

# **VENTURING ROUNDTABLE GUIDE**

**BOY SCOUTS  OF AMERICA**

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# **ROUNDTABLE OPERATIONS**

## **What Is a Venturing Roundtable?**

The Venturing roundtable should be conducted as part of the district's monthly roundtable. Ideally, each district roundtable should begin with a joint session of all Cub Scout, Boy Scout, and Venturing leaders. General information relating to the entire district and council should be communicated at this time. Then each program breaks out to individual meetings where specific matters are addressed.

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

The roundtable should be considered supplemental training to Adult Venturing Leader Basic Training. Each month, roundtable participants should receive specific training that enhances their ability to succeed.

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

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

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

## **The Job of the Venturing Roundtable Commissioner**

- Put together each month an exciting, motivational, informative roundtable.
- Recruit consultants from within Scouting and the community to help conduct successful roundtables.
- Serve as a member of the district commissioner staff.
- Spend as much time planning the roundtable as conducting one.
- Be flexible and responsive to the needs of Venturing crew Advisors and officers.

## **Who Attends Roundtables?**

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

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

## **The Successful Venturing Roundtable**

People will want to come

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

To ensure a good program:

- Plan and assign parts well in advance.
- Build part of the program around next month's theme.
- Use a competent master of ceremonies.
- Include practical items that crews can use.
- Use some activities that involve the participation of everyone.

- Make it *the* place to get program material.
- Keep it positive, and feature successes.
- Plan time for fellowship and morale-building, including refreshments.

### Use the Resources of the Community and the Boy Scouts

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

Promote youth leadership by having Venturers give skill presentations occasionally.

During the summer, have each Venturing adult and youth officer in your district complete the Program Features Survey (page 00) and the How-To Section Survey (page 00). The results of these two surveys will give you valuable information as you plan for the year. This process will also communicate to crew leaders how they should operate their crew programs.

### Advance Planning Brings Better Results

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

- Crew leader input (obtained from the Program Features and How-To Section surveys)
- Unit commissioner input
- Council and district calendar
- Annual Venturing roundtable planning conference
- Quarterly meeting of key roundtable staff
- Monthly planning meetings
- Follow-up

### Annual Venturing Roundtable Planning Conference

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

This annual conference gives you a chance to

- Review roundtables of last year.
- Review survey results from crew leaders.
- Review this roundtable guide.
- Fill in the blanks on the Roundtable Planning Work Sheet (provided in this guidebook).
- Build a “team” atmosphere and determine the skills and resources of your staff.
- Fill in the dates on the Roundtable Commissioner’s Work Plan.

### Roundtable Planning Work Sheet

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

A Venturing roundtable agenda contains the following:

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

# PLANNING

## VENTURING ROUNDTABLE COMMISSIONER'S WORK PLAN

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

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# How to Complete the Venturing Roundtable Annual Plan

**Opening**—Ask crews to rotate presenting an opening ceremony.

**How-To Subject**—Based on the results of the How-To Section Survey, insert a how-to module each month (Venturing adult leaders, crew officers, consultants, and professional staff can be asked to help).

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

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

**Closing**—Ask crews to rotate presenting a closing.

## VENTURING ROUNDTABLE ANNUAL PLAN

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



## Venturing Roundtable How-To Section Survey

(Given to All Venturing Adults and Crew Officers)

The how-to section is a 20-minute segment of each Venturing roundtable. If demand dictates, two how-to sections could be conducted in one roundtable.

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

Name \_\_\_\_\_ Crew No. \_\_\_\_\_ Position \_\_\_\_\_

Advisor \_\_\_\_\_ Phone No. (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Address \_\_\_\_\_ E-mail address \_\_\_\_\_ Fax No. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_



# Venturing Roundtable Program Features Survey

(Given to All Venturing Adults and Crew Officers)

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

CAN TEACH	NEED HELP	PROGRAM FEATURES
		First Aid
		Cooking
		Emergency Preparedness
		Land Navigation
		Leave No Trace
		Wilderness Survival
		Backpacking
		Cave Exploring
		Cycling/Mountain Biking
		Mountaineering
		Outdoor Living History
		Physical Fitness
		Archery
		Rifle and Shotgun

Points to consider:

- BSA safety rules
- Crews and troops working together
- Invite Scoutmasters

Name \_\_\_\_\_ Crew No. \_\_\_\_\_ Position \_\_\_\_\_  
 Advisor \_\_\_\_\_ Phone No. (Home) \_\_\_\_\_ (Work) \_\_\_\_\_  
 Address \_\_\_\_\_ E-mail address \_\_\_\_\_ Fax No. \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_





# Venturing Roundtable Planning Work Sheet

Month \_\_\_\_\_ Year \_\_\_\_\_

## Program Feature

---

Opening—5 minutes

Ceremony

Crew No. \_\_\_\_\_

Welcome new people

Recognition

Announcements

---

How-To Section—20 minutes

See suggestions, pages 13–31

Subject—Run by \_\_\_\_\_

---

Activity—10 minutes

See suggestions, pages 33–57

Activity/game—Run by \_\_\_\_\_

---

Program Feature—40 minutes

Subject—Run by \_\_\_\_\_

---

Closing—5 minutes

Crew No. \_\_\_\_\_

---

Wrap-up—Food and Fellowship

## Assignments

Food—Crew No. \_\_\_\_\_

Cleanup—Crew No. \_\_\_\_\_

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# **RESOURCES**

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

## **Publications and Videos**

*Adult Venturing Leader Basic Training*, No. 33491B  
Advancement Report, No. 34403B  
*Archery* merit badge pamphlet, No. 33259  
BSA Lifeguard application, No. 34435A  
*Backpacking* merit badge pamphlet, No. 33232A  
Cave Exploring, No. 19-102  
*Climbing* merit badge pamphlet, No. 35001A  
Climb On Safely pamphlet, No. 3206  
Climb On Safety Training Outline, No. 20-101  
Climb On Safely patch, No. 3631  
*Cooking* merit badge pamphlet, No. 33349  
*Cycling* merit badge pamphlet, No. 33226  
*Emergency Preparedness* merit badge pamphlet, No. 33368  
*First Aid* merit badge pamphlet, No. 33301A  
*Guide to Safe Scouting*, No. 34416B  
*Here's Venturing: A Guide to District and Council Operations*, No. 33466  
Historic Trails application, No. 34408  
*Insignia Guide 1999-2001*, No. 33066B  
Leave No Trace pamphlet, No. 21-105  
Local Tour Permit Application, No. 34426B  
Lowe Alpine scholarship application, No. 25-115  
National Eagle Scout Association scholarship application, No. 58-702  
National Tour Permit Application, No. 4419B  
National Venturing Awards and Recognition Program, No. 25-884  
*New Crew Fast Start* video, AV-03V013

*Orienteering* merit badge pamphlet, No. 33385  
*Outdoor Skills Instruction Climbing/Rappelling*, No. 33036  
PADI Dive to Adventure scholarship application, No. 25-242  
*Personal Fitness* merit badge pamphlet, No. 33286  
*Ranger Guidebook*, No. 3128  
*Relationships Resources*, No. 4-400  
*Rifle Shooting* merit badge pamphlet, No. 33330  
A Scout is Reverent religious emblems chart, No. 5-206C  
*Sea Scout Manual*, No. 33239B  
*Shotgun Shooting* merit badge pamphlet, No. 33331  
*Troop Program Features* Volume 1, No. 33110  
*Troop Program Features* Volume 2, No. 33111  
*Troop Program Features* Volume 3, No. 33112  
USA Shooting Sports Passport brochure, No. 25-553  
*Venturer Handbook*, No. 33493  
Venturing Advancement Chart, No. 34199  
Venturing Advisor Award of Merit application, No. 25-013  
*Venturing Fast Start*, No. 25-878  
*Venturing Leader Manual*, No. 34655A  
Venturing Leader Progress Record, No. 25-856  
Venturing Leadership Award nomination form, No. 25-203  
*Venturing Leadership Skills Course*, No. 34340  
*Venturing Roundtable Guide*, No. 34342  
*Wilderness Survival* merit badge pamphlet, No. 33265  
William M. Minto scholarship application, No. 25-100

## **Useful Web Sites**

See the "Internet Resources" section of the *Ranger Guidebook*, No. 3128.



