

Usually, people make decisions that require an immediate response on the basis of their past experience. When young people have to rely on advice based on the experience of others, they may reject it because the person giving it is from another generation or is someone they don't respect. Scouters should seek to gain their Scouts' respect so they can bridge any generation gap that may exist. Then, when young people approach the Scouter about a personal problem, the adult's words will be carefully weighed.

Here's an effective method to use in discussions of serious social and personal topics. It will guide your Scouts so they consider and answer a series of problematic questions.

1. What will you do?
2. If you reject adult advice, how will you decide what to do?
3. If you reject the suggested course of action, what might happen?
4. If you take another course of action, what might happen?

At this stage, many Scouts will realize that they really don't know what to do. They will feel caught in a trap: they want to make a decision, but aren't sure what to base it on.

5. Will you choose to do something because of peer pressure? Do you want others to make your important decisions?
6. Will you take the advice of someone from your peer group, just because the person *might* know the proper response?



7. Would you do anything a friend asked?

Let Scouts determine the answers if they can. If they can't, they may turn to you for help. Be prepared to respond honestly and tactfully. Here are a few more questions.

8. Have you considered the consequences of the action you plan to take?

9. What are all the options available to you?

10. Did you act out of frustration or simply put all your trust in another party? Did you put blind faith in yourself?

Pressure can build up in young people at a fantastic rate as they grow from adolescence to adulthood. They need a release valve to cope with daily stresses and the thought of future problems. The best release valve is *someone who will sit and listen* to them and offer advice *only when asked*. The listener needs to be a person they accept and trust.

They need to know that he or she will act in confidence and respect them as individuals.

Most Scouters aren't trained to give advice on difficult personal problems teens face. Sometimes it's best to direct a Scout to someone more competent — including a professional counsellor. Make sure your Scouts know that they have many avenues open to them and many possible choices. Knowing this may ease their burden. Here are two places your Scout might turn to for a health-related issue:

- make an appointment with a school guidance counsellor who can arrange a visit to a public health nurse or someone at the local hospital or clinic. Another type of professional, such as a religious adviser, could also be helpful.
- contact the family doctor.

If Scouts are reluctant to take this direct action, they might wish to contact a municipal health unit and state the problem in general terms. A nurse or





doctor would be able to suggest other professional services, including knowledgeable counsellors.

Impress on your Scouts that they should **NEVER** take the advice of their friends if the problem involves their well-being or life. Other teens have neither the skills nor the training to advise them on these issues. Usually, they offer advice based on emotions and short-range vision.

ADOLESCENT SUICIDE

Suicide is a leading cause of death among adolescents. Car accidents top the list, but experts believe many of these may in fact be suicides. For every successful suicide there are several unsuccessful attempts.

Despite the seriousness of the problem, there has been surprisingly little research on the topic. Here are the facts we know.

1. Young people who talk about suicide sometimes *do* kill themselves. You **MUST** take seriously all suicide threats. If someone talks about suicide, he or she may be considering it.
2. Suicide seldom happens without warning. Research shows that a suicidal person usually gives many clues. These warning signs include:
 - depression (crying, sleeplessness, loss of appetite, hopelessness),
 - direct or indirect statements revealing a preoccupation with death,
 - drastic change in behaviour (withdrawal, apathy, moodiness),

- disinterest in future plans,
- a history of previous suicide attempts,
- making “final” plans (such as giving away personal possessions),
- sudden improvement after a period of profound depression,
- self-destructive behaviour.

Suicide
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without warning.
Research shows
a suicidal
person usually
gives many
clues.

3. Suicidal young people are not always intent on dying. Most of them haven't decided whether they want to live or die. They will gamble with death, leaving it to others to save them.

Very few people commit suicide without letting others know how they are feeling. Often they cry for help “in code” through unusual behaviour (described above).

4. Just because a young person was once suicidal, doesn't mean he or she has a suicidal tendency forever. Many of those saved from self-destruction, go on to lead contented, productive lives.
5. Just because someone improves after a suicidal crisis doesn't mean the suicidal risk is over. Most suicides occur within three months

after the person begins to improve. That's when he or she has the energy to put morbid thoughts and feelings into action.

6. People at all levels of society commit suicide.
7. Suicide is not inherited; it is a preventable individual matter. However, if a family member commits suicide, it can have a profound affect on others in the family.



8. Although extremely unhappy, suicidal people are not necessarily mentally ill. The overpowering unhappiness may result from a temporary emotional upset, a long and painful illness, or a complete loss of hope.

Causes of Adolescent Suicide

Most common causes of adolescent suicide:

- parental death. Children under the age of 16 who experience the death of a parent are *500 times more likely to commit suicide* than those who have not lost a parent;
- general stresses of growing up;
- family problems;
- drug and alcohol abuse;
- depression. This emotion is very common among suicidal individuals, however, they may mask it behind “acting out” behaviour.

Intervention

1. NEVER try to solve suicidal situations alone. Seek expert advice and services. Call a family doctor, crisis intervention distress centre, a psychiatrist, psychiatric hospital, a religious counsellors, or social agency.
2. Never “swear secrecy” to a suicidal youth.
3. Believe your suspicions. You cannot risk denying them.
4. Be supportive; show you care.
5. Decide how much at risk the person really is — knowing that you have little or no experience making this estimation. Find out if he or she has a plan, how detailed it is, and if he or she has already attempted suicide. Be direct and ask clear questions.
6. Whatever the person says to you, get help. He or she may be reassuring to you, just so you won’t stop the suicide.

CHILD ABUSE

Child abuse and family violence occur in *one out of six* North American families. Abuse happens in our own neighbourhoods and sometimes in our own families.

In 90 percent or more of reported cases of sexual abuse, the offenders were men. Adults who were damaged as children, who have not felt loved, supported or protected, are often those who abuse their own children. They do not know how to care for children adequately, and lack the maturity and strength to show love for children in appropriate ways.

While child neglect is an inability to respond to the needs of children, abuse involves exploiting young people who are weak and vulnerable by those who are stronger and more powerful.

Neglect is chronic inattention to the basic emotional and physical needs of the Scout. Because the condition is long-standing, there is often less sense of urgency about neglect than other forms of abuse. You cannot afford to ignore it; it may affect every facet of the Scout’s maturation and have serious long term psychological effects.

Emotional abuse destroys a person’s self-image. Parents involved in emotional abuse are unwilling or unable to provide appropriate care, control, affection or stimulation. They make inappropriate demands upon the child, and expose him or her to frequent family violence.

Physical abuse is unacceptable and must be stopped. Children have rights under the law; we must protect them.

Sexual abuse is the misuse of power by someone in authority for the purposes of exploiting a child for sexual gratification. It includes incest, sexual molestation, sexual assault, and exploiting children for pornography or prostitution. Incest is a crime under the Criminal Code of Canada and warrants investigation by the police.



Although experts haven't been able to describe a "typical" abusing adult profile, they have identified many common characteristics. Be aware of them.

1. *Abused child, abusing parents.* Many abusing parents were themselves abused as children; they acquired their abusing behaviour from their own childhood experiences.
2. *Lack of trust.* If someone is unable to trust others, the person will usually feel emotional isolation. A male or female who is unable to accept emotional support from a spouse, family, or friends may seek it from a child. A young child cannot fulfil this need, and the resentful, frustrated parent may become abusive.
3. *Psychosis.* Abusive behaviour may be part of a psychotic disorder. A parent may have a totally unrealistic view of a child's place in the family, and abuse or neglect the child for not fulfilling their expectations. Confronted with the reality of their injured or deprived child, they may give detailed and convoluted explanations so fantastic they defy belief. About 10 percent of abusing parents are psychotic.
4. *Drugs and alcohol.* Abusing parents frequently consume more alcohol and drugs than other people. Naturally, intoxicated parents are incapacitated parents. Drug and alcohol abuse may be caused by other problems that contribute to child abuse. Excessive use of drugs or alcohol also add financial pressures to the family.

Signs Of Abuse

If you suspect someone is abusing a child, you are morally and legally obliged to report it to appropriate authorities in your province. Every province has a child welfare law that requires reporting and investigating suspected cases of child abuse or neglect. Check with the nearest police agency to determine where you should report your concerns.

How do you know a Scout is being abused? Here is a list of signs that might alert you to the possibility of abuse.

Physical Abuse

1. *Unexplained bruises and welts:*
 - on face, lips, mouth;
 - on torso, back, buttocks, thighs;
 - in various stages of healing;
 - clustered, forming regular patterns;
 - reflecting a shape of an article used to make it (e.g. electric cord, belt buckle);
 - on several different surface areas;
 - regularly appear after a weekend or vacation.
2. *Unexplained burns:*
 - from cigars or cigarettes, especially appearing on soles, palms, back or buttocks;
 - immersion burns (sock-like, glove-like, doughnut shaped on buttocks and genitals);
 - patterned like electric burner, iron, etc.;
 - from rope, appearing on arms, legs, neck or torso.
3. *Unexplained fractures:*
 - to skull, nose, facial structure;
 - in various stages of healing;
 - multiple or spiral fractures.
4. *Unexplained lacerations or abrasions:*
 - to mouth, lips, gums, eyes;
 - to external genitals.
5. *Head injuries:*
 - absence of hair because of pulling;
 - subdural hematomas revealed by x-rays.
6. *Dislocations:*
 - shoulder or hip sockets, possibly caused by pulling.

Behavioural Indicators

Unusual behaviour will sometimes alert you to a possible problem. Here are some warning signs:



1. The youth is wary of adult contacts.
2. The Scout is apprehensive or unusually distraught when other children cry.
3. Behaviour is extreme:
 - aggressive or withdrawn,
 - excessive need for attention,
 - frightened of parents,
 - afraid to go home,
 - reports injury by parent.

Physical Neglect

Here are some indicators of physical neglect:

1. The Scout is consistently hungry, has poor hygiene, and wears inappropriate dress.
2. The Scout lacks consistent adult supervision, especially during dangerous activities or for long periods of time.
3. The youth is constantly fatigued or listless.
4. Your Scout has physical problems or medical needs that haven't been attended to properly.
5. The youth appears to be abandoned.

Behavioural Indicators

Unusual behaviour may point to abuse. Look for these:

1. The youth begs or steals food.
2. The Scout constantly arrives early to troop meetings and leaves late.
3. One or more teens in the troop constantly fall asleep at troop meetings or on outings.
4. Alcohol or drug abuse is evident in a youth's behaviour.

5. Delinquency (e.g. theft) is a problem.
6. The Scout tells you that no one looks after him or her.

Sexual Abuse

Here are some indicators of possible sexual abuse:

- difficulty in walking or sitting,
- torn, stained or bloody underclothing,
- pain or itching in genital area,
- bruises or bleeding in external genitals, vaginal or anal areas,
- venereal disease (especially in pre-teens),
- pregnancy.

Behavioural Indicators

- unwilling to change for gym or participate in sports,
- withdrawal, fantasy or infantile behaviour,
- bizarre, sophisticated, or unusual sexual behaviour or knowledge,
- poor peer relationships,
- the Scout is a delinquent or a run-away.

