The Training Team

Selection

The Scout executive, council training committee, or team assigned to leadership training is responsible for selecting the chair, training team, and staff members for this course, and seeing that they are trained and that the course is planned and conducted effectively. If a multiple-district course is being planned, or a leader mentoring program established, they will likewise be accountable to the council and the same selection procedures.

The course chair is chosen first, then given the opportunity to assist in the selection and recruitment of staff members. The council should also select a professional staff adviser to help and serve as liaison to the course and its needs. The staff can include professional "guest" trainers as well as the council's most experienced and competent Boy Scout trainers. Recruit an adequate number of staff members so that no one trainer feels overloaded.

Every staff member should have a meaningful job and the ability to demonstrate several of the course skills. Skills presentations will be conducted in small patrols, and several staff members will teach the same skill at the same time. Based on the number of registered participants, recruit one instructor for each four to eight participants (two to four buddy pairs), ensuring each participant will have a hands-on experience and be observed actually accomplishing the skills presented.

The use of a course quartermaster is recommended, but optional. You may decide whether each instructor is individually responsible for the required materials, or the group may pool resources through the use of an assigned staff person to be quartermaster.
Responsibilities

A leader and the appropriate number of competent instructors will be assigned to each skills session. It is logical to select a staff member most experienced in a particular skill to work with other staff members during course development briefings to ensure there is adequate staff to guide and work with the small participant patrols.

Each staff member is to be given (mailed or presented) a copy of this Introduction to Outdoor Leader Skills manual prior to the first development briefing and asked to study it carefully, paying special attention to scheduling the course and training techniques. This plan will provide an understanding of the materials, references, how the schedule is to be presented, and how the skills sessions complement each other—giving a broad perspective of the course as a whole.

A variety of techniques are suggested. The primary resource is the Boy Scout Handbook. It is important that all staff members use the handbook in preparing appropriate gear, materials, and the proper techniques to set a good example. What the participants see, hear, and do while attending this course will be taken back to their units and duplicated by them, to the best of their abilities, in their unit campouts. It is essential that this course set a top-quality example. Staff members should not use shortcuts or poor presentation techniques that will ultimately surface in the quality of training that unit leaders give Scouts.

Staff Briefings and Schedule

In reviewing the work schedule on page 23, note that three staff briefings are shown as an important part of the overall course schedule. These briefings shall be held for the purpose of understanding the session contents, time frames, training assignments, skills practice, securing appropriate gear, gathering training aids and handouts, preparing displays, timing demonstrations, and coming together as a training team. The briefings can be held on weeknights or weekends and should last one to two hours each, with the flexibility to schedule more time if needed.

The first two briefings can be held indoors at a church, school, assembly hall, etc. The third briefing (and final briefing before the course) should be held at the course campsite for a walk-through. This gives each staff member a chance to become familiar with the layout, campsites, eating areas, facilities, parking, etc. The final staff briefing could also be held at camp on the Friday afternoon of the course, before the participants arrive at 6:00 p.m. The preparedness by staff members will indicate if additional briefing times are necessary.

The course chair, all staff members, and the professional adviser should attend all three briefings. This is a reasonable number of briefings, and each one will be used to help prepare for different aspects of the training course. The material in this manual is not intended to be read to participants. Instructors cannot "wing it" on-site; staff members must understand their assignments and practice them in advance. The following is a suggested staff briefing work schedule to be initiated and led by the course chair.
First Staff Briefing (three to four months prior to course)
1. Individually, have staff members introduce themselves, sharing information such as the district they come from, their current registered Scouting position, and their special skills.

2. The chair introduces the professional adviser.

3. The group reviews the course manual (which should be read prior to this briefing), with attention given to this training plan, concept, and course schedule.

4. Make preliminary assignments such as session skill leader, based on experience, conversations during recruitment, or professional recommendations. Assign the leaders skills to review with staff members at upcoming briefings, and materials they will need. (Coordinate materials with the quartermaster, if you are using one.) Review the course gear list and equipment staff will furnish (coordinate with quartermaster).

5. Distribute copies of promotional materials, participant recruitment letter, registration confirmation letter, and the registration and Personal Health and Medical Record forms.

6. Discuss the importance of promoting this course at roundtables. Make it clear that building attendance is everyone’s responsibility. Remind staff of roundtable recruitment and participant promotions—sign them up! Ask staff members for a personal attendance objective they would like to achieve.

7. Review the requirements for wearing the official Boy Scout staff field uniform to training sessions, to set the appropriate example.

8. Discuss other business appropriate to your course and schedule.

Second Staff Briefing (two months prior to course)
1. Leaders for skill sections review materials with staff members—hands-on—to assure skill understanding and ability to demonstrate to participants.

