

## Appendix A-1: Pack Overnighter Site Approval Form

### **Pack Overnight Campout Site Appraisal Form**

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

Site: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Website: \_\_\_\_\_

Site contact: \_\_\_\_\_ Title: \_\_\_\_\_

Site managed by (check one): City  County  State  Federal  Private  Scouting America

#### **Meets Standard**

##### **Amenities**

- |   | Yes   | No    |
|---|-------|-------|
| 1. The camping site is clean and safe from hazards.   | _____ | _____ |
| 2. The site is not located near any natural or manmade hazards.   | _____ | _____ |
| 3. Campsite areas are available for tents.  | _____ | _____ |
| 4. Facilities are available for proper sanitary disposal of garbage.  | _____ | _____ |
| 5. Drinking water from an approved source is provided at convenient locations.  | _____ | _____ |
| 6. Emergency medical services (EMS) are available within 30 minutes from site.  | _____ | _____ |
| 7. Cellular phone service is available.   | _____ | _____ |
| 8. If fires are permitted, an adequate fire lay area is provided.   | _____ | _____ |
| 9. Any individual site hookups provided for electricity, water, or sewer meet all appropriate local and state health codes. | _____ | _____ |
| 10. Each family site is located within 300 feet of a sanitary toilet facility.  | _____ | _____ |
| 11. Shelter is available for program activities during inclement weather.   | _____ | _____ |

##### **Optional**

- |  |                              |       |
|--|------------------------------|-------|
| 12. If swimming is available, facilities meet county and state health standards. | _____                        | _____ |
| Scouting America safety guidelines for Safe Swim Defense are followed.           | <input type="checkbox"/> N/A | _____ |
| 13. Recreational vehicle sites are available.                                    | _____                        | _____ |
| 14. Group campsite areas are available.  | _____                        | _____ |
| 15. Clean and warm showers are available for all campers.                        | _____                        | _____ |
| 16. Sufficient picnic tables are available.                                      | _____                        | _____ |
| 17. A permanent charcoal cooking station is available at each camping site.      | _____                        | _____ |
| 18. An open area is available for group games and other recreational activities. | _____                        | _____ |
| 19. Well-marked and easy-to-follow trails are available.                         | _____                        | _____ |
| 20. Playground equipment is available and in good repair.                        | _____                        | _____ |

##### **Additional Opportunities**

List any items of interest, historical sites, etc., that are inside or near the campsites.

List alternate plans for any amenities that received a "no" response. A "no" response does not eliminate this location.

Site appraisal requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Site appraised by: \_\_\_\_\_ Date: \_\_\_\_\_

Council contact: \_\_\_\_\_ Phone: \_\_\_\_\_

Site appraisal expires (date): \_\_\_\_\_ (This is two years from the date of review.)



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## Appendix A-2: Campsite Safety Checklist

### **Campout Safety Checklist**

Campout Description: \_\_\_\_\_

Campout Dates: \_\_\_\_\_ Campout Location: \_\_\_\_\_

#### **Unit Single Point of Contact (not a participant in the campout)**

Name: \_\_\_\_\_ Cell: \_\_\_\_\_ Email: \_\_\_\_\_

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

#### **Documentation Needed**

General (common for nearly all outings)

- |   |  |
|---|--|
| <input type="checkbox"/> <a href="#">Guide to Safe Scouting</a> | <input type="checkbox"/> Maps of campsite          |
| <input type="checkbox"/> <a href="#">Permission slips</a>       | <input type="checkbox"/> Maps to and from campsite |
| <input type="checkbox"/> <a href="#">Medical records</a>        | <input type="checkbox"/> Other _____               |

Specialized (less common)

- |   |  |
|---|--|
| <input type="checkbox"/> <a href="#">Float plan</a> | <input type="checkbox"/> <a href="#">Flying Plan Checklist</a> |
|---|--|

#### **Training**

General (needed for nearly all programs)

- |   |  |
|---|--|
| <input type="checkbox"/> Youth Protection Training          | <input type="checkbox"/> Safe Swim Defense |
| <input type="checkbox"/> Hazardous weather                  | <input type="checkbox"/> Safety Afloat     |
| <input type="checkbox"/> First aid/CPR                      | <input type="checkbox"/> BALOO             |
| <input type="checkbox"/> Drivers/ <a href="#">Risk Zone</a> |  |