Talking with a Scout Who Discloses Abuse

Even if you have read widely about child abuse or attended various kinds of training seminars, it will be a shock when a Scout comes forward to talk about abuse. Whether the conversation is about physical abuse, emotional abuse, or sexual abuse, treat all disclosures in a similar fashion. Never attempt to be an investigator. Follow these helpful guidelines.

1. Believe in the Scout.
2. Listen openly, quietly and calmly.
3. Reassure the Scout.
4. Write down the facts.
5. Report immediately to child abuse authorities.



Believe in the Scout

There will always be cynics who say that children have terrific imaginations, and stories about abuse are just part of their fantasy worlds. For most children, sexual abuse is not a fantasy.

Scouts who disclose sexual abuse often do not attach the same moral values of right and wrong to the sexual event that an adult would. They may be describing something that is confusing to them, such as the promise they had to make “never to tell.” Often Scouts are more upset by a threat or the psychological manipulation that accompanied the abuse than the physical nature of the violation itself.

Scouts who speak about sexual, physical, or emotional abuse struggle with the desire to protect their parents or other adults. They sense that, by telling, they will be responsible for bringing even more discomfort to their homes. Victims of all ages often believe they are responsible for the abuse they receive, and hope the violence will just go away. They may delay the disclosure and endure the abuse a long time before telling anyone.

Keep in mind that this Scout has come to you with something to tell because of powerful, hurting feelings. Understand that your relationship has allowed the young person to open up to you. Trust that the Scout is speaking from a great need, and open your heart to believe what you hear.

Listen Openly, Quietly and Calmly

As the Scout speaks, you may be overwhelmed with your own feelings of anger, pain and, perhaps, fear. At the time of disclosure, put your own feelings aside (you’ll have time to explore them later). Be emotionally available to the Scout and listen. Give your full attention and nod understandingly as the story pours out. Never judge or disparage the Scout or other adults.

To ensure that others do not overhear, move away from onlookers. If you are inside, try to find another room where you will have privacy, but leave the door open.

Reassure the Scout

Let the Scout know that you believe in him or her. Be honest and say you cannot keep what you have heard a secret; other people need to know. Explain that you will do your best to help. You cannot promise that the offender will be punished or sent away or that

you will find another home for the Scout. You *can* promise that you will do your best to get the right kind of help, and that the Scout can count on your friendship and support, whatever happens.

Try not to ask questions. Never suggest interpretations or solutions that might cause problems in a court case. Establish the immediacy of the danger to the Scout; you must not allow the youngster to return to a situation where his or her life might be in immediate danger. Explain as best you can what you will do and what might happen. If you can, stay close by to provide comfort.





Write Down the Facts

Record the Scout's name, address and telephone number, and the date and place of your conversation. Write down what the Scout says in his or her words. If you have to put it into your words, make it clear that you are reporting as closely as possible, or that you are inferring from what the Scout said.

If the Scout names someone, write down the identity of that person as the Scout described. Include information about how to locate the person and anything else you know.

It's important to understand that Scouts often recant or deny having been abused, even after they have disclosed it to an adult and steps have been taken to bring the case to court. They do so because they feel guilty about causing trouble for the offender or because they have been threatened by the offender and are afraid of the consequences of telling. Sometimes Scouts recant to protect others in the family.

This kind of reversal can lead to anger and confusion on the part of those who have tried to help the Scout. As someone who made a considerable effort to help a child abuse victim, explore your own feelings and convictions about the abuse. Understand that you cannot control what will happen. By recording the information at the time the Scout discloses it, you are taking a very important step in the investigation process. Do it well.

Report Immediately to Child Abuse Authorities

When you become aware that a Scout is a victim, immediately contact the child protection services or local police. You'll find phone numbers for these people on the front pages of every municipal telephone directory under the heading of "Child Abuse."

What About the Other Scouts?

While social workers and police concern themselves with the abuse victim, you must continue to work with other Scouts in the troop. Scouts are usually very sensitive to unusual circumstances. Something affecting a fellow Scout will lead them to think about their own lives and hold very active discussions in their patrols. Be sensitive to the needs of both the abused Scout and the bystanders.

Whatever the effects of the abuse on the Scout, do your part to diffuse the situation and encourage the patrol to be supportive. Never allow other Scouts to engage in any kind of demoralizing behaviour around the victim.

Scouters are uniquely placed to respond to child abuse. Your commitment to children, the nature of the time you spend with Scouts, and the strength of the friendships you share with them make you ideally situated to respond to young people who need to tell about their victimization. Furthermore, you can model behaviours and demonstrate attitudes that speak out loudly against the exploitation of children.

Before you find yourself in a situation where you are called upon to help an abused Scout, take some time to sort out your feelings about child abuse. Talking about your fears of this subject will open up new opportunities for you to understand abuse, why it occurs, and how it affects the victims.

In Conclusion

Child abuse by parents or other adults is common in our society.

The police have the authority to apprehend, without a warrant, a child who is believed to be in need of protection from immediate physical danger. In most areas of Canada, child protection officials and police investigate reports of child abuse together and prepare the required documents for the court system.



It is important to be open to Scouts who try to tell about their abuse, but are afraid to talk about it. Often Scouts have been threatened not to tell. Sometimes their descriptions of the situations are difficult to understand, and sometimes they don't know how to tell about what has happened to them.

If you report child abuse to authorities, be thoughtful as you conduct your ongoing activities with other Scouts in the troop.

1. Protect the integrity of the Scout who is the victim.
2. Allay the fears of the other Scouts.
3. Continue with your regular program to promote the growth and healing of all troop members.

After you have made a report about child abuse, remain supportive and continue to believe in the Scout. Be natural and enthusiastic about the young person's progress, and allow time and space for healing.

Protecting Yourself

It is important to show caring, and encourage Scouts by being warm and affectionate, especially when the Scouts who come to your troop may do so to get away from their own troubled homes.

There are sensible ways for Scouters to show warmth to Scouts and protect their own integrity. Make a point of showing affection to all your Scouts in open places where others can see and share in the warmth. If you are comfortable with others watching what you are doing with Scouts, you're probably okay.

If a Scout is hurting or feeling ill and needs to be examined, ensure that another person of the same sex as the Scout is in the room while you carry out the examination. If possible, leave a physical examination to health professionals. *Never* force a Scout to remove clothing for an examination.

When doing bed checks at camp, bring along a second Scouter.

If you must change at public swimming pools, use the usual kind of discretion appropriate for such places.

Be cautious about any conversations with Scouts that involve sex. Scouts will ask honest questions about sexuality, and teenagers might seek advice. Listening with respect is appropriate. Joking with Scouts in ways that encourage promiscuity or the acceptance of sexually explicit material is dangerous for you and the youth.

In all things, respect the integrity of the child. Allow Scouts to back away from your well intentioned affection if they wish. Abused children are sometimes fearful or distrustful of any physical contact. Most of us sense the difference between positive and caring intentions and exploitive ones. Use common sense and good judgment to guide you, and protect the personal space of Scouts in your care.

When a Scouter in Your Group Is Accused

With so many cases of child sexual abuse coming before the courts, there may be cases where adult volunteers are charged with abusing children in their care. Sometimes these people are charged with physical abuse but, more often, the cases involve sexual exploitation.

This has caused considerable concern for some organizations. Scouts Canada members recognize that we need to continue caring for Scouts, especially those who rely on their adult leaders for positive feedback and affirmation.

The stark truth is this: some people seek volunteer positions that give them access to children so they can exploit them. Most organizations have had the unhappy experience of finding these people among them. Scouting now has a rigid screening process to keep our youth as safe as possible. Scouts Canada's "*Volunteer Screening Handbook*" will help you through this process.



Service Scouters are available to respond to any concerns you might have. Scouting has a process to suspend individuals from active participation pending a thorough investigation.

The fact remains that you may find yourself disturbed when another adult member is charged with abusive or inappropriate actions. Probably your first instinct will be to deny that the person could be guilty of such an act. You may have worked with that person and will have seen performance that seems appropriate to you.

In some cases, you may be tempted to mind your own business and stay out of the sticky affair. However, it will be hard for you to ignore the thought that this person you worked with might have done something unacceptable. You may feel angry at the person for betraying your trust and the Scouts' trust. You may feel outraged that the person brought dishonour to your Scouting group.

Sometimes the evidence is not clear. Sometimes cases go to court, there is insufficient evidence or the child recants, and the accused goes free. Is the person guilty, released on a technicality, or the victim of an overzealous society? While there are exceptions, in most cases when a volunteer has been charged with abuse, the person has committed a crime. Police don't lay charges unless sufficient reason exists to proceed with prosecution.

Take time to process your feelings. Bring everyone together to talk it out. Find ways to support one another and make a renewed commitment to develop your program so the Scouts you serve are safe and feel safe. Then, let your community know that you are doing your very best to make your program a good place for youth to spend their time.

Additional Pointers

Prepare yourself before you meet a Scout who has been abused.

1. Find out the names of several people who work in the child abuse section of your local child protective services and police station.
2. Participate in a workshop on the topic. We highly recommend the *Put the Child First* program, which was developed in conjunction with the Council of National Youth Serving Organizations, including Scouts Canada, and the Canadian Council on Children and Youth.
3. Become familiar with Scouts Canada's procedures for dealing with inappropriate behaviour and child abuse. Keep in mind that these procedures are in place for the benefit of all members served by our programs now and in the future.

AIDS

AIDS is the name for a combination of illnesses caused by a virus that breaks down the body's immune system. In this weakened state, the body becomes susceptible to fatal infections and some forms of cancer. AIDS has become a major public health issue in Canada and around the world over the past decade, and will continue to cause concern for some time to come.

A-I-D-S stands for:

Acquired — something you get rather than are born with.

Immune — the system that defends the body from diseases.

Deficiency — becomes weakened by a virus.

Syndrome — the body shows a variety of symptoms.

What causes AIDS?

HIV is the virus that can eventually cause AIDS. People infected with HIV may look and feel well for a number of years before any symptoms develop. Today, there is no vaccine to protect people



from the virus and no cure once a person has contracted it.

AIDS is an infectious disease. When HIV enters the body, it infects and eventually kills the part of our immune system that protects us from infections we can carry without effect. It weakens our resistance to other diseases.

HIV can stay in the body for some time without making a person ill. Eventually, because the immune system is weakened, diseases take hold and the body cannot fight them off.

The length of time between becoming infected with HIV and getting sick varies, but the average is more than five years. During this time, people look and feel well and may be unaware that they are infected. Since the virus is passed on through semen, blood, and vaginal secretions, people who do not know they are infected may pass HIV to others. Once a person is infected, he or she remains infected for life.

People with HIV are described as “HIV positive.” They may stay well, or they may experience swollen lymph glands, weight loss, sweating, diarrhea, and many other minor infections that can continue for longer than three months. It’s not possible to diagnose a person with AIDS at this point. These symptoms are common in many other diseases.