# HOW TO

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

(20 Minutes)

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

Speak with them before the roundtable and share the following:

### **Resources**

- *New Crew Fast Start* video
- *Venturing Leader Manual*, page 30
- *Venturing Fast Start*, addendums G, H
- Appendixes C and I
- "Brainstorming Destruction," from the "Activities/Games" section

### **Ideas**

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

### **Points to Consider**

- Importance of a retreat setting versus the familiar surroundings of the crew's meeting place
- Youth input and ownership through the entire process
- The document produced from the retreat is a "draft." It will change and be adjusted throughout the year.
- Brainstorming hints: *Venturing Leader Manual*, pages 48–49
- "Brainstorming Destruction," from the "Activities/Games" section



## How to Conduct the Program Capability Inventory (PCI)

(20 Minutes)

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

Speak with them before the roundtable and share the following:

### Resources

- *Venturing Leader Manual*, pages 23–27
- *Venturing Fast Start*, addendums B, C, and D
- *Adult Venturing Leader Basic Training*, page 24
- Appendix H, Program Planning Form

### Ideas

- Distribute copies of the PCI and Activity Interest Survey (see appendixes A and G).
- Have a crew show actual completed PCI and Activity Interest Survey forms and how they used the results in program planning.
- Review pages 23–27 of the *Venturing Leader Manual*.

Put the following on a flipchart or handout:

PCI

Activity Interest Survey

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

### Points to Consider

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



## How to Conduct a Crew Officers' Briefing

(20 Minutes)

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

### Resources

- *New Crew Fast Start* video
- *Venturing Leader Manual*, pages 28, 30
- Appendix B, Crew Officers' Briefing Agenda

### Ideas

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

### Points to Consider

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

Shadow Leadership Is

vs.

Puppet Leadership Is

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

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



## How to Plan a Superactivity

(20 Minutes)

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

### Resources

- *Venturing Leader Manual*, pages 51–52
- Local Tour Permit Application
- National Tour Permit Application

### Ideas

- Discuss the important points in the *Venturing Leader Manual*, pages 51–52.
- Actual crew itineraries and plans should be distributed.
- Discuss your council's policy on local and national tour permits.

### Points to Consider

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



## How to Elect Crew Officers

(20 Minutes)

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

### Resource

- *Venturing Leader Manual*, page 27

### Ideas

- Review points from "Election of Officers" from the *Venturing Leader Manual*, page 27.
- Conduct on open forum; ask all participants to share how they elected the crew officers:
  - How long do your officers serve?
  - What kind of training did you provide?
  - Have your officers taken their responsibilities seriously?
  - How and who divided responsibilities among the officers?
  - When is the best time of year to elect officers?

### Points to Consider

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



## How to Recruit Parents

(20 Minutes)

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

### Resource

- Appendix K, Seven Ways to Recruit and Retain Top Leaders

### Ideas

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

### Points to Consider

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





## How to Conduct an Open House

(20 Minutes)

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

### Resources

- *Venturing Leader Manual*, pages 30, 34, and 65–66
- *Adult Venturing Leader Basic Training*, pages 27 and 81

### Ideas

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

### Points to Consider

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



## How to Conduct Ethical Controversies

(20 Minutes)

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

### Resource

- *Venturing Leader Manual*, pages 221–251

### Ideas

- Review the instructions on pages 221–222 of the *Venturing Leader Manual*.
- Divide the participants into two groups, or several groups of four.
- Give each group or pair a copy of a position statement from pages 223–251 of the *Venturing Leader Manual*. One group gets position one; the other gets position two.
- Conduct the activity following the five steps on page 222 of the *Venturing Leader Manual*.
- Use a debate-type format with time limits for presentations and rebuttals.

### Considerations

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

### Conducting an Ethics Forum

Silver Award requirements and Youth Ministries Bronze Award requirements call for participation in ethical controversies (see requirement 5 on page 254, and requirement 9 on page 259 of the *Venturing Leader Manual*).

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



## How to Conduct the Venturing Leadership Skills Course (20 Minutes)

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

### Resources

- *Venturing Leadership Skills Course*
- *Venturer Handbook*

### Ideas

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

### Points to Consider

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



## Leadership—Division of Responsibilities

(20 Minutes)

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

### Resources

- *Venturing Leader Manual*, pages 9–21
- *Venturing Fast Start*, addendums B, C, and D
- *Adult Venturing Leader Basic Training*
- *Venturing Leadership Skills Course*
- Appendix L, Typical Crew Organization chart

### Ideas

Review pages 9–21 of the *Venturing Leader Manual*.

### Points to Consider

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

### Preparation

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



3. The end of the discussion should point out that only a few responsibilities have been placed under the Crew Advisors column. This should leave the Advisors free to properly accomplish their own responsibilities rather than fulfilling everyone else's responsibilities.
4. The person leading this discussion should be prepared to justify the placement of each of these responsibilities and should lead the discussion. If there are any contentious points, resolve them as much as possible (possibly place the responsibility under several columns) and then move to the next responsibility.

## **List of Positions and Responsibilities**

### ***Crew Committee***

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

### ***Parents***

- Encourage crew members to attend their activities.

### ***Chartering Organization***

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

### ***Crew Advisors***

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



### ***Crew Officers***

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

### ***Crew President***

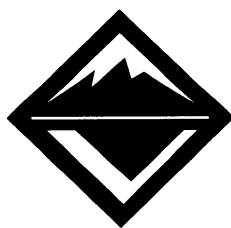
- Conduct crew officers' seminar.
- Attend activities.

### ***Crew Members***

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

### ***Activity Chairs (Youth) and Consultants (Adults)***

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



## Venturing Adult Recognition

(20 Minutes)

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

### Resources

- National Venturing Awards and Recognition Program brochure
- Venturing Advisor Award of Merit application
- Venturing Leadership Award application
- Venturing Leader Progress Record
- *Here's Venturing: A Guide to District and Council Operations*

### Ideas

- Discuss each of the above resources.
- Read descriptions of the adult awards from *Here's Venturing: A Guide to District and Council Operations*, pages 34–35.

### Considerations

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



## Youth Ministries Bronze Award and Religious Emblems (20 Minutes)

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

### Resources

- *Venturing Leader Manual*, pages 258–259, 340–341
- *Venturer Handbook*, pages 31–33, 68–69
- *Relationships Resources*
- A Scout Is Reverent religious emblems chart

### Ideas

- Have a crew share experiences and implementation of the Youth Ministries Bronze Award:
  - Did it enhance the program of the group?
  - Did Bronze Award requirements blend in with the purpose and plans of the group?
- Distribute copies of the Religious Emblems Program, pages 340–341 of the *Venturing Leader Manual*.
- Have a knowledgeable adult describe the details of the religious emblems program.
- Have testimonials from youth recipients of religious awards.

### Items to Consider

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





## Venturing Youth Awards and Scholarships

(20 Minutes)

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

### Resources

- Appendix N, Venturing Advancement diagram
- *Adult Venturing Leader Basic Training*, pages 17–21
- *Venturer Handbook*, pages 24–67
- National Venturing Awards and Recognition Program brochure
- PADI Dive to Adventure scholarship application
- William M. Minto scholarship application
- Lowe Alpine scholarship application
- National Eagle Scout Association scholarship application
- Venturing Leadership Award nomination form
- BSA Lifeguard application
- Historic Trails application

### Ideas

- Distribute a copy of the Venturing Awards and Recognition brochure to each participant. Walk them through each page of the youth awards. Distribute the individual applications as they are announced.
- Read the descriptions of each youth award in *Adult Venturing Leader Basic Training*, pages 17–21.
- Distribute copies of the Venturing Advancement diagram from appendix N.

### Points to Consider

- Many of these scholarships are left un-awarded each year.
- This subject should be especially helpful to youth crew officers.



## How to Conduct a Crew Review

(20 Minutes)

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

### Resources

- *Here's Venturing: A Guide to District and Council Operations*, page 36
- *Adult Venturing Leader Basic Training*, page 21
- *Venturer Handbook*, page 25
- *Venturing Leader Manual*, page 254
- Venturing Advancement Report

### Ideas

- Role-play a crew review.
- Read crew review section of *Adult Venturing Leader Basic Training*, page 21.
- Distribute copies of the Venturing Advancement diagram from appendix N.
- Explain that upon completion of the crew review, the award is ordered on the Venturing Advancement Report and sent to the council office.