Program or Activity Specific  
(Boy Scouts and Venturers)

- |   |   |
|---|---|
| <input type="checkbox"/> <a href="#">Wilderness First Aid</a> | <input type="checkbox"/> NRA instructor       |
| <input type="checkbox"/> <a href="#">Climb On Safely</a>      | <input type="checkbox"/> Range safety officer |
| <input type="checkbox"/> <a href="#">Trek Safely</a>          | <input type="checkbox"/> Other _____          |

#### **Planning (Has the following been confirmed?)**

- |   |   |
|---|---|
| <input type="checkbox"/> Weather conditions | <input type="checkbox"/> <a href="#">BSA swim check</a>             |
| <input type="checkbox"/> Route conditions   | <input type="checkbox"/> <a href="#">Service project guidelines</a> |
| <input type="checkbox"/> Drivers licensed   | <input type="checkbox"/> Other _____                                |
| <input type="checkbox"/> Drivers insured    |   |

#### **Equipment (If the following equipment will be used, is it in good order/inspected?)**

- |  |   |
|--|---|
| <input type="checkbox"/> Trailer                           | <input type="checkbox"/> Tools              |
| <input type="checkbox"/> <a href="#">Personal vehicles</a> | <input type="checkbox"/> Road emergency kit |
| <input type="checkbox"/> First aid kit                     | <input type="checkbox"/> Other _____        |
| <input type="checkbox"/> Fire extinguisher                 |   |

#### **Emergency Planning (Are plans in place for the following?)**

- |  |   |
|--|---|
| <input type="checkbox"/> Local police/fire/EMS | <input type="checkbox"/> Lost Scout     |
| <input type="checkbox"/> Local hospital        | <input type="checkbox"/> Active shooter |
| <input type="checkbox"/> Lightning             | <input type="checkbox"/> Other _____    |
| <input type="checkbox"/> Severe weather        |   |

#### **Program (Have the following program areas been addressed?)**

- |   |   |
|---|---|
| <input type="checkbox"/> <a href="#">Age-appropriate activities</a> | <input type="checkbox"/> <a href="#">Hazards identified and discussed</a> |
| <input type="checkbox"/> Adult supervision                          | <input type="checkbox"/> Other _____                                      |
| <input type="checkbox"/> Safety equipment                           |   |

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[https://filestore.scouting.org/filestore/HealthSafety/pdf/campout\\_checklist.pdf](https://filestore.scouting.org/filestore/HealthSafety/pdf/campout_checklist.pdf)

## Appendix A-3: Leadership Requirements for Trips and Outings

### ***Adult Supervision***

Two registered adult leaders 21 years of age or over are required at all Scouting activities, including all meetings. There must be a registered female adult leader 21 years of age or over in every unit serving females. A registered female adult leader 21 years of age or over must be present for any activity involving female youth or female adult program participants.

Notwithstanding the minimum leader requirements, age and program-appropriate supervision must always be provided.

All adults staying overnight in connection with a Scouting activity must be currently registered as an adult volunteer or an adult program participant. Adult volunteers must register in the position(s) they are serving in. Registration as a merit badge counselor position does not meet this requirement. See [FAQ](#) for list of approved adult registration fee required positions. *Limited exception below for Cub Scout overnight Programs.*

***Cub Scout Programs – Overnight Exception:*** Cub Scout parents or legal guardians taking part in an overnight Cub Scout program with their own child or legal ward are not required to register as leaders. All adults must review the "[How to Protect your Children from Child Abuse: A Parent's Guide](#)" that can be found in the front of each Cub Scout Handbook. In addition, the parent or legal guardian must be accompanied by a registered leader at any time they are with youth members other than their own child/ward. All other overnight adults must be currently registered in an adult fee required position.

**One-on-one contact between adult leaders and youth members is prohibited both inside and outside of Scouting.**

- In situations requiring a personal conference, the meeting is to be conducted with the knowledge and in view of other adults and/or youth.
- Private online communications (texting, phone calls, chat, IM, etc.) must include another registered leader or parent.
- Communication by way of social media (Facebook, Snapchat, etc.) must include another registered leader or parent.