Eventually, the virus destroys the immune system to such an extent that the infected person becomes ill, and perhaps suffers all or some of the symptoms described earlier. In North America, many people with AIDS become ill with a particular form of pneumonia called “Pneumocystis Carinii.” In Africa, tuberculosis is a common illness. In all parts of the world, “Kaposi’s Sarcoma” is a typical symptom of AIDS. The virus may also attack the nervous system.

A person with AIDS may recover from some of these illnesses after treatment with antibiotics and radiotherapy, but AIDS usually proves fatal within a few years after the first illnesses appear.

People who have AIDS today contracted the infection a number of years ago. We do not know exactly how many people are infected or how many people become infected every day.

How Does AIDS Affect People’s Lives?

How people deal with the news of a fatal illness varies according to their culture and environment and their life experiences. How they manage their illness depends not only on their own attitudes, but also on the reactions of their friends, family, community, co-workers, and employers.

If people with HIV feel safe and protected and have support from those around them, it may be easier for them to come to terms with their illness and to help others with the disease. On the other hand, if they are isolated and live in fear, they may have little reason to take care of themselves and may become ill sooner.

People get AIDS by:

- sexual contact with an infected person that involves an exchange of semen, vaginal fluids, or blood;
- receiving infected blood through sharing hypodermic needles and syringes to inject illegal drugs; by blood transfusion with infected blood (Canada has a screening program for blood donations, making this a rare possibility); through contact with infected blood or body fluids where the virus enters the body through open cuts or wounds;
- an infected mother passes AIDS to her baby before or during birth.



HIV is a fragile virus that lives only a very short time outside the host. It is difficult to contract. People do not get AIDS through normal everyday contact with infected people.

There's **NO EVIDENCE** to suggest the HIV virus can be transmitted by insects; sharing food, drink and utensils; using public toilets, locker rooms, or swimming pools; contact with sweat, tears, coughing or sneezing; casual person-to-person contact, or sharing telephones.

Avoid AIDS by:

- never engaging in unprotected sex,
- having one monogamous partner,
- never sharing needles or syringes.

Guidelines for AIDS and First Aid

To date, no one in the world has contracted HIV infection because of giving first aid. Good hygiene is always extremely important in first aid, because many infections spread through unhygienic handling of body fluids.

Good hygiene and protection from infections are two sides of the same coin. In other words, first aiders must consider not only his or her own personal risk, but the risk unhygienic practices pose to the stricken person. A first aider could be HIV positive, rather than the person needing care.

If an accident victim isn't bleeding, doesn't have open wounds, or is breathing on his or her own, you don't have to consider special precautions when giving first aid.

Areas of Concern to First Aiders

First aiders are concerned about AIDS primarily in two situations:

- when giving mouth-to-mouth resuscitation,
- when dealing with someone who is bleeding.

Mouth-to-Mouth Resuscitation

Mouth-to-mouth resuscitation hasn't been shown to transmit the HIV virus. Theoretically, the only significant risk might arise from situations where the patient is bleeding from the mouth *and* the caregiver has open mouth sores. In practice, however, HIV has not been transmitted in the few cases where caregivers have resuscitated people with HIV who are bleeding from the mouth.

Scouts Canada doesn't recommend special equipment for mouth-to-mouth resuscitation, except for professional first aiders such as ambulance people who have the equipment available and are trained to use it. Untrained or inexperienced use of a rigid airways device can cause bleeding, and actually increase risk.

Most people who have basic first aid training are unlikely to carry a rigid airways device or mouth covers with them at all times on the remote chance that they may need to resuscitate someone. By dwelling on the theoretical risks of HIV transmission by mouth-to-mouth resuscitation, you may cause needless panic. As well, some people may decide not to provide necessary, even lifesaving care.

Bleeding

Always treat blood with respect. A number of infections (such as Hepatitis B) may be transmitted to others if you don't handle blood carefully. AIDS does not require new first aid procedures and methods; it simply underlines the need to follow existing procedures at all times. You don't need a space suit to handle blood safely in a first aid situation, but you do need to practise good hygiene, take a few precautions, and apply common sense.

Remember that the HIV virus is very fragile. It does not survive long outside the body, and you can easily and quickly kill it with heat or external applications of household chemicals such as bleach (sodium hypochlorite) or alcohol.



Unbroken skin provides a good barrier that will prevent the HIV virus from entering a first aider's body. (There is some chance the HIV virus may enter a body through broken skin or mucous membranes, but studies of large numbers of health care workers indicate it is an extremely remote chance.)

First Aid Guidelines

1. *Cover your cuts.* As a matter of routine hygiene, cover your exposed cuts and grazes with waterproof dressings. If you have a chronic skin condition that causes open sores on hands, avoid direct contact with patients who are bleeding or have open wounds unless clean gloves are available. (Be sure to wash your hands before and after using gloves.)
2. *Avoid direct contact.* If possible, get victims who are bleeding to try to stop the bleeding themselves. Using a clean cloth, show them how to apply pressure to the wound for five to 10 minutes.

If the bleeding person is a child, bleeding severely, or confused or unconscious, the first aider will need to stop the bleeding. Wear rubber (latex) gloves. If this is not possible, use a thick

cloth or other barrier to avoid coming in direct contact with the blood.

3. *Mop up pools of blood carefully.* If blood spills occur, mop up the blood and dispose of the cloths safely (i.e. in plastic bags or by burning or burying them). Once more, avoid direct contact with the blood. Treat the stain with disinfectant or a bleach water solution (five parts bleach to 10 parts water).
4. *Wash clothes, linens and instruments* with soap and the hottest water available (above 70°C) if they are stained with blood. There's no need to dispose of clothes or instruments as long as you wash them well. For general hygiene, wash materials stained with other body fluids in the same way, even though significant concentrations of HIV are only found in blood, semen, and vaginal secretions.
5. *Clean yourself and the patient.* After first aid care, wash thoroughly with soap and water. If blood splashes in eyes or mouth, rinse immediately with lots of water. Wash your hands thoroughly.





6. *Beware of cuts.* Avoid cutting yourself when giving care. If you do get a cut, encourage the wound to bleed freely for a little while, then wash with soap (except around the eyes) and warm water. Apply antiseptic or alcohol and a dressing if possible.

7. *Don't try to guess who might be infected.* People infected with HIV may look and feel well. Treat everyone with the same high standards of care and respect. Consistently high standards will also protect you and the people in your care against a number of other diseases.

SUBSTANCE ABUSE


Your Scouts are members of a society of pill takers. Millions of users of coffee, alcohol, and aspirin products widely advertised and sold openly in stores, keep several multi-billion dollar industries thriving. Most Scouts have access to at least a dozen varieties of potentially-dangerous pills and liquids at home. They see and use them regularly, and come to accept the idea that taking some drug is an acceptable way to cure an ill.

Young people are risk-takers. Not only do they find it fun, but they use it to test their capabilities and develop independence. Trying to reduce the dangers of risk-taking among their Scouts, adult leaders may wonder how far to permit their youthful experimentations. As well, leaders may wonder how to direct these desires to experience new and exciting (possibly dangerous) activities into areas that contribute to personal growth and have lower

risk consequences.

Scout-aged youth look at life as a series of opportunities that demand experimentation. They are more willing to gamble with risks than adults. They're learning to become adults by learning how to relate to others, have fun, and deal with problems and emotions.

Treat
everyone
with the same
high standards
of care and
respect.



When young people see adults using or abusing alcohol or other drugs to help them cope, they receive a strong message that promotes drug use. If you add youthful curiosity, the urge to experiment, social pressures, and an interest in challenge and risk, it's not hard to understand why drugs attract young people.

Scouting seeks to help young people develop as resourceful and responsible members of the community. It does this by providing opportunities for their mental, physical, social, and spiritual development. Scouts must take acceptable risks to develop their potential, and we can provide lots of these acceptable risks through Scouting programs.

One realistic way to think about teens and drugs is this: Your Scouts will need to make many tough decisions — some when

their thoughts are confused by emotion. Here are several questions that most Scouts will face repeatedly.

- Should I get in the car? I think he's had too much to drink.
- What am I going to do if they ask me to try it?
- I know my parents don't want me to drink, but what's the big deal?



Across the country, time after time, young people identify substance abuse as the greatest threat to their future. As a Scout leader, you can play a vital role helping young Canadians get accurate information about drugs, and teaching them to deal with drug-related peer pressure. Give them a strong message: “If you want a healthy mind and body, say no to drugs.” Warn them that using cigarettes, alcohol, and illegal drugs can lead to serious trouble, even death.

No. 1 Killer: Cigarettes. Smoking kills thousands of Canadians every year. Nicotine and tar clog the lungs, shorten the breath, damage the heart, and much more. Chewing tobacco can cause mouth cancer.

No. 2 Killer: Alcohol. One can of beer contains as much alcohol as one ounce of hard liquor. One can of beer can affect reasoning, judgment, breathing, and reflexes. After five beers, a person is intoxicat-

ed. It takes *three and a half days* to recover normal brain function and reflexes!

No. 3 Killer: *Mixing marijuana, beer, and driving.* The excitement and sense of achievement you feel at receiving your driving license is very special. But driving can have deadly consequences if you combine it with marijuana and a beer. Taken together, each drug doubles the effect of the other, and can lead to a drug overdose.

Other Killers: *Cocaine is addictive.* It also reduces performance. People who “get hooked” on this dangerous drug can’t control their need for more. Some first-time users think cocaine improves their performance. After further use, their performance drops off and continues to deteriorate.

Steroids may benefit athletic performance, but only for a very short time. The negative side affects are many: acne, aggressive behaviour, wide mood swings, bone damage, and decreased sex drive.





Marijuana is probably the drug teenagers most commonly use. It contains mind-altering substances that stay in the brain for up to a month after use. Marijuana is called the “gateway drug” because it often leads to other more serious drug use.

What a Scouter Can Do

You are important to your Scouts. Always remember this fact. They notice what you say and do, even though it may not seem so at times.

Help your Scouts develop the skills to separate the truth about drugs from mistaken ideas and myths they will hear. Look for reliable sources of information on specific drugs. Be prepared to sit down with your Scouts and help them understand the things they read.

Develop your listening skills so you can talk with (not to or at) your Scouts. This vital skill will keep you in touch with their lives as they become more independent.

Open up your meeting to your Scouts’ friends from time to time. It shows your interest and gives you another chance to stay in touch — not to mention recruit others.

Demonstrate responsible, health-conscious decisions with your own use or non-use of alcohol and other drugs. Remember that any use of an illegal drug is irresponsible. Not only does it break a Canadian law, but it’s harmful (even dangerous) to your body. Talk about the values that guide your decisions, and encourage your Scouts to think and talk about their drug-related values.

Talk with your Scouts about predictable situations they will face, and help them work out what to do before these situations arise, perhaps through role-playing. Discuss ways to avoid rides with impaired drivers, including friends, dates, and people for whom they baby-sit.

They will run into opportunities and even pressure to try alcohol. Many will be nervous about it. Let





your Scouts know that it's a good idea to delay having their first drink until they are in their late teens or early twenties. At this age, they will be better able to cope with the resulting feelings and behaviours.

Help Scouts accept the discomfort they will feel when they refuse to use or abuse alcohol and other drugs. Perhaps some role-playing would help. Try to understand the circumstances they will have to deal with.