### Point to Consider

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



## Venturing Uniforming and Insignia

(20 Minutes)

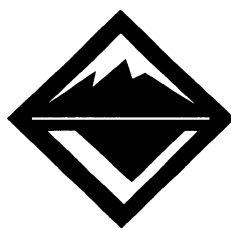
Review results of the How-To Section Survey for adults willing to teach this subject. Speak with them before the roundtable and share the following:

### Resources

- *Insignia Guide 1999–2001*
- *Ranger Guidebook* (inside front and back covers)
- Appendix F, Venturing Insignia

### Ideas

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



## How to Conduct a Brainstorming Session

(20 Minutes)

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

### Resource

- *Venturing Leader Manual*, pages 48–49

### Ideas

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

### Points to Consider

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



## Conducting a Safe Program

(20 Minutes)

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

### Resources

- *Guide to Safe Scouting*
- *Adult Venturing Leader Basic Training*

### Ideas

- Show the *Guide to Safe Scouting*. The following pages are applicable to Venturing: pages 4, 5, 8, 11, 15, 19, 25, 28, 31, 36, 38, 40.
- Emphasize the importance of all Venturing adults and youth being familiar with the *Guide to Safe Scouting*.
- Use the portions of the *Guide to Safe Scouting* listed in "Protecting our Youth" on pages 11–12 of *Adult Venturing Leader Basic Training*.
- You may want to highlight only a few of the items listed in the *Guide to Safe Scouting* to keep this section at 20 minutes:
  - Guide to Safe Scouting*, page 4, "Leadership Requirements"
  - Guide to Safe Scouting*, pages 30–31, "Unauthorized and Restricted Activities"
- Consider doing the other portions at 10-minute segments at future roundtables.
- Provide copies of the *Guide to Safe Scouting* for participants to purchase.



# ACTIVITIES/GAMES

## Balloon Ball

<b>Overview</b>	This exercise is designed to get participants moving and working as a team.
<b>Goals</b>	<ol style="list-style-type: none"><li>1. To allow participants the chance to work as a team</li><li>2. To get the group moving</li><li>3. To participate in a number of decision-making processes</li><li>4. To see how competitive most people are</li></ol>
<b>Time Required</b>	Fifteen to 30 minutes
<b>Size of Group</b>	Unlimited
<b>Material Required</b>	A packet of balloons
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Tell the group that they are going to participate in a new game called Balloon Ball. The object of this game is to score as many goals as possible in the time allowed. The group is divided into two smaller teams. The teams also have to decide what the goals are (opposite walls are fine). A goal is scored by hitting the designated wall with the balloon. They also have to inflate the balloons. More than one may be required as they tend to break easily.</li><li>2. After the group has divided into two smaller teams, they should decide which way they each want to face. After the decision has been made the team members should position themselves in a scattered manner around the room. Once people decide on a position, they are not allowed to move from it until the end of the exercise.</li><li>3. Tell the group when to commence play. Scores are to be kept by the participants. At the conclusion of the exercise a discussion should follow.</li></ol> <p><b>Note:</b> The original instruction asked the participants to score as many goals as possible. Did the teams compete with each other, or did they work together? If they worked together the score will be high, as they will not have been trying to compete with each other. Most people tend to see that they are competing at everything.</p>



## **Discussion Points**

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

## **Variations**

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



## Behavior Modification

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

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

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

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





## Brainstorming Destruction

### Overview

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

### Goals

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

### Time required

Fifteen to 20 minutes

### Size of Group

Unlimited

### Material Required

A marker board or flipchart and markers

### Procedure

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

### Discussion Points

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



## Variations

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

## Common Brainstorming Blocking Phrases

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

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



## Building Blocks

<b>Overview</b>	This is a simple exercise that shows everyone the problems of one-way communication.
<b>Goals</b>	<ol style="list-style-type: none"><li>1. To allow participants to observe one-way communication not working</li><li>2. To allow participants to observe how the same scenario would have gone using two-way communication</li></ol>
<b>Time Required</b>	Twenty to 30 minutes
<b>Size of Group</b>	Unlimited (as long as they can all see the demonstration)
<b>Materials Required</b>	Two identically shaped sets of building blocks. Some of the pairs must be different colors to create extra confusion.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Ask for one volunteer who believes he or she is a good communicator and another volunteer who believes he or she is a good listener.</li><li>2. The two volunteers come to the front of the group and sit at a prepared table. The table should have a chair at each end and a screen or partition through the center so neither volunteer can see the other end of the table. The rest of the group should stand around the table so they can see the different moves. Ask that they remain silent during the communication phases.</li><li>3. Give each volunteer a bag containing a set of building blocks. Tell them they both have a set of identically shaped blocks.</li><li>4. First, get the volunteer "communicator" to build something with his or her set of blocks.</li><li>5. When that has been completed, tell the communicator to give verbal instructions to the "listener" on how to assemble exactly the same model.</li><li>6. Tell the listener to follow the instructions given but not to talk back to the communicator.</li><li>7. When the instructions have been completed, let the volunteers look at each other's models.</li><li>8. Then discussion should take place, highlighting that two-way communication is essential for good communication.</li></ol>



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

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

## Discussion Points

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

## Variation

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



## Folding Paper

<b>Overview</b>	This exercise shows participants how directions are interpreted differently by different people.
<b>Goals</b>	<ol style="list-style-type: none"><li>1. To allow participants to see how instructions/directions are interpreted in different ways by different people</li><li>2. To get participants thinking about ways in which they can improve their communication skills</li></ol>
<b>Time Required</b>	Ten minutes
<b>Size of Group</b>	Unlimited
<b>Materials Required</b>	A sheet of 8½-by-11-inch paper for each participant
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Give each participant a sheet of paper. Then ask them to close their eyes and follow your directions. Tell them they are not to ask any questions during the instructional phase.</li><li>2. Give the following instructions. First, fold the sheet in half. Then fold it in half again. Then fold it in half yet again. Tear the right-hand corner off. Turn the sheet over and tear the left-hand corner off.</li><li>3. Now get the group to open their eyes and unfold their sheets of paper. It should be immediately obvious that not everyone in the group has the same finished product.</li><li>4. This now leads into a discussion on how to improve communication skills.</li></ol>
<b>Discussion Points</b>	<ol style="list-style-type: none"><li>1. Why didn't everyone finish up with the same end product?</li><li>2. Were the instructions easy to follow? Why? Why not?</li><li>3. Why do we need to improve our instructional skills?</li><li>4. How could the instructions be improved?</li></ol>
<b>Variations</b>	<ol style="list-style-type: none"><li>1. More directions can be given for the folding and tearing.</li><li>2. Get one of the participants to give the instructions.</li></ol>



## Group Juggling

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

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

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

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



## How Do You Do?

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

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

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

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

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



## Human Machines

### Overview

In this exercise the participants are to form teams and build a human machine.

### Goals

1. To liven the group up
2. To develop team-building

### Time Required

Ten to 15 minutes

### Size of Group

Unlimited, but broken into teams. Ideally, teams should be eight to 12 participants.

### Material Required

None

### Procedure

1. Break the group into teams.
2. Give the teams five minutes to design a human machine where the members are all components of the machine. All of the human components rely on each other for movement, that is, one action leads to another.
3. When the planning time has ended, each team is to demonstrate its "human machine."
4. The whole group is to select the best design.

### Discussion Point

Did everyone feel comfortable with the exercise?

### Variations

1. After each team has demonstrated its design, all of the "human machines" may be joined together.
2. The design period may be carried out non-verbally.
3. The facilitator may have prepared slips of paper with machine titles that each team has to work to. These machines could include a sausage-making machine, a large clock, a fire engine, a bicycle, a calculator, a paddle steamer, a typewriter, a coffeemaker, a concrete mixer, etc.





## The Numbers Game

### Overview

This exercise will show participants how practice improves learning.

### Goals

1. To allow participants to see how practice improves learning
2. To get the group thinking about student practice and evaluation

### Time Required

Ten to 15 minutes

### Size of Group

Unlimited, but becomes administratively difficult with groups larger than 12 to 18 people

### Material Required

A pen and six copies of "The Numbers Game" handout for each participant. A watch with a second hand and a flipchart or marker board are also required.

### Procedure

1. Give each participant a pen and six copies of "The Numbers Game" handout. Place the handouts face down and ask the participants to leave them face down until asked to turn them over.
2. Tell the group that they are going to participate in an experiment involving "student practice." Tell them that the handouts they have been given contain 80 consecutive numbers (1 to 80). Number 1 has been circled to show them where they start. Tell them they will be given one minute after they are told to turn their sheet over to use their pen to connect as many consecutive numbers as they can, starting with number 1. As the end of the minute they are to turn their sheet face down again and wait for the next instruction.
3. Ask the participants to write number 1 on the back of the first handout. Now tell them to turn the sheets over and join the numbers. Stop them after 1 minute and ask them to turn their sheets face down.
4. Now ask the participants to write number 2 on the back of the second sheet. Repeat the exercise. Continue this for all handouts.
5. Now ask the participants to report what number they got up to on the first trial. Display this information on the marker board or flipchart. Repeat this for the following trials.
6. It will be obvious that each member's scores have improved over the trials. If time permits, you may total all of the individual trials to get a better comparison.



