

APPENDIX

SAMPLE CAMPFIRE PROGRAM

Campfire events can be conducted at the council, district, or troop level. The ingredients are mostly the same for all levels. Below is a suggested format of what a campfire program can include. It has been designed to demonstrate the “flow” of an effective campfire program, which follows the rise and flow of a campfire. If desired, a narrator can be assigned to explain each step as it is delivered.

- 1. Opening:** The master of ceremonies should conduct the opening.
- 2. Light the fire** (if one isn’t already lit): Lighting the fire is a good way to show effect and acts as a time-keeper/gauge for the program. As the fire diminishes and dies down, so should the intensity of the program.
- 3. Icebreaker:** Sing a song, usually fast and short (upbeat, funny, or happy). See *Group Meeting Sparklers* or the *Scouts BSA Songbook* for examples.
- 4. Greeting:** The senior patrol leader or other assigned staff member greets participants.
- 5. Skits:** When conducted at the council or district level, each troop can be responsible for a skit, song, or story. For the Introduction to Outdoor Leader Skills course, staff members should prepare five or six skits. These skits can be punctuated with run-ons and/or songs. Skits can involve the crowd, staff members, or fellow troop members.
- 6. Story:** Stories can be fun or scary, but all stories must be age appropriate, so adult oversight helps to keep things in order. A serious story is a wonderful way to begin the closing of a campfire. Serious stories can be patriotic, heroic, or inspirational. The story of the beginning of the BSA, “Lost in the Fog,” is a good one.

In 1909, a Chicago publisher named William D. Boyce was visiting London. These were the days of horse-drawn carriages and gas-powered street lamps. In those days a dense fog was often created by cool air moving across the River Thames, and one foggy evening Boyce became lost in the winding streets and alleyways of the city.

A boy came to his aid and guided him back to his hotel. Upon reaching the hotel, Boyce pulled out some coins, but the boy refused a tip. The boy explained that he was a Boy Scout and would not accept a reward for doing a Good Turn. Instead, this unknown Boy Scout turned and disappeared back into the London fog.

So impressed was Boyce that he organized a meeting with Robert Baden-Powell, the British Army general who had founded the Boy Scouts. Boyce learned all he could about the mission and methods of the Boy Scouts. Upon returning to the United States, William Boyce petitioned Congress to incorporate a new organization for young men. It was called the Boy Scouts of America. Perhaps you’ve heard of it ...

- 7. Serious or moving song:** Perhaps in theme with the serious story, a serious song can be patriotic or spiritual in nature such as the “Battle Hymn of the Republic.”
- 8. Scoutmaster’s Minute:** The Scoutmaster provides a brief message such as the example “Footprints” below.

One night a man had a dream. He dreamed he was walking along a beach with the Lord. Across the sky flashed scenes from his life. For each scene, he noticed two sets of footprints in the sand: one belonging to the Lord and one belonging to him. When the last scene of his life flashed before him, he looked back at the footprints in the sand. He noticed that many times along the path of his life there was only one set of footprints. He also noticed that it happened at the very lowest and saddest times in his life. This really bothered him, and he questioned the Lord about it. “Lord, you said that once I decided to follow you, you would walk with me all the way. But I have noticed that during the most troublesome times in my life, there was only one set of footprints. I don’t understand why, when I needed you the most, you would leave me.” The Lord replied, “My son, my precious child, I love you and I would never leave you. During your times of trial and suffering, where you see only one set of footprints, it was then that I carried you.”
- 9. Closing song:** The closing song should be sung low and quieter than the other songs, as it’s meant to bring down the excitement and cue the end of the day. A great example of a closing song is “Scout Vespers.”

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2018 ADVANCEMENT REQUIREMENTS

(Effective January 2018)

Note: Some requirements listed may not be covered in their entirety during this course.

S = Scout T = Tenderfoot SC = Second Class FC = First Class

OUTDOOR ETHICS

S-1e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.

T-1c. Tell how you practiced the Outdoor Code on a campout or outing.

SC-1b. Explain the principles of Leave No Trace and tell how you practiced them on a campout or outing. This outing must be different from the one used for Tenderfoot requirement 1c.