**Discipline must be constructive.**

- Discipline must reflect Scouting's values.
- Corporal punishment is never permitted.
- Disciplinary activities involving isolation, humiliation, or ridicule are also prohibited.

<https://www.scouting.org/health-and-safety/gss/gss01/>

## Appendix A-4: Cub Scout Outdoor FAQ

### **1. Can Cub Scouts go camping?**

Yes! Cub Scouts can participate in **pack overnights** and **Webelos/Arrow of Light den or patrol campouts**, but only if a **BALOO-trained adult** is present. Den-level camping is only allowed for Webelos and Arrow of Light.

### **2. What is BALOO and why is it required?**

**BALOO (Basic Adult Leader Outdoor Orientation)** is a required training course for at least one adult leader on any Cub Scout overnight activity. It ensures leaders understand safety, planning, and age-appropriate outdoor programming.

### **3. What gear does my Cub Scout need?**

Cub Scouts should bring the **Cub Scout Six Essentials**:

- Filled water bottle
- First-aid kit
- Flashlight
- Trail food
- Sun protection
- Whistle

For overnight trips, add:

- Tent
- Sleeping bag and pad
- Mess kit
- Weather-appropriate clothing
- Personal hygiene items

Refer to the **Gear Selection** section in the BALOO guide for more details.

#### **4. What if my family doesn't own camping gear?**

No problem! Many packs:

- Borrow gear from other families or local Scouts BSA troops.
- Use thrift stores or consignment shops.
- Rent gear from outdoor retailers.

No family should be excluded due to lack of gear.

#### **5. Can my child attend without me?**

Only if **Youth Protection guidelines** are followed. A Cub Scout **cannot share a tent with an adult who is not their parent or legal guardian**. If another family is bringing your child, they must sleep in a separate tent with other youth.

#### **6. How do we choose a campsite?**

Cub Scout camping must occur at **Council- or District-approved sites**. These sites are evaluated for safety, amenities, and suitability for Cub-age youth. Ask your pack leader for the approved list and how to request new site evaluations.

#### **7. What safety measures are in place?**

Scouting uses the **SAFE model**:

- **Supervision** by trained adults
- **Assessment** of risks
- **Fitness** and skill checks
- **Equipment** and environmental monitoring

All participants must submit a **BSA Annual Health and Medical Record (AHMR)**.

#### **8. What about food and cooking?**

Meals are planned to be simple, nutritious, and allergy-aware. Cooking is done by adults or under supervision. Sanitation is emphasized to prevent illness.

#### **9. Can Cub Scouts swim or do water activities?**

Yes, but only under **Safe Swim Defense** and **Safety Afloat** guidelines. Activities must be age-appropriate, supervised by trained adults, and follow strict safety protocols.

## **10. What if my child has medical needs or allergies?**

Leaders review AHMR forms and follow **Medication Use in Scouting** guidelines. Parents should provide medications and instructions. Food allergies are considered in meal planning.

## **11. Are religious services part of camping?**

Yes, optional **inter-religious services** may be offered. Scouts are encouraged to show reverence and duty to God in their own way. Prayers, inspirational thoughts, and moments of reflection are common.

## **12. What activities will my child do?**

Cub Scout campouts include:

- Nature hikes
- Campfire programs
- Games
- Knot tying
- Cooking
- Outdoor ethics
- Ceremonies
- Optional aquatics or geocaching

All activities are **age-appropriate** and designed to be fun and safe.

## Appendix A-5: Transportation Plan Template



### Transportation Checklist

The safety of our Scouts, volunteers, employees, and communities is our top priority. This two part SAFE Transportation Checklist and Pre-Trip Transporting Inspection is designed to help you manage the risks associated with transporting Scouts.

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

**Supervision**—Youth are supervised by qualified and trustworthy adults who set the example for safety.

- Two-deep leadership for duration of trip

**Assessment**—Activities are assessed for risk during planning.

- Route is planned.
- Passenger list is planned for trip, both to and from destination.
- Breaks are planned.
- Drive time is no more than 10 hours within a 24-hour period.
- Meets or exceeds vehicle liability insurance minimums.
- Passengers have seats with factory-installed seat belts.
- Weather/environment contingencies and communications are planned.
- If operating a 15-passenger van, manufacture date is after 2005.