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

## Discussion Points

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

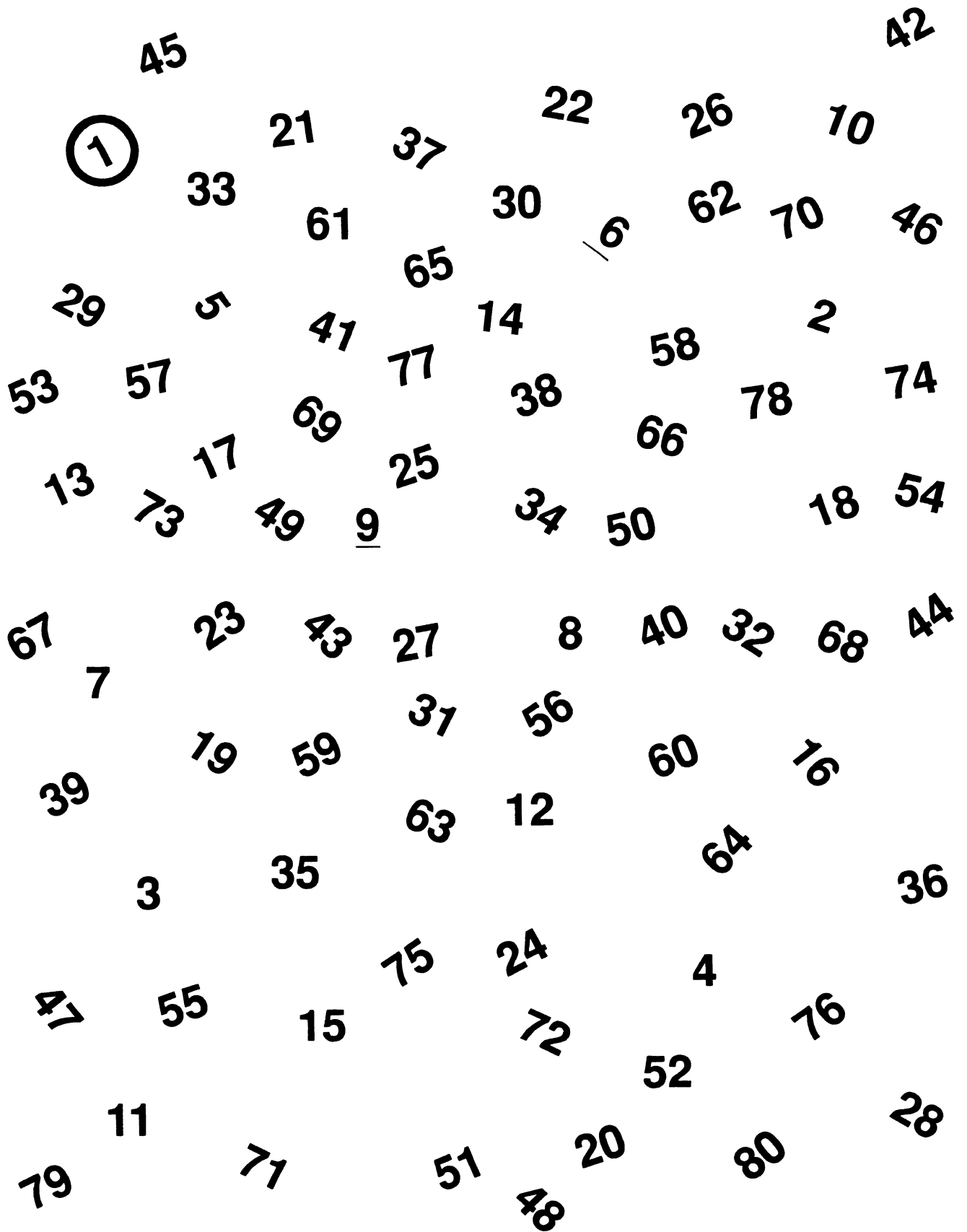
## Variation

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

## Source

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

THE NUMBERS GAME





## Paper Tower

### Learning Objectives

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

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

### Preparation

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

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

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

### Materials Needed

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

### Introduction

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

Material for each group:

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

### Activity

State or post the rules of the game:

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



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

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

## Reflection

Assemble the group in a half-circle and ask:

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



## Pass It On

### Overview

This exercise is designed to show how messages can become distorted.

### Goals

1. To make participants aware of how passed-on messages can become severely distorted
2. To show participants that they need to improve their communication and listening skills

### Time Required

Five to 10 minutes

### Size of Group

Unlimited, but needs to be broken into subgroups of about eight to 10 participants

### Material Required

A copy of "The Story" for each group

### Procedure

1. Tell the group that stories can get mixed up if the proper communication and listening skills are not used.
2. Break the group into subgroups of eight to 10 participants. These participants sit next to each other but about a foot apart.
3. The person at the front of each subgroup is given a copy of "The Story" to read silently.
4. After a couple of minutes they are told that they are to pass the story on (verbally, but whispering so that others can't hear) to the person next to them in the subgroup.
5. This is repeated with all of the members, one at a time passing the story they have just heard on to the next person in their subgroup.
6. When the last person in all of the subgroups has been given the final version of their story, they are to tell the total group what they have been told.

### Discussion Points

1. How close was the final version to the original?
2. Does this type of thing happen in the workplace?



## Variations

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



## **The Story**

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





## Rock, Paper, Scissors

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

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

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

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

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

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



## Scavenger Hunt

### Overview

This exercise may be used at any stage in training to liven the group up again.

### Goals

1. To liven the group up
2. To see how resourceful team members are

### Time Required

Ten to 15 minutes

### Size of Group

Unlimited, but there must be enough materials for all participants to scavenge.

### Materials Required

A printed list of items for each group to find and a prize (such as a bag of lollipops) for the winning team.

### Procedure

1. Divide the group into teams of five to seven people.
2. Tell the participants they are all going to be involved in a scavenger hunt. A prize will be awarded to the winning team.
3. Give the scavenger hunt list to the teams. Tell them they are to use their own resources to get all the items.
4. Stop the exercise when the first team collects all the items required. The group then reassembles for the award presentation.

### Discussion Points

1. How close were the others to finishing?
2. How do you feel about the winning team?
3. Did any one person in your team appear to be more resourceful or cunning than anyone else?
4. Did anyone in your team take charge? Who? Why?

### Suggested Items for a Scavenger Hunt

1. A ladies' hairbrush
2. A paperclip
3. A copy of today's newspaper
4. A handful of dirt
5. A train or plane ticket
6. Number of entrances to the building

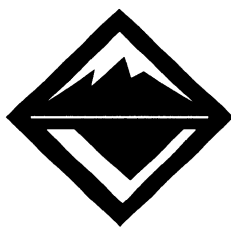


7. Number of people working on this floor
8. A cold cup of coffee
9. A map
10. A list of team members' names (in full)

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

## Variation

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



## Stand Up

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

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

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

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

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



## Triangle Tag

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

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

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



## Vampire

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

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

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

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

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



# **PROGRAM FEATURES**

## **First Aid**

**(40 Minutes)**

### **Resources**

- *Ranger Guidebook*, pages 33–35
- *First Aid* merit badge pamphlet
- *Troop Program Features*, volume 2, pages 25–33
- *Guide to Safe Scouting*

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

### **Program—Discussion**

Ranger requirements:

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

Review the “Rule of Three.”



## **Cooking**

**(40 Minutes)**

### **Resources**

- *Ranger Guidebook*, page 17
- *Cooking* merit badge pamphlet
- *Troop Program Features*, volume 1, pages 95–104

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

### **Program—Discussion**

Ranger requirements:

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





## Emergency Preparedness

(40 Minutes)

### Resources

- *Ranger Guidebook*, page 17
- *Emergency Preparedness* merit badge pamphlet
- *Troop Program Features*, volume 1, pages 115–123

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

### Program—Discussion

Ranger requirements:

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



## Land Navigation

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 17–18
- *Venturing Leader Manual*, pages 146–152
- *Orienteering* merit badge pamphlet
- *Troop Program Features*, volume 1, pages 125–134

Invite a consultant from the community or a person identified through the Roundtable Survey or International Orienteering Federation ([www.orienteeering.org](http://www.orienteeering.org)).

### Program Activity

Ranger Land Navigation requirements:

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

Discuss the best places to conduct an orienteering event.