Help them make sense of alcohol-using life-styles they see in advertising and television shows. Look for opportunities to talk about what is realistic and what is appropriate behaviour.

Scouts have a strong need to feel more skillful and confident as they mature. They want to feel good about themselves while they are developing and learning about life. If they do, they are less likely to feel overly anxious and self-doubting.

It's important for them to understand that nervousness and discomfort are emotions both kids and adults feel as we make our way through the daily challenges of modern living. But these anxieties and insecurities can lead Scouts to look for easy — even dangerous — ways to express their growing independence, gain recognition, or deal with their feelings.

Just like some adults, Scouts may turn to alcohol, marijuana, or other drugs trying to escape life's daily difficulties. Instead, teach them how to talk out their problems with people they trust and respect. Working through problems can even be fun. Help your Scouts find the confidence that

comes from knowing they can be comfortable talking to different people, doing different things, and being liked and respected.

Let them learn that it's natural to have problems and to make mistakes. Teach them, too, that it's important to work through the tough times and to understand and live with the consequences of their own actions.

Never forget that your respect means a lot to Scouts. Try to understand the circumstances they will have to deal with.

Never forget that your respect means a lot to Scouts. Help them feel good about themselves by recognizing their achievements. Never put them down with casual negative comments or your own need to show how capable you are. Take time to let them know you really care about them. A smile can mean a lot.

If you have a Scout with a drug problem, maintain your care and support. Try to determine if the drug abuse occurs once in a while, or if there's a pattern that may need professional help.

Scouters all want to help parents protect their children from

drug and alcohol problems, but real protection lies in your Scouts' sense of confidence, judgment, and ability to run their own lives. As a Scouter, you can make a major contribution.

Getting the Message Across

Numerous badges in the Scout program can pick up on the drug theme. The Collector Badge (a display of drug-related clippings, brochures, booklets, etc.) and the Communicator Badge (discussion on drugs) are only two. Why not suggest it as a major theme for the Troop Specialty Badge?



Invite a drug expert (such as a police officer) to visit the troop to speak frankly about drugs, and answer their questions. Discussions with young people who are recovering from substance abuse, or people disabled in accidents because of impaired driving will make a significant impact.

As a leader and role model, Scouts look at the example *you* set. If you're asked why you are a smoker, for example, explain the dangers of becoming addicted — how easily it happened and how hard it is to break the addiction.

Your overall relationship with your Scouts is very important. The decisions young people make about substance abuse reflect their feelings about themselves, and the people and situations they deal with each day.

Are you looking for good news?

Here it is: You can help your Scouts understand that substance abuse is a dangerous game, look to the future, and decide to stay away from drugs. You can and will make a big difference in their lives!

Resource

Scouts Canada's *Duty of Care* Document





CHAPTER 15

Sea Scouting



Sea Scouting has been a part of Scouting since the Movement started. “When a youngster, I began my Scouting as a Sea Scout,” B.-P. wrote. *Scouting for Boys* has many references to Sea Scouting and B.-P.’s adventures on the water.



In his message to Scouts in *Sea Scouting and Seamanship for Boys*, B.-P.’s brother (Warrington Baden-Powell) said, “A Sea Scout must be a Boy Scout – know the Scout Promise and Law and regulations – but all your work as a Sea Scout is on or about the water, mostly in boats.”

“Joining the Sea Scouts,” he continues, “does not mean that you are going to take up the sea as a profession; it means that you are going to make

boating, sailing, camping, fishing, sailing and watermanship your pastime for your spare time and holidays.”

Some feel, incorrectly, that a group needs wealth to be Sea Scouts. Very few Scout troops start out with all the equipment they need for camping, and it’s the same for Sea Scouts. In the beginning you can get by with very little. You might even plan to build your own boats. Investigate boat rentals and watch classified ads in your newspaper for old, but seaworthy, boats or canoes for sale. If they need minor repairs, you’ll have good Sea Scout projects. Contact local boat brokers or charters and solicit their help in identifying potential donors of equipment. Many Sea Scout ship’s companies obtain much of their equipment by donation. Charitable donation receipts may be issued for the value of the equipment under certain conditions. Contact your local area Council for directions.



BASIC SEA SCOUT TERMINOLOGY

Sea Scouting has its own terminology. It's important for the Officers (Scouters) and Coxswains (patrol leaders) to use seafaring terms and language on every occasion possible. Sea Scouts quickly become familiar with the new language and are proud to use it, but go slowly when using nautical language with new hands who come aboard ship.

Sea Scouts Scouts

Avast	Stop
Belay	Tie down with a rope
Boat's Crew	Patrol
Boatswain (of the Watch)	Duty Patrol leader
Boatswain's Call	Sailor's whistle
Bulkheads	Walls
Burgee	Special award flag
Changing Watch	Changing Duty Patrol
Come aboard	Join troop or Enter the ship
Coxswain	Patrol leader
Crew/ratings/hands	Sea Scouts
"D" on pipe or "Fall In"	Horseshoe hand signal
Deck	Floor
Divisions	Horseshoe
Face aft	Turn towards the rear of the ship
Gangway	Main entrance
Go ashore	Leave Troop hall
Hands/ratings/crew	Sea Scouts
Hawser	Heavy Rope or cable
Landship	Troop hall/regular meeting place
Leading hand	Assistant patrol leader
Lower Colours	Lower flag
Make and mend	Recreational time
Make Colours	Break Flag
Mast	Flag Pole
Muster crew	Fall in troop
Night orders	Evening instruction
Officers	Scout counsellors
Pipe	Whistle

Port/Port side	Left side when facing the front of the ship
Ports/Portholes	Windows
Post	Go into position
Ratings/Hands/Crew	Sea Scouts
Rig ship	Set up hall
Ship (verb)	Put in place
Ship's Company	Troop
Side Boys	Guard of Honour
Signalman	Scout making Colours
Skipper	Troop Scouter
Starboard/Starboard side	Right side
Station	Position
Tight ship	Well organized, safe ship
Unship (verb)	Remove
Watch	Duty Patrol
Yeoman	Patrol attendance person
24-hour time	Military time

SHIPBOARD TERMINOLOGY

We've already provided some basic Sea Scout terms. Here are others you can try to use as much as possible during your activities.

Parts of a Ship

- Amidship:* Where the fore and after part meets.
- Fore Part:* The front half of a ship.
- Hull:* The main body of the ship.
- Port Side:* The left hand side of the ship when facing the bow
- Starboard Side:* The right hand side of the ship when facing the bow
- Stem:* The extreme end of the fore part.
- Stern:* The extreme end of the aft part.

Surfaces

- Aft:* From any point in the ship towards the stern.



Bows: The hull surfaces in the fore part, which are founded to meet the stem (starboard and port).

Decks: Horizontal surfaces of the ship, floors.

Draft: The height of the water line above the lowest part of the keel. (Also spelled as *draught*)

Forward: From any point in the ship towards the bow.

Freeboard: The height of a ship's deck above the water line.

Describing Position

Below: Inside the ship between decks.

Hatch: A square opening in the deck.

In: A seaman serves "in" a ship.

Ladder: That which gives access for the deck above.

On Board: When a seaman joins a ship.

General Terms

Beam: The width of a ship measured athwartship at the widest point.

Deck Head: Overhead (ceiling)

Head: Bathroom

Position of Outside Objects

Abeam: Directly at right angles to the fore-and-aft line.

Abreast: Level with; in line with.

Ahead: Directly in the path of your ship.

Alongside: Side by side and touching.

Astern: Directly in rear.

Movements on Board

Sea Scouts speak of "going forward," "below," "on deck," and "aloft" (i.e. anywhere in the rigging of a mast.) They use the same expressions for shifting an object. Thus they move an object "aft" or "further forward" or "inboard" or "nearer the ship's side".

To fend: To prevent a craft striking against anything that might endanger her.

To Lift and Launch: To lift the weight clear before each heave.

Movement of a Ship

Ahead: Moving bow first.

Adrift: Broken from moorings.

Astern: Moving stern first or making sternway.

Awash: Level with the surface of the water.

Aweigh: When the anchor is broken out of the ground.

Ballast: Any additional weight at a particular point required to trim her.

Broadside: Moving sideways.

Course: The direction, by compass, of travel.

Heel: The angle between the ship's masts and the vertical to the earth's surface as she inclines to one side. A permanent heel is called a list.

Lee side: The sheltered side of a ship.

Trim: The ship's condition in the water.

Wake: Part of the track immediately astern.

Water-logged: Full of water but still floating.

Weather-side: The side of the ship facing the wind.



Miscellaneous Terms

Bilge water: Water collected in the bilge or area below decks near the lowest part of the inner hull.

Broach: To swing a vessel running before the wind broadside to the wind or at right angles to the course. This is a most dangerous action if the sea is heavy.

Davy Jones' Locker: The sea bottom.

Sea Scout Boat's Crews

As in regular Scouts, the boat's crew is the main unit in Sea Scouts. Information in this handbook that relates to patrols applies equally to Sea Scout boat's crews.

SEA SCOUT PROGRAM

An effective Sea Scout program depends on three basic principles.

1. Sea Scouts are a group of Scouts who love boats and water. Generally, they live close to a lake, the ocean, a river or a canal.
2. Sea Scouting is Scouting afloat, and seamanship training forms a part. Although they may have some nautical experience, Skippers and Officers are not expected to be professional instructors. Their job is to develop the Scouting spirit through action, responsibility, self-learned discipline (important when dealing with any action on the water), and fun.





3. Boat work outdoors can only occupy the warmer months of the year's program – generally during summer. In addition to the regular ship's company program, you'll need to create a summer program for each Sea Scout. Your Scouts can do dry land boat work to prepare themselves and their craft during off-water months.

Program Planning

The basics of planning a Sea Scout program are similar to planning any Scout program.

Remember: the lure of boats and water has drawn your members to Sea Scouting; reflect that in your program.

There are two phases in planning a Sea Scout program: ashore and afloat. In most of Canada, this means a winter as well as a summer program. Encourage Sea Scouts to use time away at the cottage or summer camp to gain badge credits.

You may need to bring in outside help to provide training on navigation, sea lore, or specialty knots. Point this out to your Court of Honour members when they're choosing program topics.

The Office of Boating Safety of the Canadian Coast Guard, Canadian Power/Sail Squadron, local Fire or Police department boat squad or retired Navy Officers' Association as well as local Yacht Clubs and marinas may be excellent sources for recruiting guest instructors for specific program topics.

A strong and very active group committee is essential to a Sea Scout ship's company because of the nature of a water program and the need for sometimes expensive equipment. The group or section committee should be aware of this and recognize their responsibility in helping to provide adequate equipment. Everything should not be supplied and the ship's company, individually and collectively, should make its own contribution. Your job is to ensure an active, fun and safe Sea Scouting program, not to spend time raising funds required to operate the ship's company.

Sea Scouts like a sea atmosphere in meetings. If possible, dress up the meeting hall place like a ship. Outline the deck of a ship on the floor and put up a steering wheel, a binnacle, a quarterdeck and a ship's bell to use during the meeting. Use as much nautical terminology and custom as possible to create a shipboard atmosphere.