2. Establish a “backup leaders” list for skills session assignments—get input from leaders.

3. Remind staff of roundtable recruitment and participant promotions—sign them up! Ask how many individuals each staff member has recruited.

4. Other business as is appropriate to your course and schedule.

5. Finalize all staff skill assignments, as well as greeters, registration, opening flag ceremony, interfaith worship, campfire program, participant campsite setup demonstrations, and confirm the backup leaders list.

Final Staff Briefing (two weeks prior to course)
This briefing can be held at the course campsite for a walk-through, as previously mentioned.

1. Distribute copies of the final course schedule of training assignments, map of the area with layout of course, parking, etc.—cover any and all details as related to your course location and the number of participants registered and/or anticipated.
2. Chair will finalize with quartermaster, or appropriate persons assigned, all gear and equipment requirements. Determine where all materials and equipment are located, who will purchase food, who will prepare handouts, who is bringing what, when, where, and how, any and all course materials and supplies needed.

3. Review with the professional adviser any funds required to purchase supplies so purchase orders can be submitted to the council office for approval and issue.

4. Review official Boy Scout staff field uniform requirements for training sessions, to set the appropriate example.

5. With the professional adviser, coordinate funds issued to persons purchasing food or course materials; all money should be accounted for by return of receipts to the adviser.

6. Review attendance, and develop an action plan to help build further attendance.

7. Chair or assigned staff person will follow up on any course campsite items as noted in the walk-through, i.e., cleanliness of area, picnic tables moved if needed, etc.

8. Chair or assigned registration staff person will coordinate with professional adviser a final participant count and contingency plans for walk-ins (which will require an official receipt book).

9. Other follow-up as is appropriate to your course and schedule.

**Day of the Course**

1. If conducting the weekend course—which begins Friday evening—it is advisable for the staff members to be at the course campsite that day, no later than noon (bringing a bag lunch) to help set up registration and skills areas. These areas would include the opening flag ceremony, camp-making demonstration area, evening cracker barrel area, and any areas to prepare for the remainder of the weekend such as the Saturday night campfire program, etc., based on the schedule. This is the time to be sure all areas are in order and everyone is prepared!

2. Call a uniform check early in the day to be sure everyone is properly outfitted.

3. Final coordination with quartermaster or those assigned to prepare the evening cracker barrel—is everything ready?

4. Most importantly, remind staff members about the purpose of this course. They should convey to the participants an attitude of “I will teach you, show you, work with you, and help you be successful in mastering the skill” so the leaders “can do it, will do it, and will help the Scouts do it and have fun doing it.” This course can be one of the best training experiences in a leader’s life—if the staff makes it so!
# Introduction to Outdoor Leader Skills

## Work Schedule

<table>
<thead>
<tr>
<th>COMPLETE DAYS PRIOR</th>
<th>ACTION TO BE TAKEN</th>
<th>MONTH AND DAY OF START</th>
<th>ASSIGNED TO</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>365</td>
<td>Set course date(s) and location(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Hold leadership training committee meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>Recruit course chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>Identify potential staff members and clear the individuals through the Scout executive and/or council training committee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>Recruit training team and staff members—per approved names.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>160</td>
<td>Prepare and submit budget for approval.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Distribute course manual to staff members for review.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>First staff briefing; make assignments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Mail promotional and registration bulletin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Publish first promotional article in council newsletter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Second staff briefing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Start promotion at roundtables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Start promotional telephone calls.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Second promotional article appears in council newsletter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Promote at roundtables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Order all materials and supplies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Mail follow-up promotion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Promote at roundtables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Third promotional article appears in council newsletter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Registration deadline; reconfirm food preorders and supply count.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Third (final) staff briefing with detailed schedule.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>All staff members arrive at course site.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Introduction to Outdoor Leader Skills training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Thank-you letters sent to all staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Submit Training Attendance reports.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Make final report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Write thank-you article for council newsletter.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check-In, Registration, and Orientation Procedures

The council office should handle all course registrations so monies and lists can be maintained and updated as fees are paid. At each staff briefing, the professional course adviser should report the number of registered participants, and the status of promotional mailings, and should encourage staff members to attend roundtables and other functions to promote participant recruitment.

This manual contains a suggested registration letter and form to send to potential participants. It should be edited accordingly, to your area. Remind participants that they will need to bring with them the registration form and a completed BSA Personal Health and Medical Record—Class 1, No. 34414B (the Class 1 Personal Health and Medical History portion of this form).

As registrations are received, a follow-up letter to the participant should be sent within one week, along with a copy of the What to Bring checklist and any other information you deem appropriate to send in advance of the course and to confirm receipt of individual fees.