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



## Leave No Trace

(40 minutes)

### Resources

- *Ranger Guidebook*, page 18
- Leave No Trace brochure

Call or contact the U.S. Forest Service ([www.fs.fed.us](http://www.fs.fed.us)) to identify a Leave No Trace consultant.

Your local council may have Leave No Trace instructors.

Brief history of Leave No Trace.

### Program

Ranger requirement:

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

From the Leave No Trace pamphlet:

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



# Wilderness Survival

(40 Minutes)

## Resources

- *Ranger Guidebook*, pages 18–20
- *Wilderness Survival* merit badge pamphlet
- *Troop Program Features*, volume 3, pages 105–113

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

## Program—Discussion

Ranger requirements:

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



## Backpacking No. 1

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 22–24
- *Venturing Leader Manual*, pages 153–158
- *Troop Program Features*, volume 1, pages 35–44
- *Backpacking* merit badge pamphlet

Recruit consultant(s) to help teach backpacking. Within your Boy Scout district there should be many people. Your local outdoor/sporting goods retailers could be asked to bring people and equipment. See the list of commercial organizations on pages 82–83 of the *Ranger Guidebook*.

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

### Program

Ranger requirements:

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

Distribute copies of pages 153–158 of the *Venturing Leader Manual* to give them specific crew meeting ideas.



## Backpacking No. 2

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 22–24
- *Venturing Leader Manual*, pages 153–158
- *Troop Program Features*, volume 1, pages 35–44
- *Backpacking* merit badge pamphlet

Recruit consultant(s) to help teach backpacking. Within your Boy Scout district, there should be many people. Your local outdoor/sporting goods retailers could be asked to bring people and equipment. See the list of commercial organizations on pages 82–83 of the *Ranger Guidebook*.

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

### Program

Ranger requirements:

- 5(a) List 10 environmental considerations.
- 5(b) Explain proper disposal of waste.
- 5(d) Check for needed permits.
- 7(a) Learn about clothing for four seasons (fashion show).
- 7(b) Learn about proper footwear.
- 7(c) Demonstrate three uses of a poncho.
- 8(b) Explain water purification.

Discuss the best places to backpack in your area.

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



## Cave Exploring

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 25–27
- National Speleological Society
- *Cave Exploring*
- *Guide to Safe Scouting*, page 28
- *Venturing Leader Manual*, pages 159–165

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

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

### Program

1. Share information about caves in your area. Show slides and/or printed material.
2. Describe the different types of caves.
3. Teach caving courtesy.
4. Describe the BSA policy on cave exploring (*Guide to Safe Scouting*, page 28).
5. Teach the knots used in caving.
6. Show the different types or ropes available for caving.
7. Show personal caving gear (helmets, light sources, clothing, boots, etc.).
8. Show what is needed in a personal cave pack.
9. Describe cave hazards.
10. Teach seven safety tips (*Ranger Guidebook*, page 27).

Distribute pages 159–165 from the *Venturing Leader Manual* to give specific crew meeting ideas.



## Cycling/Mountain Biking

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 28–29
- Cycling merit badge pamphlet
- *Venturing Leader Manual*, pages 166–171

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

### Program—Discussion

Ranger requirements:

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

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

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

#### **Action**

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

Distribute copies of pages 166–171 of the *Venturing Leader Manual* to give participants specific crew meeting ideas.





## Mountaineering No. 1

(40 minutes)

### Resources

- *Ranger Guidebook*, pages 41–42
- *Outdoor Skills Instruction Climbing/Rappelling*
- Climbing merit badge pamphlet
- Climb On Safely pamphlet
- Climb On Safely Training Outline
- Climb On Safely patch
- *Venturing Leader Manual*, pages 127–132 and pages 140–145

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

### Program—Discussion

Ranger requirements:

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

#### Activity

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

From the *Venturing Leader Manual*, distribute copies of pages 127–132 (rock climbing) and pages 140–145 (rappelling) to participants to give them specific crew meeting ideas.



## **Mountaineering No. 2**

**(40 Minutes)**

### **Resources**

- *Ranger Guidebook*, pages 41–42
- *Outdoor Skills Instruction Climbing/Rappelling*
- Climbing merit badge pamphlet
- Climb On Safely pamphlet
- Climb On Safely Training Outline
- Climb On Safely patch
- *Venturing Leader Manual*, pages 127–132 and pages 140–145

### **Program**

Ranger requirements:

- 5(b) Describe three types of hardware.
- 5(c) Tell about climbing safety.
- 5(d) Learn about rescue equipment.
- 5(e) Learn about climbing clothing.

#### **Action**

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



## Outdoor Living History

(40 Minutes)

### Resources

- *Ranger Guidebook*, pages 43–44
- The Brigade of the American Revolution, [www.brigade.org](http://www.brigade.org)
- Living History Association, [www.geocities.com/~livinghistory](http://www.geocities.com/~livinghistory)
- National Civil War Association, [www.ncwa.org](http://www.ncwa.org)
- North-South Skirmish Association, [www.n-ssa.org](http://www.n-ssa.org)
- The Virginia Line Association, [www.wlu.edu/~valine](http://www.wlu.edu/~valine)

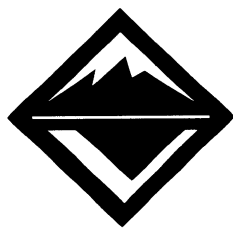
### Program

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

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

Describe local historical sites:

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



## Physical Fitness

(40 Minutes)

### Resources

- *Ranger Guidebook*, page 45
- *Venturing Leader Manual*
- *Troop Program Features*, volume 3, pages 15–24
- *Personal Fitness* merit badge pamphlet

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

### Program

Ranger requirements:

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

Sports Bronze Award requirements:

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



## Shooting Sports—Archery

(40 Minutes)

### Resources

- *Ranger Guidebook*, pages 51–54
- *Archery* merit badge pamphlet

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

### Program—Discussion

Ranger requirements:

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

Show a recurve and a compound bow.

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



## Shooting Sports—Rifle and Shotgun

(40 Minutes)

### Resources

- *Ranger Guidebook*, pages 51–54
- *Venturing Leader Manual*, pages 196–199
- USA Shooting Passport Program
- *Rifle Shooting* merit badge pamphlet
- *Shotgun Shooting* merit badge pamphlet

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

### Program—Discussion

Ranger requirements:

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

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

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



# **APPENDIXES**

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## Appendix A

### ACTIVITY INTEREST SURVEY

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

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

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

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

How would your interests fit into any of these areas? \_\_\_\_\_

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## VENTURING ACTIVITY INTEREST SURVEY—ALPHA LIST

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

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



## Appendix B

### CREW OFFICERS' BRIEFING

#### Suggested Agenda

##### **Welcome and Opening Remarks**

**Advisor**

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

##### **Opening Remarks by Youth President**

**President**

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

##### **Program Activity Update**

**President or Program  
Vice President**

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

##### **Explanation of PCI and Venturing Activity Interest Survey**

**Advisor**

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

##### **Preview of the Upcoming Crew Officers' Seminar**

**President**

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

##### **Conclusion**

**Advisor**

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



## OFFICERS' MEETING AGENDA WORKSHEET

\_\_\_\_\_  
**MONTH**

Place \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Call to order, introductions, etc. Presiding \_\_\_\_\_

Minutes of last meeting

\_\_\_\_\_  
Reports and old business

\_\_\_\_\_  
New business

\_\_\_\_\_  
"Action" assignments (report at next meeting)

\_\_\_\_\_  
Advisor's comments

\_\_\_\_\_  
Place \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_



## **Crew Officers' Briefing**

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

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

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

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

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



## Appendix C

### CREW OFFICERS' SEMINAR AGENDA

#### WELCOME BY ADVISOR AND CREW PRESIDENT

Explain the purpose and objective of the seminar.

- I. **DUTIES**—Review and discuss officer and Advisor roles and responsibilities:  
Why they joined and what they expect to get from their participation.
- II. **ACTIVITIES**—Discuss program planning process. Select one activity and practice steps in the planning process using the **Activity Planner**.  
  