Summer Program

Sea Scouting's summer program needs careful planning to make it "Scouting afloat with a purpose." As the season advances, your Sea Scouts will make definite progress in boat work, swimming and rescue work.

You will need a suitable facility for summer work. If you don't have an official place, arrange to use part of the property of a group committee member or someone else in your community.





Much of your summer program will depend on the type of craft available and your water source. You don't need large expensive craft, even on a large body of water. You'll evaluate your Sea Scouts' progress through how well they can handle the craft they have.

Start and end meetings held at or on the water on time so parents of Sea Scouts know when to expect them home. A Skipper has a great deal of responsibility. It is imperative that you establish a proper schedule of hours, adhere to safety regulations and Scouts Canada's *Camping/Outdoor Activity Guide*. Safe operation is a hallmark of good seamanship.

A Sea Scout program may include any (or all) of the following:

- boating (canoeing, rowing, sailing),
- swimming,
- lifesaving and rescue work,
- cruising (hiking by water),
- water games (combine water and land games),
- displays of proficiency (combine boats, swimming, and rescue work),
- practical instruction in chartwork, collision regulations, navigation, advanced ropework, communications, and many other Sea Scout subjects.

Boating

(See Water Safety Regulations in Camping/Outdoor Activity Guide)

Paddling or rowing a small boat, kayak, or canoe in sheltered water is the best way to introduce new members to Sea Scouting. In crafts such as these, Sea Scouts gain confidence and improve physical

prowess. They begin to feel at home on the water and learn what they can do safely with the craft in various situations.

It's ideal if each boat's crew has their own pulling boat in which they can work under their Coxswain, and challenge other boat's crews and ship's companies to competition. Boat's crew boats also make hikes on the water possible.

Sea Scouts best learn sailing skills in small sailing craft – a natural progression from row-boat or canoe. If such craft are not available, offer the Sea Scout's services as crew to the local sailing club.

Swimming

Every Sea Scout in a boating program should be able to swim 50 metres in shirt, shorts, and socks – a good starting point for work on the Swimming Badge. Swimming and regular instruction in rescue work are an important part of the summer program. Remember, however, that even Sea Scouts and Scouters who are very strong swimmers must wear a properly fitting, approved, life jacket (Personal Floatation Device or PFD.) while on the water and on the

dock. Train Sea Scouts in lifesaving and rescue work. They need to know how to rescue and resuscitate a drowning person, and how to right a cap-sized canoe or sailboat.

Cruising and Hiking by Water

A day or overnight hike or cruise calls for careful planning (see *Camping/Outdoor Activity Guide*). Such an outing requires permission from parents

Paddling or rowing a small boat, kayak, or canoe in sheltered water is the best way to introduce new members to Sea Scouting.



or guardians and the group or local committee. When you go out, make sure a responsible person ashore has a list of crew members, the name of the Skipper in charge, your direction of travel, your intended destination and expected time of return (weather permitting). Train the Sea Scouts to keep a faithful log during each cruise. Every Sea Scout should know how to fill out and file a proper Sailing Plan.

Games

Games provide great opportunities for the imagination. Whether you devise games involving pirates, crew overboard, signaling, compass challenges, boat races, swimming races, or diving competitions, emphasize safety on and near the water. During any water activity, you must follow the practices as outlined in the *Camping/Outdoor Activity Guide*.

Displays

Give the summer program a focus and celebration by planning a display of Sea Scout skills and games. Challenge other Ship's Companies or Troops to a skill's competition or a weekend Regatta. Invite parents and other interested people, and wind up with a huge barbecue.

Practical Instruction

You won't spend all your time afloat cruising or playing games. Have the Sea Scouts chart the area they use. It's a big job that requires a lot of study and work to learn how to heave and read a line, the rules of the road at sea, how to tie appropriate knots under actual conditions, and navigation. The crew can learn these skills in a winter program and apply them during the summer.





WATCH ORGANIZATION

Organize the ship's company into two or three watches. Two watches are known as Starboard and Port; three as Red, White and Blue.

The Watch organization is the working organization of the ship. At any time, there are hands on duty from each part of the ship. You need sufficient hands to provide lookouts, steer the ship, man the boats, etc. From a practical point of view, it is a good idea to rotate the duties of the Watch in about half hour intervals, i.e. half hour on the helm, half hour on the lookout, etc. for the duration of the Watch.

When you're afloat, one watch or part of a watch is always on deck by day and night. In harbour, all watches are employed during working hours, after which the watch on deck or duty does whatever work is necessary. This turn on duty lasts 24 hours. When hands are required for any purpose, they are piped to fall in.

TIME SYSTEMS

A 24-hour day is organized into seven watches or duty periods, all except two – the First Dog Watch and the Second or Last Dog Watch – four hours long. The purpose of the two hour long Dog Watches is to make an odd number of watches in 24 hours and give the hands different watches each day.

The Watch system, geared to the 24-hour clock, looks like this:

8 p.m. to midnight	(2000 to 2400 hrs)	First Watch
Midnight to 4 a.m.	(0000 to 0400 hrs)	Middle Watch
4 a.m. to 8 a.m.	(0400 to 0800 hrs)	Morning Watch
8 a.m. to noon	(0800 to 1200 hrs)	Forenoon Watch
noon to 4 p.m.	(1200 to 1600 hrs)	Afternoon Watch
4 p.m. to 6 p.m.	(1600 to 1800 hrs)	First Dog Watch
6 p.m. to 8 p.m.	(1800 to 2000 hrs)	Second Dog Watch

The striking of the ship's bell at half hour intervals indicates watches, which means there are eight

bells for each watch except the Dog Watches. It is common practice in Sea Scout ship's companies to strike ship's bells throughout the meeting.

Sea Scouts are quick to note that five bells are not struck in the Second Dog Watch.

In 1797, five bells was to be the signal for a navy mutiny at the Nore. The plot was discovered and the mutiny quelled. The Admiralty decreed that five bells in the Last Dog Watch should never again be struck on British vessels, and so, at 1830 hrs., one bell is struck and one is added to each hour until 2000 hrs., when eight bells are struck.

Time Systems

12-Hour Clock time	Bell Time	24-Hour Clock Time
a.m. and p.m.	a.m. p.m.	a.m. p.m.
12:30	1 1	0030 1230
1:00	2 2	0100 1300
1:30	3 3	0130 1330
2:00	4 4	0200 1400
2:30	5 5	0230 1430
3:00	6 6	0300 1530
3:30	7 7	0330 1530
4:00	8 8	0400 1600
4:30	1 1	0430 1630
5:00	2 2	0500 1700
5:30	3 3	0530 1730
6:00	4 4	0600 1800
6:30	5 1	0630 1830
7:00	6 2	0700 1900
7:30	7 3	0730 1930
8:00	8 8	0800 2000
8:30	1 1	0830 2030
9:00	2 2	0900 2100
9:30	3 3	0930 2130
10:00	4 4	1000 2200
10:30	5 5	1030 2230
11:00	6 6	1100 2300
11:30	7 7	1130 2330
12:00	8 8	1200 2400



The history of time aboard ship is a fascinating assignment for a Sea Scout to research and make as a presentation to the ship's company in lieu of some other badge requirement. The use of flags on a ship is another very good research project. In each case, of course, the Skipper needs to approve the substitution.

SAMPLE INDOOR PROGRAM

Here is an example of an evening's program aboard a Landship. Except for starting, ending, and bell times, you need not stick to the time schedule. Obviously, your activities will reflect the needs and activities of your Ship's Company during the seasons.

1840 hrs: Duty Watch reports aboard under Boatswain and rigs ship according to standing instructions (i.e. main mast, foremast, gangway, quarterdeck, etc.).

Boat's Crews report to boat's crew quarters, check attendance, fill out duty sheets, and obtain boat's crew information.

1858 hrs: Boatswain pipes Divisions using Boatswain's Call, followed by verbal command to "Fall In". Boatswain inspects crew.

1900 hrs: Signalman makes two bells. Skipper and Officers come aboard. Skipper inspects Ship's Company. Colours (Watch and an Officer). Boatswain reads Skipper's Night Orders (evening program).

1910 hrs: An Officer conducts the ship's company instruction or review.

1915 hrs: Boatswain conducts Make and Mend Period; game (related to seamanship) under supervision of an Officer.

1930 hrs: Ship's company instructional program period.
New hands – Investiture preparation,
Voyageur level hands – Knots and lashings,
Pathfinder level hands – Splicing.

2000 hrs: Eight Bells. Make and Mend: intermission for relaxing, informal chatting, boat's crew meetings.

2010 hrs: Instruction period. Handwork supervised by instructors.

2025 hrs: Boat's crew instruction period; Coxswain instruct their crews on boat drill and gear required for a regatta on the weekend. Do a gear check and report deficiencies to the Boat's Crew Officer.

2030 hrs: One bell.

2035 hrs: Game.

2045 hrs: Boat's Crew Corners: gear away, uniforms squared away. Coxswain's final instructions to crew.



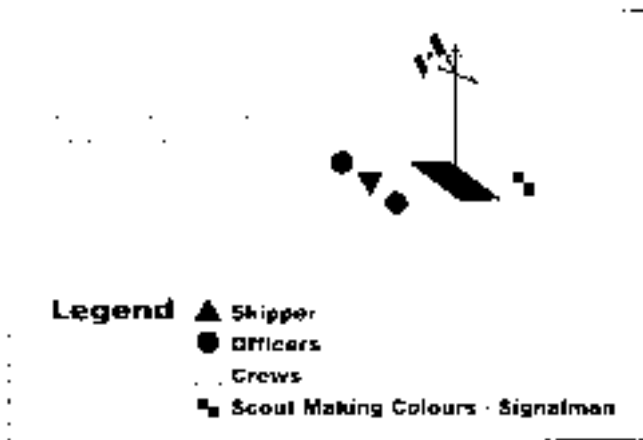


2050 hrs: Divisions. Ship's Company announcements;
 Changing of the Watch (exchange of Boatswain's pipe and key to Landship and gun (gear) room);
 Appropriate devotions (Skipper's Five);
 Lower Colours.

2100 hrs: Two bells;
 Ship's Company dismissed.

2105 hrs: All Secure;
 The Watch puts away gear and ensures that all is neat and tidy.

OPENING - SEA SCOUTS



The basic procedure for Sea Scouts is similar to other Scout units with a few nautical modifications. Sea Scouts "Make Colours", not raise or break the flag. Sea Scout Colours are always hoisted free, unfurled, not rolled up for a break as is the custom in other units. The following description is to serve as a broad outline as each Ship's Company develops minor variations of the basic procedure.

The Boatswain musters the Ship's Company in the Divisions formation (by boat crews in two straight lines facing each other) either by the Morse Code letter 'D' piped on the Boatswain's Call, or the regulation "Fall in" piped on the Boatswain's Call, followed by the voice command "Fall in". Vary the procedure so that the Ship's Company become

aware of both methods. All voice commands are spoken in a clear voice, loud enough for everyone to hear and sufficient to demonstrate authority.