FC-1b. Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b.

CAMPSITE SELECTION

T-1b. Spend at least one night on a patrol or troop campout. Sleep in a tent you have helped pitch.

SC-1c. On one of these campouts, select a location for your patrol site and recommend it to your patrol leader, senior patrol leader, or troop guide. Explain what factors you should consider when choosing a patrol site and where to pitch a tent.

FIRE SITE PREPARATION AND BUILDING

SC-2a. Explain when it is appropriate to use a fire for cooking or other purposes and when it would not be appropriate to do so.

SC-2d. Explain when it is appropriate to use a lightweight stove and when it is appropriate to use a propane stove. Set up a lightweight stove or propane stove. Light the stove, unless prohibited by local fire restrictions. Describe the safety procedures for using these types of stoves.

COOKING

T-2a. On the campout, assist in preparing one of the meals. Tell why it is important for each patrol member to share in meal preparation and cleanup.

T-2b. While on a campout, demonstrate an appropriate method of safely cleaning items used to prepare, serve, and eat a meal.

T-2c. Explain the importance of eating together as a patrol.

SC-2e. On one campout, plan and cook one hot breakfast or lunch, selecting foods from MyPlate or the current USDA nutritional model. Explain the importance of good nutrition. Demonstrate how to transport, store, and prepare the foods you selected.

FC-2a. Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.

ROPES—WHIPPING, TYING, AND LASHING

S-4a. Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.

S-4b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.

T-3a. Demonstrate a practical use of the square knot.

T-3b. Demonstrate a practical use of two half-hitches.

T-3c. Demonstrate a practical use of the taut-line hitch.

SC-2f. Demonstrate tying the sheet bend knot. Describe a situation in which you would use this knot.

SC-2g. Demonstrate tying the bowline knot. Describe a situation in which you would use this knot.

FC-3a. Discuss when you should and should not use lashings.

FC-3b. Demonstrate tying the timber hitch and clove hitch.

FC-3c. Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.

FC-3d. Use lashings to make a useful camp gadget or structure.

WOODS TOOLS—KNIFE, CAMP SAW, AND AX

S-5. Demonstrate your knowledge of pocketknife safety.

T-3d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

PLANT IDENTIFICATION

T-4b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat for exposure to them.

FC-5a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.

ANIMAL IDENTIFICATION

SC-4. Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken.

FINDING YOUR WAY—MAP AND COMPASS READING

SC-3a. Demonstrate how a compass works and how to orient a map. Use a map to point out and tell the meaning of five map symbols.

SC-3b. Using a compass and map together, take a 5-mile hike (or 10 miles by bike) approved by your adult leader and your parent or guardian.*

SC-3d. Demonstrate how to find directions during the day and at night without using a compass or an electronic device.

FC-4a. Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).

FC-4b. Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.

PACKING AND HIKING TECHNIQUES

T-5a. Explain the importance of the buddy system as it relates to your personal safety on outings and in your neighborhood. Use the buddy system while on a troop or patrol outing.

T-5b. Describe what to do if you become lost on a hike or campout.

T-5c. Explain the rules of safe hiking, both on the highway and cross-country, during the day and at night.

SC-3c. Describe some hazards or injuries that you might encounter on your hike and what you can do to help prevent them.*

**If you use a wheelchair or crutches, or if it is difficult for you to get around, you may substitute "trip" for "hike" in Second Class rank requirements 3b and 3c.*

APPENDIX

TECHNIQUES FOR TEACHING OUTDOOR SKILLS

The role of the Scoutmaster is to help the Scouts be well prepared with the tools and methods to successfully deliver the instruction.

There are a number of things the Scoutmaster can do to help a Scout conduct a skills session.