Plan this activity using the following steps:
  1. Determine the activity (what is to be accomplished)
  2. Identify resources (equipment, costs, manpower)
  3. Consider alternatives (brainstorm how to accomplish)
  4. Reach a decision (what, when, where, make assignments)
  5. Conduct the activity (share plan, follow up)
  6. Evaluate the activity (determine if members liked it)
- III. **SCHEDULING**—Plan and schedule a year's program. Review importance of all six experience areas reflected in the year's activities. Review **Program Capability Inventory** and **Venturing Activity Interest Survey** for capabilities and interests. Use the brainstorming method to list definite activities for the year. Put the 12 monthly calendars on the wall and write in dates of crew meetings, topics of selected activities or special events, and the names of activity chairs. Avoid conflicts with school, vacations, etc. Before selecting activities, discuss their advantages and disadvantages and be sure activities are based on the six experience areas and crew goals. Decide which fund-raising activities are necessary.
- IV. **MEETINGS**—Discuss format for crew meetings. Explain role of each officer, activity chair, and crew member. Develop sample agendas for meetings.
- V. **BYLAWS**—Appoint a youth committee and chairperson with adult consultant to establish crew bylaws and code of conduct. Establish rules of conduct, attendance expectations, qualifications for participating in crew superactivities, dues, and allocation of funds from approved money-earning projects, etc.
- VI. **CLOSING**—Congratulate officers. Reflect on and evaluate day's activities. Reinforce need to carry out each assignment and that their newly planned calendar of activities should be printed and distributed to all crew members, crew committee members, consultants, and parents.



## Appendix D

### ELECTION OF OFFICERS

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

Two types of elections may take place in a crew:

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

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

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

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



## Appendix E

### HOW TO BRAINSTORM

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

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

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

Third, it encourages everyone in a group to participate.

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

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

#### Individual Suggestions

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

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

#### Group Guidelines

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

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

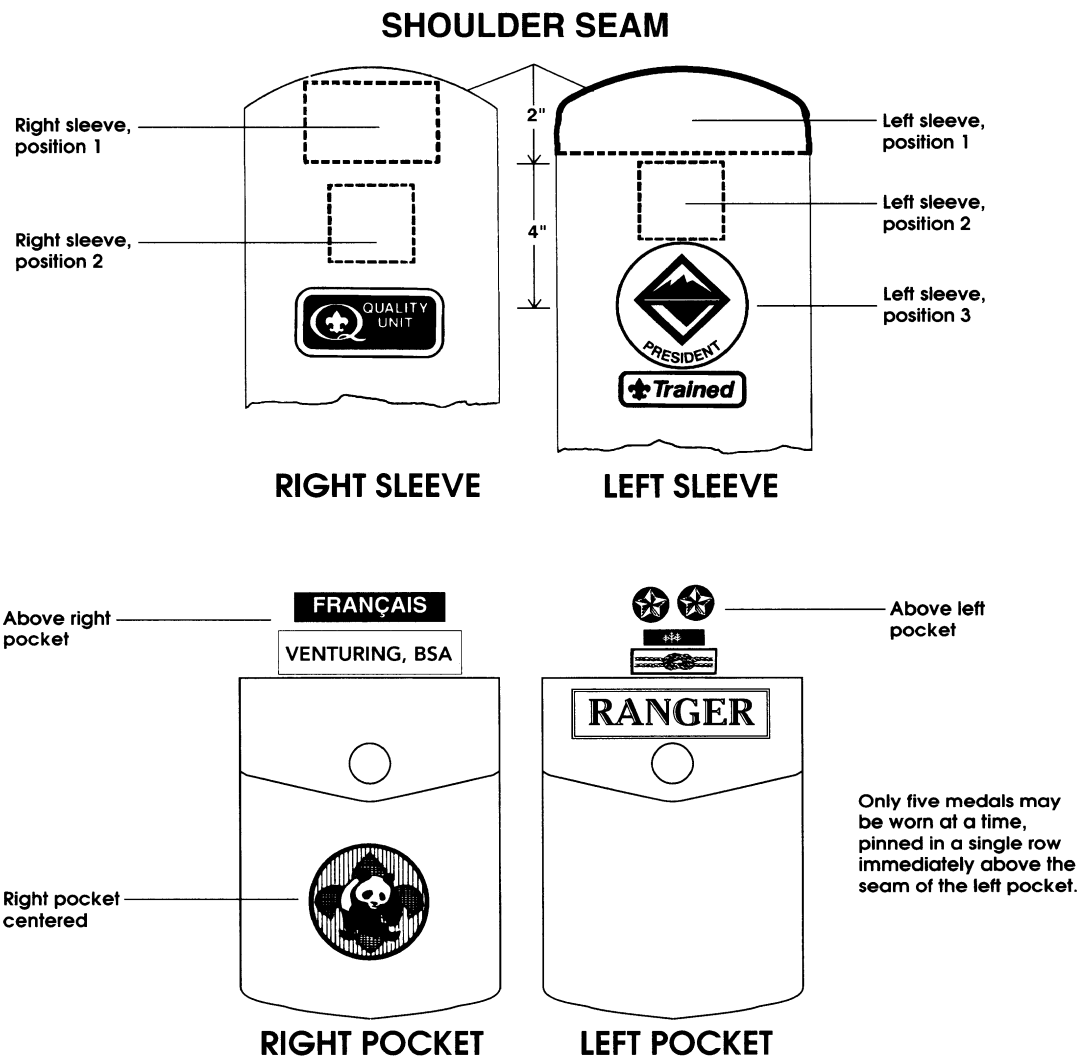
When you engage in brainstorming, think about the two words that make up this word. Once you experience brainstorming, you'll realize that it is like a *storm in the brain*. Ideas begin to flow that you never knew you had—and one idea breeds another idea, and that idea breeds yet another.

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



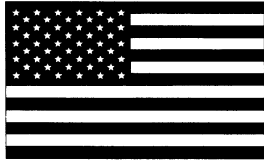
## Appendix F

### VENTURING INSIGNIA





## VENTURING PROGRAM IDENTIFICATION



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



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

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

**Shoulder loops**, green ribbon, No. 00678, Venturer and Venturing adult, on shoulder epaulets.

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

## VENTURING ADVANCEMENT

**Bronze Award**, cloth-covered bar, Venturer, above left pocket, no more than five per row.



**Youth Ministries**, purple on white, No. 04200D



**Outdoor**, green on white, No. 04200F



**Arts and Hobbies**, maroon on white, No. 04200B

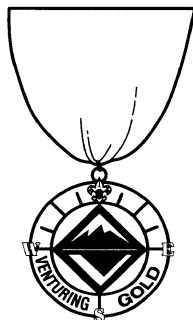


**Sea Scout**, blue on white, No. 04200E

These devices can be used with a one-ribbon bar holder, No. 04027; two-ribbon bar holder, No. 04028; or three-ribbon bar holder, No. 04029.



**Sports**, yellow on white, No. 04200C



**Gold Award**, gold medal suspended from white cloth ribbon, No. 04187, above left pocket. (Also available for field wear, No. 04220A.)

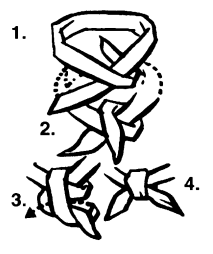
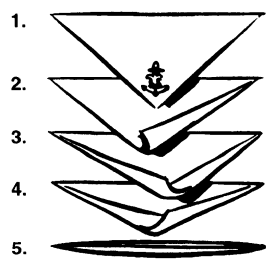
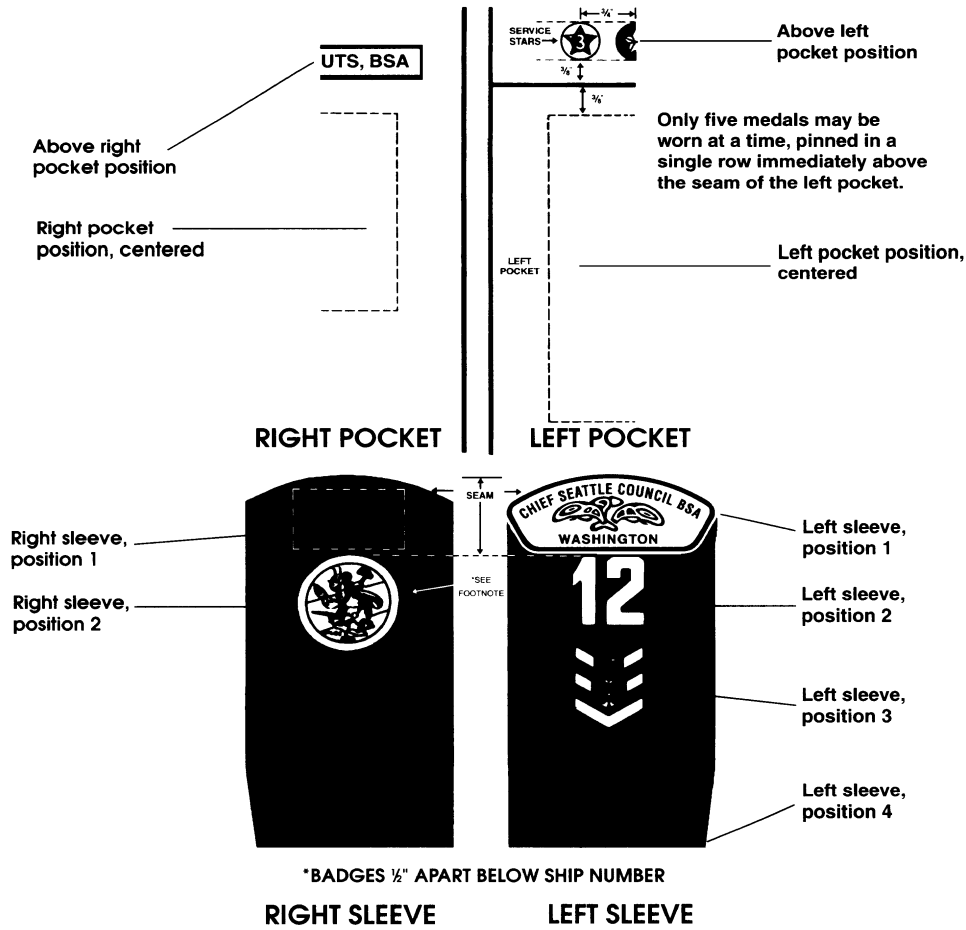