The Boatswain inspects the Ship's Company to ensure their uniforms are neat, appoints a Sea Scout from the Watch to act as the Signalman, brings the Ship's Company to the alert and turns them over to the Skipper:

Boatswain: "Skipper, the Ship's Company is ready to make Colours."

Skipper: "Thank you Boatswain, Post Signalman to the mast."

Boatswain: "Signalman to Post."

The Signalman takes one pace back and walks briskly to position on the Quarterdeck to clear the mast halyards and make ready the Colours.

Skipper: "Clear the halyards"

Signalman: "Halyards all clear, Aye."

Skipper: "Ship's Company, facing aft, right and left, turn. Signalman, Make Colours."

The Boatswain pipes Colours.

Signalman raises the Colours quickly, all the way to the top of the mast. On the rare occasion that Colours are to be worn at half mast as a sign of mourning, the Signalman raises the Colours briskly to the top of the mast, then slowly lowers them to half mast.

While the Colours are being made, all present in uniform salute the flag. Those present on deck who are Sea Scouts but not in uniform make the Scout Sign. Non-Scouts stand at attention.

The salute is usually performed without a command, but for a new Ship's Company it may be necessary



to issue verbal commands until the crew gets the used to the ceremony. In such case the Skipper issues the command “Ship’s Company, Salute” and releases the salute with the command “Steady”.

Skipper: “Signalman, Secure Halyards.”

Signalman: “Halyards secure, Aye.”

The Ship’s Company returns from facing the flag to their original positions on the Skipper’s command: “Ship’s Company, inboard turn.”

Local variation:

Following the Colours being made the Signalman makes the Scout Sign and leads the Ship’s Company in reciting the Scout Promise and/or the Scout Law.

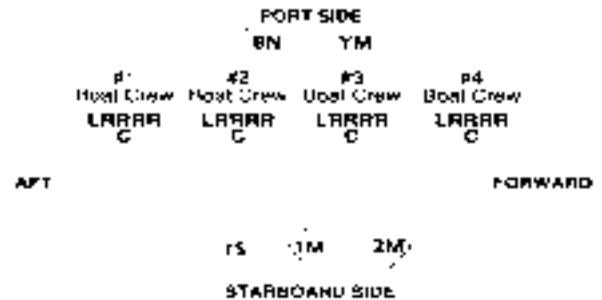
Skipper: “Signalman, Fall In.”

The Signalman takes one step back , turns left or right towards his boat crew and walks briskly to return to his place in his boat crew. The Skipper puts the Ship’s Company at ease and carries on with the day’s program.

The proper command to release the Ship’s Company following the opening Divisions is “Ship’s Company, Fall out” or “break off”. The command “Ship’s Company, Dismiss” is issued only after closing.

Sea Scouts do all flag procedures with nautical terms and always pipe to “make” or lower their Colours. For more flag ceremonies, see Chapter 6, pages 44-45.

FALLING IN



- Legend**
- BN- Boatwain (Duty Patrol Leader)
 - YM- Yeoman (Scout who Breaks Flags)
 - L- Leading Hand (Assistant Patrol Leader)
 - R- Rating (Scout)
 - C- Crewman (Patrol Leader)
 - TS- Skipper (Troop Scout)
 - 1M- First Mate (Troop Counsellor)
 - 2M- 2nd Mate (Troop Counsellor)





Sea Scouts fall in for a parade on the deck of a ship in a certain manner.

Organize the Ship's Company into Boat's Crews, numbered from one to four. Each crew consists of a Coxswain, a Leading Hand, and four or five ratings.

The Boat's Crews form in line on the port side of the deck, just forward of the Quarterdeck and facing in, at a distance of at least two metres from the port rail. Number One Boat's Crew is stationed furthest aft, Number Two on its left, and so on forward with an interval of one metre between them.

Each Coxswain stands in front of his Crew one or more paces depending on the amount of space available on deck. The Leading Hand stands on the right hand end of the Crew. The Yeoman is stationed in the rear of the Boat's Crew, facing inwards.

If the Ship's Officers are on parade, the Boatswain's place is also in the rear, in line with the Yeoman on his right. If the Officers are not present, the Boatswain stands on the starboard side facing inward, towards the Boat's Crews.

Ship's Companies salute only on the command "dismiss," and not on the command "break off".

CLOSING – SEA SCOUTS

Sea Scouts follow a closing procedure either in Divisions as in the Opening or in the horseshoe formation similar to that of other troops but with nautical modifications. On a ship, this ceremony is called Sunset because traditionally sunset is the time to lower the ship's Colours.

After the Scouter's Five Minutes, call the troop to the alert for the lowering of the Colours.

The Skipper calls the Boatswain to post Signalman.

Skipper: "Boatswain, Post Signalman to the mast."

Boatswain: "Signalman to Post."

The Signalman takes one step back from his place and walks quickly at the rear of the formation to the mast to take up position.





Skipper: "Clear your halyards."

Signalman: "Halyards all clear, Aye."

Skipper: "Lower away."

The Boatswain pipes "Colours" on his Boatswain's Call. While the Signalman slowly but steadily lowers the Colours, all hands stay at the alert.

After securing halyards, the Signalman takes one step back and stays in his place. On the Skipper's command "Signalman, fall in.", the Signalman makes a right turn and walks quickly to his place with his Boat Crew.

Before dismissal, the Skipper may issue instructions for the following meeting. When all business of the meeting has been concluded, the Skipper dismisses the Ship's Company:

Skipper: "Ship's Company, alert.
Ship's Company, dismiss".

Each member of the Ship's Company makes a right turn, salutes and falls out.

CHANGING THE WATCH - SEA SCOUTS

This is a simple but very effective ceremony. Have Sea Scouts practice the timing, briefly making the various pauses full stops. In each movement, the relieving Coxswain takes his time from the Boatswain.

The "official" time to change the Watch is at eight bells of the Last Dog Watch, that is at 2000 hrs (8:00 pm). This works well at camp or during a summer cruise as this is the customary time for the Sunset ceremony. However, during a Landship meeting it may be more practical to delay the change of Watch until the beginning of the closing ceremony.

The Boatswain pipes "Divisions" and the Ship's Company falls in, Crews in two lines facing each

other. The Duty Officer takes up a position in front of the signal mast. When satisfied with the formation of the parade, the Boatswain brings it to the alert and hands over to the Duty Officer. The Boatswain then takes up his regular place in the parade.

Duty Officer: "Stand by to change the Watch. Change the Watch."

The Boatswain and the Coxswain who is relieving take one step back out of their respective lines. They turn forward, walk smartly around the ends of the parade, turn facing aft, and parade smartly abreast one pace apart to a point two paces in front of the Duty Officer. They halt. The Boatswain salutes and asks, "Are you ready to be relieved?"

Duty Officer: "Carry on."

Boatswain: "Aye."

The Boatswain salutes and the two Coxswains turn to face each other and exchange salutes. The Boatswain takes off the badge of office (usually a Boatswain's pipe and lanyard), takes a pace forward, and presents it (with the keys to the Landship, if applicable) to the relieving Coxswain before taking one pace back. The two exchange salutes and turn to face the Duty officer. The new Boatswain salutes and asks, "Any special orders?"

If there are special orders, the Duty Officer gives them clearly and concisely.

Duty Officer: "Carry on, please."

The new Boatswain says, "Aye" and salutes. The two Coxswains right about turn together and parade down the deck, around the ends of the Watches, and back to their respective stations. They halt, turn inward together and take one pace forward into line. The Duty Officer then breaks off the parade to their next activity or continues into the Closing.



LATE ARRIVALS

Any member of the Ship's Company be it a Sea Scout or a Sea Scout Leader, arriving to a meeting after it has begun, may not join the activities without first seeking the permission of the Skipper.

The late arrival will stop at the gangway (entrance to the Landship meeting hall) and stand at alert until noticed by the Skipper.

Late arrival: "Skipper, requesting permission to come aboard."

Skipper: "Permission granted, welcome aboard."

TRANSPORTATION – SEA SCOUTS

During the summer, Sea Scouts will be afloat for a good part of their program, and they'll often hike

by water to their camps. Check Scouts Canada's *Camping/Outdoor Activity Guide* and the Coast Guard *Safe Boating Guide* for the requirements and regulations you must satisfy before taking a craft on water.

Watercraft used for Scouting purposes must meet Ministry of Transport/Coast Guard and local Scout regulations.

SEA SCOUT COMPANY EQUIPMENT

The meeting place of a Sea Scout Company is generally known as a Landship. How you equip your Landship will depend on the size of the room and the storage space and funds available.

As nearly as possible, arrange the room to represent the deck of a vessel. Let the Court of Honour decide whether it will be a replica of the deck of a steamship, naval vessel, sailing vessel, frigate, etc.





Keep it simple enough that it isn't too expensive to install, too difficult to maintain, or too time-consuming for the Watch to set up each meeting.

The simplest Landship is an outline of a ship's deck marked on the floor with chalk, masking tape or if possible, painted lines. Company formal activities take place within the confines and boundaries of this deck.

To carry out the Sea Scout program, your Landship should have a certain minimum amount of equipment, including:

- ship's deck outline,
- a mast with yard arm and gaff,
- a Canadian flag,
- a ship's bell, and port and starboard gangways,
- seating arrangements for crews and officers,
- a ship's log,
- a quarterdeck deck railing, compass, rope.

As you become better established, you might like to add:

- stanchions and rails or ropes,
- bow or jack staff,
- one or more masts,
- ship's riding lights,
- flag locker,
- ship's wheel,
- ship's compass,
- deck fittings,
- the bridge,
- small boat forms,
- sea chests stocked with rope, tools, canvas, etc.

This gear creates a "seagoing" atmosphere, helps acclimatize Scouts for shipboard customs, directions, etc., and lends colour to Sea Scout ceremonies and displays. You can, however, operate a good Sea Scout Company with a minimum of gear.

Boating Equipment

1. Pulling boats

- Oars in good shape
- Bailers
- Life-jackets (PFD's)
- Lifesaving ring on throwing rope
- Steering oar or tiller and bar
- Docking lines at bow and stern
- Lights for night time cruising.

2. Canoes or Other Small Craft

- Paddles (single or double) in good shape. One spare per craft.
- A Life-jacket (PFD) for every member aboard
- Painters at bow and stern (totalling 15 m long)
- Bailer
- Roll of duct tape
- Proper carrying thwart (yoke)
- Whistle

Optional/Recommended

- Flashlight
- Signalling mirror (a used CD makes a good one)





Resources

1. *Camping/Outdoor Activity Guide*
2. *Safe Boating Guide* *
3. *Canadian Coast Guard*

* Available free of charge from the Office of Boating Safety, Canadian Coast Guard. You can find the local office in the blue pages of your telephone directory or on the internet at http://www.ccg-gcc.gc.ca/contact_e.htm

RESOURCES (internet)

URLs of some websites or pages change from time to time. Accuracy of the following listings is not assured.