On the first day of the weekend course and each day of the two-day course, staff greeters should be stationed in the parking areas to direct participants to registration and check-in areas.

**Check-In and Registration**

On the first day of the course, the assigned registration staff members, along with the professional adviser, will be stationed (preferably at a table) to check in registered participants from the council list. They will

- Collect any outstanding fees.
- Issue official BSA receipts.
• Collect medical forms.
• Ask about any special diet or medical needs.
• Issue name tags.
• Hand out course materials, maps, and campsite assignments.
• Direct participants to drop their packs and proceed to the opening ceremony area.

Make participants feel welcome, assure their paperwork is in order, and help them feel comfortable with staff members.

You may want to set up refreshments in this area so participants can begin to mingle and get to know one another before the scheduled program starts.

Materials

Be prepared with the following materials for orientation and check-in.
• Council prepaid and registered list
• Walk-in forms
• Official receipt book
• Name tags
• Pencils

Orientation

Use the orientation period to
• Introduce staff members and briefly share their background to help validate their credentials and qualifications.
• Have participants quickly introduce themselves, if time permits.
• Clarify the purpose of the Introduction to Outdoor Leader Skills course.
• Dispel any fears or misunderstandings and answer questions about this training session and materials that will be used.
• Explain the patrol method and how it applies to this training course.
• Introduce and review the principles of Leave No Trace, and explain its role in the Boy Scout outdoor program as stated in the Boy Scout Handbook, chapter 9.

Following the welcome and introductions, acquaint patrol members with one another. Then direct the participants to the opening flag ceremony and session on the proper handling of the United States flag.
Program Events

These campwide events address other elements intrinsic to a Boy Scout camping experience. The events recognize our duty to God and country and provide opportunities for fellowship.

Opening Flag Ceremony

Time Frame
20 minutes

Materials
• U.S. flag, at least one for every eight participants
• Flagpole
• Rope for the flag line

The group will need a designated area to conduct the opening flag ceremony.

Resources
• Boy Scout Handbook—chapter 3, “Tenderfoot Scout”
• Your Flag

Goals
By the end of this session, participants will be able to
• Properly display, raise, lower, and fold the U.S. flag.
• Demonstrate how flag ceremonies should be conducted at Scouting events.
• Communicate to Scouts an awareness of and the importance of maintaining and preserving respect for the U.S. flag.
• Feel confident and comfortable when handling the U.S. flag.
Participants should take turns raising, lowering, and folding the U.S. flag using the flagpole area established by the instructors. Later in the course, during the session on ropes, participants can practice lashing four Scout staves together to create a temporary campsite flagpole.

About Our Flag

Our U.S. flag represents our people, our land, and our many ways of life. By handling and displaying it correctly, we learn how to respect the flag and the ideals it represents. Some basic rules help ensure that the United States flag will always be displayed in an orderly and respectful manner.

The U.S. flag can be flown every day. If it is made of weather-resistant material, it can be flown in any conditions. A flag is usually flown from sunrise to sunset, but it should be flown on all national and state holidays, and on other days as proclaimed by the president. Take pride in your country by flying the flag at full staff. Hoist it briskly and lower it slowly. Always treat it with respect.

**IT TAKES TWO PEOPLE TO RAISE THE FLAG.** One person holds the folded flag and prevents it from touching the ground. The other person attaches the flag to the flag line (or halyard) and raises the flag briskly, keeping the line tight. Once the flag leaves the arms of the first person and flows freely, that person should step back and salute the flag as the other person ties the halyard to the flagpole.

**IT TAKES TWO PEOPLE TO LOWER THE FLAG.** One person unfastens the halyard from the pole and slowly lowers the flag while the other person salutes. When the flag is within reach, the saluter gathers the flag without letting it touch the ground. The first person removes the flag from the halyard and secures the halyard to the pole.

**FOLDING THE FLAG TAKES TWO PEOPLE.** The two begin by folding the flag in half lengthwise and then again in half lengthwise, keeping the blue field on the outside. Then, while one person holds the flag by the blue field, the other makes a triangular fold in the opposite (striped) end and continues folding in triangles until nothing shows but the blue field. Secure the end by tucking it into the other folds. When stored, always keep the flag folded in this manner.

Let participants practice folding the extra flags.
Interfaith Worship

**Time Frame**
30 minutes

**Resources**
The Boy Scouts of America maintains that no boy can grow into the best kind of citizen without recognizing his obligation to God. The *Scoutmaster Handbook* (chapter 11, “Working With Boys”) further explains a Scout’s duty to God.