**Ranger Award**, silver medal suspended from white and green cloth ribbon, No. 04184, above left pocket. Silver Ranger Bar for field wear, No. 04184A, worn on left pocket flap. Medal may be worn on left pocket.



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

# Sea Scout Insignia



Sea Scout neckerchief or cravat special order, No. 04153

## SEA SCOUT PROGRAM IDENTIFICATION



**Sea Scout emblem**, blue cloth, No. 04119; white cloth, No. 04120, Sea Scout and adult leader, right sleeve, position 2.



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



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



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



**Sea Scouts, BSA**, blue cloth, No. 04125; white cotton cloth, No. 04126; red letters on tan cloth, No. 04127; Sea Scout and adult leader, above right pocket.

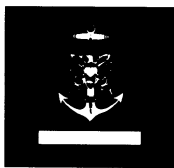


**Sea Scout collar ornaments**, white cloth, No. 04146; blue cloth, No. 04147, Sea Scout, corners of the jumper collar.

**Sea Scout leader hatband**, No. 04154.

**Sea Scout ship numbers**, blue cloth, ship numbers 0 to 8, Nos. 04074 to 04082, respectively; white cloth, ship numbers 0 to 8, Nos. 04084 to 04092, respectively; Sea Scout, left sleeve, position 2.

## SEA SCOUT ADVANCEMENT



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



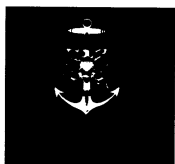
**Able badge of rank**, blue cloth, No. 04140; white cloth, No. 04143; Sea Scout, left pocket.



**Quartermaster Award**, ribbon and pendant, No. 04148, Sea Scout, left pocket, available only through the Venturing Division; patch, No. 04100, Sea Scout, right pocket, embroidered knot, blue on white, No. 05009, Scouter, above left pocket; miniature pin, No. 04051, Sea Scout, civilian wear.



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



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



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



**Qualified seaman pin**, metal, No. 04053, Sea Scout, left pocket.

## VENTURING CREW AND SEA SCOUT SHIP BADGES OF OFFICE



**Crew committee**, cloth, No. 04219, Venturing adult, left sleeve, position 3.



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



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



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



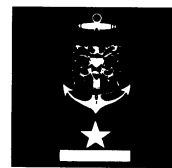
**President**, cloth, No. 04215, Venturer, left sleeve, position 3.



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



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



**Skipper**, blue cloth, No. 04095; white cloth, No. 04096; Sea Scout adult, both sleeve cuffs.



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



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



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



**Ship committee member/mate**, cloth, one star, blue, No. 04098; white, No. 04099; ship Sea Scout adult, both sleeve cuffs.



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



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

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



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



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



**Bugler**, blue cloth, No. 04150; white cloth, No. 04151; Sea Scout, left sleeve, position 3.

## VENTURING PARTICIPATION

The following items are described and pictured on pages 23 and 24 of the *Insignia Guide*:

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



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



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



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



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



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

## RELIGIOUS EMBLEMS FOR VENTURERS



**Religious emblem square knot**, cloth, silver knot on purple, No. 05007, may be worn by youth or adult members who earned the knot as a youth, above left pocket. Cloth, purple knot on silver, No. 05014, may be worn by adult members presented with the recognition, above left pocket. Adults may wear both knots if they satisfy qualifying criteria.



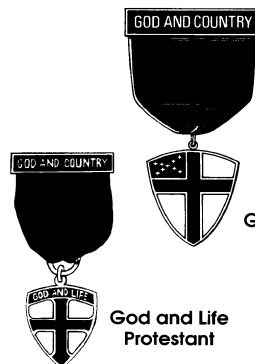
Living Faith Lutheran



God and Life Salvation Army



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



God and Life Protestant



God and Life Episcopal

**Living Faith—Lutheran**, bar pin, red ribbon and medal; **God and Life—Protestant**, bar pin, green ribbon and medal; **God and Life—Episcopal**, bar pin, red ribbon and medal; **God and Life—Salvation Army**, bar pin and medal; Venturer, above left pocket.



**Life and World**, Reorganized Church of Jesus Christ of Latter Day Saints, device worn on ribbon, Venturer, above left pocket.

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

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

**Unity of Mankind**—Baha'i



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

**Sangha**—Buddhist

**Good Servant**—Churches of Christ

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

**Ararat**—Armenian Church of America

**Alpha Omega**—Eastern Orthodox

**God and Country**—First Church of Christ Scientist

**Open Word Award**—General Church of the New Jerusalem

**Dharma**—Hindu

**In the Name of God**—Islamic

**Compassionate Father**—Meher Baba

**God and Country**—Moravian

**God and Country**—Polish National Catholic

**Spirit of Truth**—Religious Society of Friends (Quakers)

**Good Life**—Zoroastrian

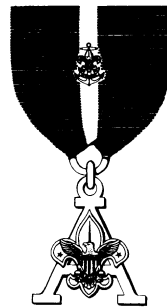
**Note:** For additional information on religious emblems, write for Religious Emblems Programs poster, No. 5-206C, from the Relationships Division, S226, Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

## VENTURING LEADER RECOGNITIONS



**Scouter's Key/Skipper's Key**, green ribbon with broad white stripe, pendant, No. 00924. Trained Sea Scout Skipper wears pendant with Sea Scout device, No. 00931. Trained Venturing Advisor wears pendant with Venturing device, No. 00940. Devices may also be worn on embroidered square knot.

**Advisor Award of Merit**, cloth knot, white on tan, No. 05001, above left pocket with Venturing device, No. 00940; certificate, No. 25-014.



**Scouter's Training Award/Sea Scouting Leader Training Award**, green ribbon with narrow stripe, pendant, No. 00922. Trained Sea Scout adult leader wears pendant with Sea Scout device, No. 00931. Trained adult Venturing leaders wear pendant with Venturing device, No. 00940. Devices may also be worn on embroidered square knot.



**Seabadge**, pin, restricted, No. 04097, presented by a region to a fully trained Sea Scout adult leader, left pocket flap. A knot, No. 05527, is also available.



**Trained Leader emblem**, No. 00280, is available for all leaders who have completed the basic training program appropriate to their positions. The emblem is worn immediately below and touching the emblem of office for which it was earned. Elected Venturers who have completed the crew officers' seminar may wear the Trained Leader emblem beneath their badge of office.

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



# Appendix G

## PROGRAM CAPABILITY INVENTORY

Venturing Crew No. \_\_\_\_\_ Organization \_\_\_\_\_

**Instructions**  
 Each year our Venturers need adult volunteers to serve as Advisors, program consultants, and helpers with transportation, chaperoning, counseling, and planning. We would like to know in which areas of interests, hobbies, or contacts you would be willing to help our Venturers.

If they decide to call on you for help, an appointment will be made with you well in advance. Thank you for your willingness to assist our Venturers and please return this PCI form to: \_\_\_\_\_

\_\_\_\_\_

(Please complete.)