Canadian Power and Sail Squadrons

<http://www.cps-ecp.ca/english/index.html>

Canadian Yachting Association

<http://www.sailing.ca/>

Canadian Sea Scouts Homeport

<http://www.seascouts.ca>

Canadian Canoe Routes - Canadian Wilderness Paddlers

<http://www.myccr.com>

Canadian Navy

<http://www.navy.forces.gc.ca>

Royal Navy: Covey Crump Dictionary

<http://www.royal-navy.mod.uk/server/show/conWebDoc.1257/changeNav/3533>

The National Maritime Museum - Greenwich, London

<http://www.nmm.ac.uk/>

MarineWaypoints.com - Nautical Glossary

<http://www.marinewaypoints.com/learn/glossary/glossary.shtml>



CHAPTER 16

Scouts Canada Overview



Scouts Canada is a national organization incorporated by an Act of the Canadian Parliament in June 1914. Its affairs are conducted by a Board of Governors that has among its powers, duties, and responsibilities, the formation and promotion of councils, area councils and Scout groups.

Scouts Canada maintains Scout offices to support and administer Scouting. The national office is located in Ottawa at 1345 Baseline Road, Ottawa, ON, K2C 0A7. Its telephone number is: (613) 224-5131; fax: (613) 224-3571.

Many councils employ Scout executives who are carefully selected and trained for the very important role of serving as professional managers and program advisers. They help their council by working in partnership with volunteer members.

Partner and Group Committee

Scouts Canada enters into partnership with a partner; these may be a religious institution, service club, business, community group, police department, or some other organization. A partner agrees to provide Scouting programs to its young people, other young people who live in the community, or both.

Scouts Canada provides the program and program support, including service teams, leader training/development, uniforms, resources, books and camping facilities. The partner may provide meeting facilities, financial support and other forms of assistance. They may also establish guidelines for recruiting and training leaders to meet its own ideals and goals. Scouts Canada, in consultation with the partner, ensures that a group committee is elected or appointed to administer the Scouting program for the group.



Some partners are content to provide a hall and assist with establishing a group committee, then they step back from active involvement. Others take an active interest in the operation of their groups, regarding them as components of their youth education programs. If your partner takes an active interest, you can expect a wide range of support. They may also expect you to conform with their youth education policies.

The group committee is responsible to both Scouts Canada and the partner for the operation of section programs. It supports your troop with:

- Administrative services such as registration, screening and enrolment of new leaders, auditing financial records of the sections, annual reports to the council and the partner.
- Fund-raising.
- Financial support for leader training/development.
- Purchase of group equipment.
- Financial assistance to sections when necessary.
- Acquisition of a distinctive group neckerchief.
- Planning group events such as a family banquet.
- Promoting activities to link section programs and to encourage advancement.
- Supervising and helping section programs if required.

- Succession planning for all volunteer positions.
- Recognizing volunteers both formally and internally.

In return, your troop and the other sections support the group committee by:

- Having a representative on the group committee and sharing the discussion and decision-making on all matters, not just those of interest to the troop.
- Reporting on troop events.
- Giving notice of planned outings.
- Providing Scouts, leaders and parents for fundraising activities.
- Helping to plan and participate in group events.
- Keeping accurate administrative and financial records, and submitting them to the group committee for audit.
- Cooperating with the other sections in joint activities, including advancement of Cubs to Scouts, and Scouts to Venturers.
- Sharing scarce resources fairly between sections.
- Abiding by partner and group policies.

If your group committee gives your section less support than you would like, consider the possible reasons. Like you, group committee members are volunteers with limited time. Unlike you, they are





seldom directly involved with the Scouts and don't often get the immediate job satisfaction that comes from making a successful activity happen. Be clear about the support you require and how it will benefit the youth.

Good communication with the group committee is one of the duties of the leadership team. Make committee members aware of troop activities so they can give you the help you need to make your job easier. Put your group committee members to work. Unless you make specific requests of them, they may assume you have everything in hand. Group committees can often take care of many of the troop's time-consuming details to allow the leadership team more "quality time" with their Scouts.

Support to section Scouters: that's the essential role of the group committee. Several resources are available to help them do their jobs effectively. *By-law, Policies, and Procedures* (B.P.& P) contains lists of duties of a partner and a group committee. The *Group Committee Handbook* describes these duties, and suggests ways to carry them out. (Both publications are available on the website – www.scouts.ca) Scouts Canada has also produced *Camping/Outdoor Activity Procedures* in B.P. & P. to assist leaders and group committee members to plan and prepare for camping/outdoor activities. This resource contains:

- Scouts Canada's policies and procedures for camping or outdoor activities
- Necessary forms and applications
- Accepted practices
- Other helpful information (e.g. insurance, emergency plans, and incident reporting).

The pamphlet, *In Partnership for Youth*, available on Scouts Canada's web site (www.scouts.ca), describes the relationship between Scouting and partners.

It takes work to build and maintain an effective group committee. Be prepared to do your share to find members. Let them do their jobs. Fulfill your troop's responsibility to support them, and

acknowledge their contribution with thanks. In return, your group committee will ease your workload, help you run your troop better, and unite all sections into a successful team.

SCOUTING SECTIONS

Scouts Canada offers seven distinct programs, each designed for a specific age group.

Each program section emphasizes meeting program goals at a level appropriate to the age range and capabilities of members in that section. All section programs seek to develop the whole person, and to foster an in-depth appreciation and commitment to Scouting's Principles.

BEAVERS

Beavers is for children aged 5-7. A child becomes a Beaver by investiture after completing initial requirements.



Program

To meet Scouting's Mission and Principles in the Beaver program, the following goals guide activities that encourage Beavers to:

- find examples of God's love for them and the world,
- experience and express love and joy,
- express themselves,
- be healthy and have good feelings about themselves,
- develop a sense of belonging and sharing in small group activities,
- develop a sense of co-operation through non-competitive activities,
- appreciate nature.

Beavers meet in a unit called a colony. The Beaver program is based on a story (*Friends of the Forest*), and includes nature, learning to play together, creative activities, and spiritual fellowship. Activities



include non-competitive and co-operative games, creative crafts, stories, singing, and outings.

Promise

I promise to love God and to help take care of the world.

Law

A Beaver has fun, works hard and helps his family and friends.

Motto

Sharing, Sharing, Sharing.

WOLF CUBS

Wolf Cubs is for children aged 8 to 10 (typically). Cubs are organized into a unit called a pack.

A child becomes a Wolf Cub by investiture after completing initial requirements.



Program

To meet Scouts Canada’s Mission and Principles in the Wolf Cub program, the following goals guide activities that encourage Cubs to:

- express and respond to God’s love in their daily lives,
- do their best,
- keep fit,
- satisfy their curiosity and need for adventure and new experiences,
- be creative and develop a sense of accomplishment,
- make choices,
- develop a sense of fair play, trust and caring,
- work together in small groups and experience being a leader,
- participate in outdoor activities,
- learn about the natural world and their part in it.

The program gives Cubs an opportunity to reach out through a number of interrelated elements.

- | | |
|-------------|-----------|
| Outdoors | Acting |
| Badge work | Music |
| Handicrafts | Star work |
| Stories | Games |





It makes full use of the need for adventure and the vivid imaginations of children in this age group. Through the guidance of their leaders and understanding parents, Cubs are exposed to Scouting fundamentals, and gain much from their experience with the pack.

Promise

I promise to do my best
To love and serve God,
To do my duty to the Queen,
To keep the law of the Wolf Cub Pack,
And to do a good turn for somebody every day.

Law

The Cub respects the Old Wolf; the Cub respects himself/herself.

Motto

Do Your Best.

SCOUTSabout:

SCOUTSabout members, who are registered members of Scouts Canada, adhere to most of the same goals as Beavers/Cubs without the use of the Promise and Law.

Ages:

- Junior program: 5-7 years old
- Senior program: 8-10 years old

Meetings: Generally 1 1/2 hours weekly, three month term.

SCOUTSabout
P R O G R A M

SCOUTS

The Scout section is generally for young people between 11-14 years old (typically). As this handbook is devoted exclusively to Scouting, it will only briefly outline the program here.



Scouting has a long and varied experience in the field of providing programs to meet special needs. Some needs come from the interests and abilities of Canadian young people. Others are created by special geographic, cultural, social, and economic conditions.

The Scout program is designed with the flexibility needed to adapt to these needs. It meets some situations by providing choice in the badge systems. In other cases, it offers specialized programs — some are described on the following page.

LONE SCOUTS

Scout-aged young people who live in areas where it is not feasible to form troops may register with Councils as *Lone Scouts* by paying an annual registration fee (set by the council). Registration forms are available from Council offices.

Lone Scouts (in consultation with parents or guardians) name a person to supervise their training and arrange for examiners. The person selected is called a Lone Scout Counsellor. As the name suggests, Lone Scouts do their Scouting alone, or with one other person at most. Because Scouting focuses on small groups, it's important to make every effort to bring Lone Scouts into group situations. Your Scouts might be interested in exchanging let-



ters, pictures, tape recordings, videos, and visits with a Lone Scout. It's both an excellent and practical way to serve others and explore the wider community. Through linking with a Lone Scout, troop members have an ideal opportunity to look wide and learn about life and Scouting in environments much different from their own. Contact the provincial Scout office to get the address of a Lone Scout.

VENTURERS

Young people aged 14-17 who meet the qualifications may be accepted into a Venturer company. Venturers is open to male and/or female members.



Program

To meet Scouts Canada's Mission and Principles in the Venturer program, the following goals guide Venturer activities through a system of progressive, self-educating practices and activities. They encourage Venturers to:

- show adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom,

- fulfil the requirements and responsibilities of good citizenship,
- become aware of, and respond to, needs of the local, national, and international community, and the natural and cultural environment,
- provide leadership and work co-operatively in adult-like situations,
- display respect for the integrity of the natural world while participating in challenging physical and outdoor activities,
- explore vocational opportunities and develop personal interests,
- develop and use the skills of communicating, solving problems, and making decisions.

Promise

On my honour
I promise that I will do my best
To do my duty to God and the Queen
To help other people at all times
And to carry out the spirit of the Scout Law.

Motto

Challenge

EXTREME ADVENTURE

Extreme Adventure members are registered members of Scouts Canada and adhere to most of the same program goals as Venturers without the use of the Promise and Law.

Ages:	14-18 years old
Meetings:	Weekly, short term up to 3 months

Youth will plan, prepare for and participate in an adventure including activities or experiences to prepare them for the adventure.

**Extreme
ADVENTURE**





ROVERS

The Rover Crew draws its membership from young men and women aged 18 to 26. B.-P. described Rover Scouting as a brotherhood of the open air and service. Brotherhood, outdoor activity, and service are the common meeting grounds.



Rovering provides young adults with an opportunity for experience in a democratic setting. Scouting's Principles govern the conduct of individuals and crews as a whole.

An adult who accepts the conditions of membership may be accepted into a Rover Crew. Crews are open to male and/or female members, as determined by the crew.

Program

To meet Scouts Canada's Mission and Principles in the Rover program, the following goals guide activities that encourage Rovers to:

- become self-directed and responsible,
- blend personal freedom with one's responsibility to a group,
- develop and demonstrate leadership skills,
- plan and carry out activities in a group setting,
- contribute positively to community needs and the environment,

- participate in challenging outdoor activities,
- explore individual spirituality in conjunction with one's personal values.