**Fitness and Skills**—Leaders have prerequisite fitness and skill to operate vehicle.

- Driver [Annual Health and Medical Records](#) are reviewed.
- Driver is an adult, age 18 or over.
- Driver has a valid driver's license, a commercial license if applicable.
- Driver understands expectation to follow all applicable traffic laws.
- Driver is rested and not fatigued.
- Driver meets training requirements to operating vehicle.

**Equipment and Environment**—Safe and appropriate vehicle for Scouting trip. Leaders Inspect vehicles and monitor the environment for changing conditions.

- Vehicle inspection completed.
- Tires on each vehicle are no more than 6 years old.
- Weather forecast and conditions.
- Communication plan.

**If there are any incidents:**

1. Take care of the injured/find a safe place.
2. Preserve and document the evidence. Take photos if appropriate.
3. Immediately complete an incident report and notify your local council.  
For more information, go to [www.scouting.org/health-and-safety/incident-report/](#).

#### Resources

Guide to Safe Scouting: <https://www.scouting.org/health-and-safety/gss/>  
SAFE: <https://www.scouting.org/health-and-safety/safe/>



## Pre-Trip Transportation Inspection

Motor vehicles used to transport Scouts must complete Pre-Trip Transportation Inspection before travel for each driver and vehicle. This includes correcting all deficiencies. Make copies for additional drivers and vehicles.

### Driver's Information

Driver's License Number: \_\_\_\_\_ Driver's Phone Number: \_\_\_\_\_

### Vehicle Information

Make and Model: \_\_\_\_\_ Year: \_\_\_\_\_  
 Inspection Current     Registration Current     Insurance Current     Vehicle Inspection

### Vehicle Inspection

#### Visual Inspection

- Cleanliness
- Fluid Leaks
- Loose Parts

#### Light Inspection

- Headlights
- Brake Lights
- Turn Signals
- Emergency Flasher

#### Driver Adjustments

- Pedals
- Steering Wheel
- Mirrors

#### Engine Inspection

- Oil
- Radiator
- Battery
- Exhaust

#### Operational Test

- Defrost
- Horn
- Brakes
- Tire Pressure
- Uneven Wear
- Tread Depth
- Spare Tire

### Trailer Inspection

Trailer Gross Vehicle Weight: \_\_\_\_\_ Trailer Tongue Weight: \_\_\_\_\_

Vehicle Towing Capacity: \_\_\_\_\_ Vehicle Max Tongue Weight: \_\_\_\_\_

- Vehicle has capacity to pull trailer?
- Trailer overall visual inspection?
- Towing ball correct size?
- Safety chains connected?
- Trailer breakaway connected?
- Lights properly working, including taillights, clearance lights, brake lights, directional signals, hazard lights, reflectors?
- Tire inspection, including spare?
- Trailer's load is properly secured?

### Commercial Driver's License (CDL)

- Driver meets CDL requirements, including valid CDL, medical card, and drug testing program?
- Vehicle meets all federal and state CDL requirements, including IFTA and electronic trip logs?
- Pre-Trip vehicle walk-around complete by CDL standards?

### Emergency

- Passengers have seats with factory installed seat belts?
- Triangle reflectors and flares?
- First-aid kit and fire extinguisher?
- Emergency water, food, blankets?
- Incident reporting forms?
- Form of communication?

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<https://filestore.scouting.org/filestore/pdf/680-696%2821%29-SAFE-Transportation-Checklist-FPO3-5172021.pdf>

## Appendix A-6: Annual Health and Medical Record (AHMR)

A

### Part A: Informed Consent, Release Agreement, and Authorization

Full name: \_\_\_\_\_

High-adventure base participants:

Date of birth: \_\_\_\_\_

Expedition/crew No.: \_\_\_\_\_  
or staff position: \_\_\_\_\_

#### Informed Consent, Release Agreement, and Authorization

I understand that participation in Scouting activities involves the risk of personal injury, including death, due to the physical, mental, and emotional challenges in the activities offered. Information about those activities may be obtained from the venue, activity coordinators, or your local council. I also understand that participation in these activities is entirely voluntary and requires participants to follow instructions and abide by all applicable rules and the standards of conduct.