Date: \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone (home) \_\_\_\_\_ - \_\_\_\_\_ (business) \_\_\_\_\_ - \_\_\_\_\_

Occupation \_\_\_\_\_ Position \_\_\_\_\_

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

### Hobbies AND SKILLS

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

### MEMBERSHIPS

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### CONTACTS

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SPECIAL PROGRAM ASSISTANCE

- \_\_\_ I have a station wagon \_\_\_ van \_\_\_ or truck \_\_\_.
- \_\_\_ I have a workshop.
- \_\_\_ I have family camping gear \_\_\_ RV \_\_\_ or pop-up camper \_\_\_.
- \_\_\_ I can make contacts for special trips and activities.
- \_\_\_ I have access to a cottage \_\_\_ or camping property \_\_\_.
- \_\_\_ I have access to a boat \_\_\_ or airplane \_\_\_.

- \_\_\_ I can help with leadership skills.
- \_\_\_ I can help with \_\_\_\_\_ (Career information)
- \_\_\_ I can help with \_\_\_\_\_ (Vocational information)
- \_\_\_ I can help with community service projects.
- \_\_\_ I can help with fund-raising projects.



# Appendix H

## PROGRAM PLANNING FORM

To be used for Program Capability Inventory recap.

NAME	PHONE	OCCUPATION	HOBBY	CONTACT

### CREW COMMITTEE SUGGESTIONS

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### EQUIPMENT AND FACILITIES

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### CHARTERED ORGANIZATION SUGGESTIONS

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### CONSULTANTS

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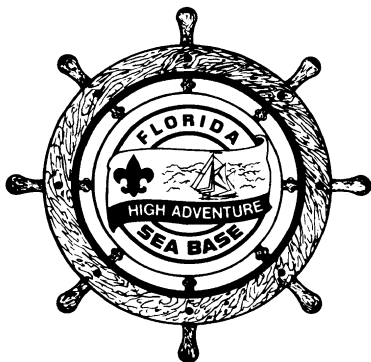




## Appendix I

### SAMPLE ANNUAL CREW PROGRAM OUTLINE

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



VENTURING · BSA





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



## Appendix J

### OPEN HOUSE SAMPLE AGENDA

#### 1. Before the Meeting

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

#### 2. Greeting

Have signs in the parking lot directing guests to the entrance. Have greeters outside the entrance and just inside the entrance. Have greeters at all turns and at the door to where your open house is held. Once guests are inside, all crew members are greeters.

**Greeters**

#### 3. Hands-On Activity/Icebreaker

Ask everyone to take a seat.

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

#### 4. Welcome

The crew president welcomes everyone and introduces crew officers and Advisors.

**Crew President**

#### 5. What Is Venturing and the Purpose of a Crew?

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

**Crew Officer**

#### 6. About Our Crew

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

**Crew Officer**

#### 7. Questions and Answers

Give potential members and their parents an opportunity to ask questions.

**Crew President**

#### 8. Advisor's Comments

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

**Crew Advisor**

#### 9. Invitation to Join

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

**Crew President**

#### 10. Hands-On Activities Again and Registration Process

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

**Crew Members  
Crew Secretary**

#### 11. Refreshments

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

**All**

#### 12. Cleanup

**Cleanup Committee**



## Appendix K

### SEVEN WAYS TO RECRUIT AND RETAIN TOP LEADERS

#### 1. Positive Attitude

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

#### 2. Don't Say No for People

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

#### 3. Be Specific

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

#### 4. Atmosphere

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

#### 5. Training

- Use the Fast Start videotapes for all new leaders.
- Use Start-Up Orientation and other literature.
- Encourage attendance at the district's formal training. Conduct a kitchen table training in someone's home within one week of recruiting.

#### 6. Meetings

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

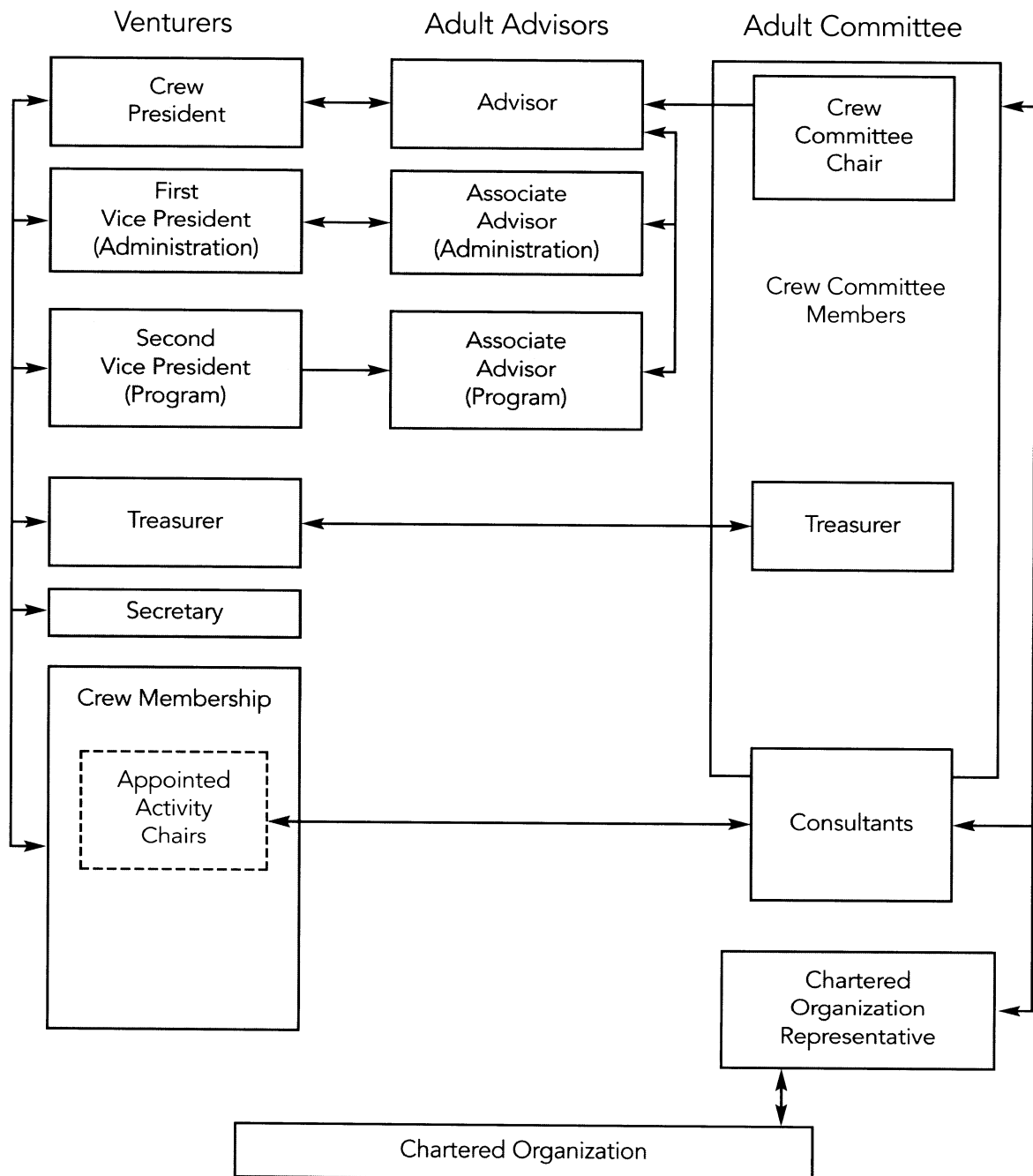
#### 7. Recruiting Techniques

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

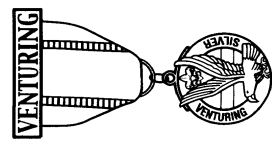


## Appendix L

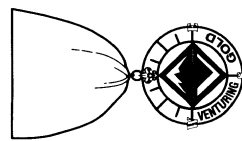
### TYPICAL CREW ORGANIZATION



**VENTURING ADVANCEMENT DIAGRAM**



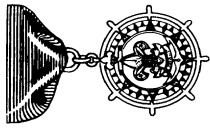
**Silver Award**



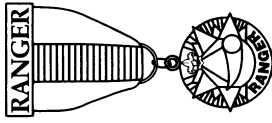
**Gold Award**



**Bronze Award (Ribbon)**



**Quartermaster**



**Ranger**



**Sea Scout Bronze Award**



**Youth Ministries Bronze Award**



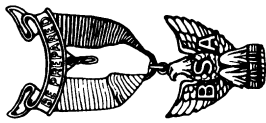
**Arts and Hobbies Bronze Award**



**Sports Bronze Award**



**Outdoor Bronze Award**



**First Class Rank in troop or Varsity team**



**Appendix M**