1. **SCOUTS BSA HANDBOOKS**—The *Scouts BSA Handbook for Boys* and *Scouts BSA Handbook for Girls* are the best resources. For instance, the hiking section (Chapter 8) includes information on preparing food and water, making a trip plan, and bringing appropriate clothing. While there are other sources that are more comprehensive, the Scouts BSA handbooks are simple to use with concepts that are age appropriate. Using the Scouts BSA handbooks as primary resources will help Scouts deliver simple, concise, and effective training.
2. **RESOURCE KIT**—Provide a resource kit or a materials checklist for a given skill. As discussed in the plant identification session, having a premade kit can simplify training preparation and provide good scaffolding that may allow Scouts to teach a topic they might not otherwise be able to effectively prepare for.
3. **EDGE**—Always coach Scouts on how they can employ the EDGE method in their training.
4. **OTHER TEACHING METHODS**—Coach Scouts to include various teaching methods in their skills instruction.

The teaching methods the Scouts can use during a skills instruction session are numerous. Some of the best ones include the following:

- **BRAINSTORMING**—Brainstorming can be a great way to engage participants in any topic. Brainstorming is best used when trying to generate a large volume of ideas. It can be used in conjunction with whiteboarding. When brainstorming, remind participants that the goal is to generate as many ideas as possible, there are initially no wrong ideas, and ideas should not be judged as good, better, or best. For brainstorming to work effectively, participants need to feel safe when contributing ideas. Let the fun begin!
- **BRAIN SQUEEZERS**—Memorization always squeezes the brain. Using riddles, rhymes, acronyms, and other mnemonics can help Scouts retain important concepts.

Example: When teaching Scouts about proper outdoor clothing, use the slogan: “Cotton kills, wool’s the way.” This simple expression is easily remembered because of its alliteration and becomes the memory activator for a much larger discussion on the properties of cotton, wool, and synthetic materials.

- **BUZZ SESSIONS**—Buzz sessions can be used to generate conversation and get participants thinking about and exploring concepts. Conduct a buzz session by organizing participants in small groups of two to four; the larger the group, the less likely some will be to engage. Keeping groups small encourages everyone to participate. Be specific about the topic and desired outcome. Keep the time frame for discussion short and the topic narrowly focused. Consider group dynamics when organizing participants—skill level, beliefs, experiences, age, etc. Consider writing the topic on a board or giving groups a sheet with the discussion topic on it.
- **FIRECRACKERS**—These are the only fireworks used in Scouting! Firecrackers are attention getters that help promote interest in a topic and can include a funny (appropriate) YouTube video, object lesson, story, game, object, piece of memorabilia, etc. The goal is to capture or hold the participants’ attention as you conduct the training.

- **INSPECT TO DETECT**—This method starts with Scouts being asked to look for, inspect, or observe an object or area. These reflective activities put the learner in the driver's seat and provide instant engagement. This method can be used as an activity starter to promote thinking or it can be used after an explanation or demonstration to assess understanding.

Example: Pack a backpack improperly, then ask the Scouts to pull it apart and conduct a pack inspection. Ask Scouts to identify the items in the pack that are not needed and the items that are missing that should be there. Provide a recommended packing checklist and discuss the importance of using a packing checklist to prepare for campouts.

- **PORCH SITTERS**—What do people do when they sit on the porch in the evening? They tell stories. Stories can be a powerful way to communicate ideas, help participants retain concepts, and engage your audience. Some stories to consider using when teaching include personal stories, current stories in the news, and historical accounts.
- **GAMIFICATION**—Any kind of activity that makes the learning a game can help to hold the attention of participants. Matching and guessing games can be easily adapted for all sorts of content.
- **ROLE-PLAYING**—Role-playing can give participants an opportunity to practice for situations they may experience in the future. Role-playing exercises are great when using the EDGE method to help guide participants in learning a particular skill. Role-playing works best where there is a clear expectation set for each person playing a role in the practice session. Observers should have clear expectations on what they should be evaluating so that they learn even though they are not directly participating.
- **SKILL SHEETS**—Nobody likes to work, so avoid WORK sheets. Instead use skill sheets as appropriate to help participants actively participate and retain information being shared.
- **SPIT(TING)**—This is hopefully the only spitting you'll see a Scout do. This is the use of a song, poem, or skit to teach an idea or concept. Typically this is a good attention getter to promote engagement at the beginning of the instruction, but it can also be used to promote concept retention.
- **WHITEBOARDING**—Use a whiteboard or chalkboard to visually communicate information. This can help participants visualize concepts and may make it easier for them to take notes or reference ideas during a discussion.