In case of an emergency involving me or my child, I understand that efforts will be made to contact the individual listed as the emergency contact person by the medical provider and/or adult leader. In the event that this person cannot be reached, permission is hereby given to the medical provider selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for me or my child. Medical providers are authorized to disclose protected health information to the adult in charge, camp medical staff, camp management, and/or any physician or health-care provider involved in providing medical care to the participant. Protected Health Information/Confidential Health Information (PHI/CHI) under the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. §§160.103, 164.501, etc. seq., as amended from time to time, includes examination findings, test results, and treatment provided for purposes of medical evaluation of the participant, follow-up and communication with the participant's parents or guardian, and/or determination of the participant's ability to continue in the program activities.

(If applicable) I have carefully considered the risk involved and hereby give my informed consent for my child to participate in all activities offered in the program. I further authorize the sharing of the information on this form with any BSA volunteers or professionals who need to know of medical conditions that may require special consideration in conducting Scouting activities.

With appreciation of the dangers and risks associated with programs and activities, on my own behalf and/or on behalf of my child, I hereby fully and completely release and waive any and all claims for personal injury, death, or loss that may arise against the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with any program or activity.

I also hereby assign and grant to the local council and the Boy Scouts of America, as well as their authorized representatives, the right and permission to use and publish the photographs/film/video/tapes/electronic representations and/or sound recordings made of me or my child at all Scouting activities, and I hereby release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication. I further authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs/film/video/tapes/electronic representations and/or sound recordings without limitation at the discretion of the BSA, and I specifically waive any right to any compensation I may have for any of the foregoing.

*Every person who furnishes any BB device to any minor, without the express or implied permission of the parent or legal guardian of the minor, is guilty of a misdemeanor. (California Penal Code Section 1891.5(a))* My signature below on this form indicates my permission.

I give permission for my child to use a BB device. (Note: Not all events will include BB devices.)

Checking this box indicates you DO NOT want your child to use a BB device.

**NOTE:** Due to the nature of programs and activities, the Boy Scouts of America and local councils cannot continually monitor compliance of program participants or any limitations imposed upon them by parents or medical providers. However, so that leaders can be as familiar as possible with any limitations, list any restrictions imposed on a child participant in connection with programs or activities below.

List participant restrictions, if any:

None

I understand that, if any information I/we have provided is found to be inaccurate, it may limit and/or eliminate the opportunity for participation in any event or activity. If I am participating at Philmont Scout Ranch, Philmont Training Center, Northern Tier, Sea Base, or the Summit Bechtel Reserve, I have also read and understand the supplemental risk advisories, including height and weight requirements and restrictions, and understand that the participant will not be allowed to participate in applicable high-adventure programs if those requirements are not met. The participant has permission to engage in all high-adventure activities described, except as specifically noted by me or the health-care provider. If the participant is under the age of 18, a parent or guardian's signature is required.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature for youth: \_\_\_\_\_ Date: \_\_\_\_\_

(If participant is under the age of 18)

#### Complete this section for youth participants only:

##### Adults Authorized to Take Youth to and From Events:

You must designate at least one adult. Please include a phone number.

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

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

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

##### Adults NOT Authorized to Take Youth to and From Events:

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

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

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_



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## Part B1: General Information/Health History

Full name: \_\_\_\_\_

High-adventure base participants:

Date of birth: \_\_\_\_\_

Expedition/crew No.: \_\_\_\_\_

or staff position: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Height (inches): \_\_\_\_\_ Weight (lbs.): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP code: \_\_\_\_\_ Phone: \_\_\_\_\_

Unit leader: \_\_\_\_\_ Unit leader's mobile #: \_\_\_\_\_

Council Name/No.: \_\_\_\_\_ Unit No.: \_\_\_\_\_

Health/Accident Insurance Company: \_\_\_\_\_ Policy No.: \_\_\_\_\_



Please attach a photocopy of both sides of the insurance card. If you do not have medical insurance, enter "none" above.