Promise

On my honour
I promise I will do my best
To do my duty to God and the Queen
To help other people at all times,
And to carry out the spirit of the Scout Law.

Rovers pledge to commit themselves to actively live the Principles each day. Crews determine the way this commitment is expressed. All Rovers understand that they are part of the worldwide organization of Scouts, and they accept Scouting Principles.

Motto

Service

OTHERS

TEMPORARY RESIDENT'S PROMISE

Beavers, Cubs, Scouts, Venturers, Rovers and Scouters who are not Canadian citizens but who temporarily reside in Canada and desire membership in Scouts Canada must know and subscribe to our Promise. They may substitute "the country in which I am living" for "the Queen."

Scouts Canada's Slogan: Do a good turn daily, appropriate.



UNIFORM

The Scouter's Uniform

As a volunteer, you are a role model for Scouts who will follow your example as they develop into capable, caring citizens. You are also a role model, helping to set Scouts Canada's external image. Scouts Canada's uniforms stand for many things: a long historical tradition of community involvement; association with a set of principles; helping others. Wear it with pride when appropriate.

Scouts Canada offers two uniform options, available to Scouts, Venturers, Rovers, SIT's and adult members of the sections.

Program Activity Uniform:

This Uniform is appropriate to wear to weekly meetings, to camps, while traveling and on outings.

Formal Activity Uniform:

This uniform is appropriate to wear to major award ceremonies, civic meetings, and Remembrance Day ceremonies.

- (i) Leaders are permitted to wear the new activity uniform options when an event has been designated as appropriate for the activity uniform option. However, leaders may wear the traditional uniform if they choose.

- (ii) For formal occasions, leaders may wear the shirt and tie option only if all youths in their section are wearing shirts and ties, or the appropriate alternatives for female members. If the youth wear the traditional uniform, all Scouters should do so as well.

The Scout's Uniform

Most guidelines for Scouter's uniform apply equally to Scout's uniform.

Encourage your Scouts to wear full and correct uniform when appropriate. Ask new Scouts to read the uniform section in their handbook. Play "Kim's games" with the correct uniform as a subject, and don't forget to set a good example yourself.

Weekly Meetings and Outings

Ask your youth members what they feel is appropriate wear for weekly meetings and activities. Your youth might decide to wear only the neckerchief (Scouting's international uniform symbol) to weekly meetings. Or they might feel it's important to wear the full uniform to one meeting a month, depending on your group's activities and schedule. The important thing is to consult your youth members honestly and openly, and then act on their wishes.



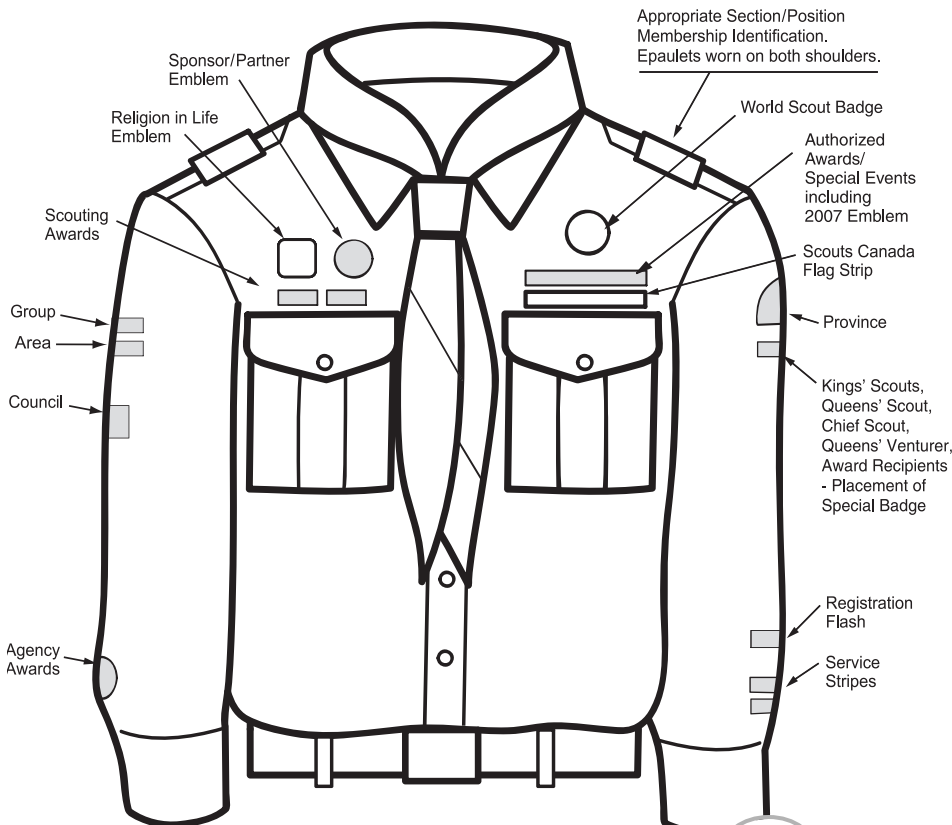


Scouts Canada offers two uniform options, available to Scouts, Venturers, Rovers, SIT's and adult members of the sections.

Program Activity Uniform		
	T-shirt	Tan Shirt
Footwear	As appropriate	As appropriate
Belt	Optional	Optional
Pants	Navy blue or Tan	Navy blue or Tan
Shorts	Navy blue or Tan	Navy blue or Tan
Shirt	Green, Grey or Orange	Tan
Vest	Bring On the Adventure Green and Black fleece	Optional
Sash (youth only)	Optional	If appropriate
Epaulettes	N/A	Yes
Necker (Gilwell necker for adults only) if appropriate.	Group, National or Gilwell necker if appropriate.	Group, National or Gilwell necker

Formal Activity Uniform		
	Shirt/Tie	Tan Shirt
Footwear	Black or Brown shoes	As appropriate
Belt	Optional	Optional
Pants/Skirt	Navy blue or Tan	Navy blue or Tan
Shorts	Navy blue or Tan	Navy blue or Tan
Shirt/Blouse	White	Tan
Vest	Optional	Optional
Sash (youth only)	Optional	Yes
Epaulettes	No	Yes
Necker (Gilwell necker for adults only) if appropriate.	No	Group, National or Gilwell necker
Tie	National tie	National tie optional (n/a for Scouts)

ADULT LEADER



- Group neckerchief – design, colour and material to be determined by the Group/Section Committee and approved by the next senior Council.
- Sash should not be worn during games, boating, camping or hiking. The Scouts Canada uniform no longer includes official headwear. A field hat or toque, as supplied by Scouts Canada's Retail Services are the only authorized headwear for wear with the uniform when conditions warrant.
- Female members may substitute the section lapel pin in the Formal Activity uniform for the tie.



COUNCIL SERVICES

It would be impossible to list all services provided by the many Scout councils in Canada. Each council must meet the needs of its locale, but a common denominator runs through all their operations.

Your council exists to service the Scout program within its geographic boundaries, and provide necessary administration. These two functions are normally carried out through an executive committee or board, and a commissioner's staff (service team).

The executive committee may be divided into a number of subcommittees to carry out various functions. These include:

- ensure program support materials are provided,
- report to appropriate bodies,
- maintain control of council funds,
- conduct financial campaigns or other methods of financing,
- register youth and adult members,
- maintain relationships within the community and other councils,
- initiate and process applications for honours and awards,
- maintain and develop relations with sponsors and groups,
- locate potential sponsors and establish new groups,
- develop camp facilities,
- ensure that all facilities protect the health and safety of members,
- maintain an office, if necessary.

The Service Team

Your council provides support services to your section through the commissioner's staff or council service team. The commissioner is the member of the executive committee (or board) responsible for the service team's operation. Some of the service teams duties include:

1. It ensures that new Scouters feel welcome, and it helps all Scouters feel they belong.
2. It helps Scouters learn to work with young people.
3. It helps Scouters use the appropriate program goals to evaluate their section program.
4. It guides Scouters in improving personal performance through encouraging and informing them about training opportunities.
5. It encourages the use of community resources, and helps Scouters identify resources.
6. It promotes participation in activities, and co-ordinates multi-section activities, as requested.

Scouts Canada serves you in many ways, but it's up to you to take advantage of the opportunities it provides so you can develop necessary knowledge and skills to do your job effectively.

Scouting expects you to take training to develop competence in your role and to keep abreast of new developments.

Training & Development

Because Scouts Canada believes leaders need skills and ongoing support to deliver an effective program, it provides opportunities for leaders to acquire the necessary attitudes, skills and knowledge to conduct successful programs.

Scouts Canada encourages both formal (training) and informal (coaching/mentoring, self study, on-the-job training) means of personal development. Leaders commit to acquiring the necessary knowledge and skills for their position within the first year.



Orientation

Your leader development begins with a discussion between you and your commissioner or service team member. The discussion includes:

- Your role and responsibility as a leader,
- How your Council is organized,
- What your service team can do to help you,
- Other details about Scouting in your area.

Working together, you will determine what development you need to deliver a good Scout program.

Basic Program Planning & Delivery *(Woodbadge, Part 1)*

Basic Program Planning and Delivery introduces you to the fundamentals of running weekly meetings and outings. Completion of the Basic Objectives (Woodbadge Part 1) qualifies you to wear the Gilwell woggle or the tie pin of your section. This should be completed within the first year.

Advanced Program Planning & Delivery *(Woodbadge, Part 2)*

Woodbadge 2 expands on the skills and knowledge associated with weekly meetings and outings. It's best to start a Part 2 after you have had time to become familiar with the program, learn basic skills, and see some of the problems. Completion of Part 2 qualifies you to wear the Gilwell neckerchief and beads, or the tie pin of your section.



Other Development Opportunities

Most Councils provide opportunities for development on particular subjects, such as nature, first aid, campfire programs, and camping. Sessions may take an evening or a day and are usually very practical. Some districts bring in outside resource people for speciality topics.

One-on-one discussions with other leaders are important and rewarding means of training/development. When you visit other troops and talk with their leaders, you pick up priceless information. When your Service Scouter visits your troop, sit down after the meeting to discuss your program and any concerns. Service Scouters are chosen because of their experience and skills; they are invaluable sources of help.

Some Councils have Scouters' Clubs that meet regularly in an informal setting to discuss a variety of subjects, plan district events, and exchange ideas and concerns. It's a great opportunity to get to know the other Scouters in your Council.

Many Councils also hold annual conferences where leaders get together to explore topics of mutual interest, have a lot of fun, and develop team spirit.





Photo Credits

Scouts Canada would like to thank the following photographers who contributed pictures for this book:

Wayne Barrett, Jim Dicker, Heather Downs-MacIntosh, Peter Ng, Martha Paris, Paul Ritchi, Anthony Scullion, Kevin Snair and Randy Stille.

Additional images: The Magazine *Scouting life* archives and the Scouts Canada archives.





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Catalogue # 20-469/2008
ISBN 978-1-926557-09-0