**Goals**
By the end of this session, participants will be able to

- Explain the importance of religious principle as addressed in the Scout Oath or Promise and Scout Law and the application for membership.
- Strongly emphasize the spiritual ideals of Scouting.
- Discuss the importance of respecting the religious obligations of others.
- Explain the commitments implied through duty to God, reverence toward God, fulfillment of religious duties, and respect for the beliefs of others.
- Describe the firm requirements of some faiths regarding observance of the Sabbath.
- Make provisions for four major faiths—Protestant, Catholic, Jewish, and Mormon—and make other appropriate arrangements based on needs of the local area.
- Show through spirit, example, and program presentation, the development of spiritual values.
- Tell why religious instruction is the responsibility of the parents and religious institution to which the member belongs.
- Plan religious services that reflect an interfaith worship different from a “non-denominational” service—which usually means Protestant and is unsuitable for many faiths, including non-Christians.
- Present a suitable grace at mealtimes.

**A Scout’s Duty to God**

At an appropriate time in the course, discuss the differences among faiths between Sabbaths. In advance, discuss with participants your ability to meet their needs.
SCOUT OATH OR PROMISE
On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.

SCOUT LAW
A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

GIVETHANKS
Before every meal, take a moment to share your thanks for the food you have been given, the experiences you are having, and the joy of being with friends. The grace used at Philmont Scout Ranch expresses that gratitude simply.

PHILMONT GRACE
For food, for raiment,
For life, for opportunity,
For friendship and fellowship,
We thank Thee, O Lord.
Amen.

Campfire Program

Time Frame
45 minutes

Materials
- Campfire Program Planner, one sheet per participant
- Troop Program Resources

Resources
Group participation area, with or without an actual ground fire; observe Leave No Trace principles. (Artificial campfires can be used to conduct indoor or foul-weather programs.)

Goals
By the end of this session, participants will be able to
- Set, by example, a campfire program without formal instruction.
- Utilize the campfire program to promote fun and bonding through mutual interest and enjoyment.
- Create a lively and entertaining program for the outdoors.
- Teach Scouts how to conduct their own campfire programs, with or without leader participation.
During the weekend program, conduct the campfire program after dinner the second night of the course—no more than 30 minutes long to allow time for participants to return to their campsites for cracker barrel and to retire at a reasonable hour.

During the two-day course, conduct the campfire program after dinner on the first program day—no more that 30 minutes long to allow time for participants to prepare for departure.

**Planning Your Campfire Program**

This session is designed to set a pattern for a shared, enjoyable experience in which everyone participates. Staff members should contribute by teaching a song, leading a cheer or clap, demonstrating a campfire game, performing a skit, or telling a short story. The program should have a proper balance and move smoothly from one type of activity to another.

The participants should regard the campfire as an opportunity to build spirit and morale. Make the program short and lively, no more than 30 minutes.
Scouting Resources for the Course

Primary Resources

- Boy Scout Handbook, No. 33105
- Guide to Safe Scouting, No. 34416E
- Scoutmaster Handbook, No. 33009C

Secondary Resources

- Camp Cookery for Small Groups, No. 33592A
- Firem'n Chit pocket certificate, No. 34236B
- Outdoor Code pocket card, No. 33428B
- Outdoor Code poster, No. 33689B
- Plant and animal identification guides for your area
- Principles of Leave No Trace, No. 21-105
- Safe Swim Defense pocket card, No. 34243
- Safety Afloat pocket card, No. 34242A
- Totin' Chip pocket certificate, No. 34234B
- Troop Program Features, Volume I, No. 33310A
- Troop Program Features, Volume II, No. 33311
- Troop Program Features, Volume III, No. 33312
- Troop Program Resources, No. 33588A
- Your Flag, No. 33188A
Gear and Quartermaster Equipment Provided by the Course

Staff members and participants of this training course will provide their personal gear as stated on the What to Bring checklist (see page 16). The following lists suggest supplies for course session demonstrations and use in patrol campsites. The quantity or amount of each item will depend on the number of participants and the needs of the trainers. Individual staff members may want to use additional personal equipment during their session presentations.

**General Supplies**
- Lanterns, one per patrol
- Cooler or large beverage containers, at least one per patrol
- Coolers for food storage, at least one per patrol
- Resealable bags for storage, a quantity for each patrol
- Coffee pot, one per patrol
- Food for participants and staff members
- Backpacking stove and fuel, one for each group of four participants
- Cook kit to fit stoves, 4-quart maximum
- Program literature and information per the Scouting Resources for the Course list
- Garbage cans with covers
- Heavy-duty trash bags
- Paper towels
- Toilet paper
- Binder twine
Registration and Orientation

☐ Roster of participants
☐ BSA receipt book
☐ Notebook paper and pencils
☐ Name tags
☐ U.S. flag, flagpole
☐ Program for interfaith worship