## In case of emergency, notify the person below:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Home phone: \_\_\_\_\_ Other phone: \_\_\_\_\_

Alternate contact name: \_\_\_\_\_ Alternate's phone: \_\_\_\_\_

## Health History

Do you currently have or have you ever been treated for any of the following?

Yes	No	Condition	Explain
<input type="checkbox"/>	<input type="checkbox"/>	Diabetes	Last HbA1c percentage and date: _____ Insulin pump: Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Hypertension (high blood pressure)	
<input type="checkbox"/>	<input type="checkbox"/>	Adult or congenital heart disease/heart attack/heart pain (angina)/heart murmur/coronary artery disease. Any heart surgery or procedure. Explain all "yes" answers.	
<input type="checkbox"/>	<input type="checkbox"/>	Family history of heart disease or any sudden heart-related death of a family member before age 50.	
<input type="checkbox"/>	<input type="checkbox"/>	Stroke/TIA	
<input type="checkbox"/>	<input type="checkbox"/>	Asthma/reactive airway disease	Last attack date: _____
<input type="checkbox"/>	<input type="checkbox"/>	Lung/respiratory disease	
<input type="checkbox"/>	<input type="checkbox"/>	COPD	
<input type="checkbox"/>	<input type="checkbox"/>	Ear/eyes/nose/sinus problems	
<input type="checkbox"/>	<input type="checkbox"/>	Muscular/skeletal condition/muscle or bone issues	
<input type="checkbox"/>	<input type="checkbox"/>	Head injury/concussion/TBI	
<input type="checkbox"/>	<input type="checkbox"/>	Altitude sickness	
<input type="checkbox"/>	<input type="checkbox"/>	Psychiatric/psychological or emotional difficulties	
<input type="checkbox"/>	<input type="checkbox"/>	Neurological/behavioral disorders	
<input type="checkbox"/>	<input type="checkbox"/>	Blood disorders/sickle cell disease	
<input type="checkbox"/>	<input type="checkbox"/>	Fainting spells and dizziness	
<input type="checkbox"/>	<input type="checkbox"/>	Kidney disease	
<input type="checkbox"/>	<input type="checkbox"/>	Seizures or epilepsy	Last seizure date: _____
<input type="checkbox"/>	<input type="checkbox"/>	Abdominal/stomach/digestive problems	
<input type="checkbox"/>	<input type="checkbox"/>	Thyroid disease	
<input type="checkbox"/>	<input type="checkbox"/>	Skin issues	
<input type="checkbox"/>	<input type="checkbox"/>	Obstructive sleep apnea/sleep disorders	CPAP: Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	List all surgeries and hospitalizations	Last surgery date: _____
<input type="checkbox"/>	<input type="checkbox"/>	List any other medical conditions not covered above	



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**Part B2:** General Information/Health History

Full name: \_\_\_\_\_

High-adventure base participants:

Date of birth: \_\_\_\_\_

Expedition/crew No.: \_\_\_\_\_

or staff position: \_\_\_\_\_

**Allergies/Medications**DO YOU USE AN EPINEPHRINE  
AUTOINJECTOR? Exp. date (if yes) \_\_\_\_\_ YES     NODO YOU USE AN ASTHMA RESCUE  
INHALER? Exp. date (if yes) \_\_\_\_\_ YES     NO

Are you allergic to or do you have any adverse reaction to any of the following?

Yes	No	Allergies or Reactions	Explain	Yes	No	Allergies or Reactions	Explain
<input type="checkbox"/>	<input type="checkbox"/>	Medication		<input type="checkbox"/>	<input type="checkbox"/>	Plants	
<input type="checkbox"/>	<input type="checkbox"/>	Food		<input type="checkbox"/>	<input type="checkbox"/>	Insect bites/stings	

List all medications currently used, including any over-the-counter medications.

 Check here if no medications are routinely taken.     If additional space is needed, please list on a separate sheet and attach.

Medication	Dose	Frequency	Reason

 YES     NO    Non-prescription medication administration is authorized with these exceptions: \_\_\_\_\_

Administration of the above medications is approved for youth by: \_\_\_\_\_

/ \_\_\_\_\_

MD/DO, NP, or PA signature (if your state requires signature)

	Bring enough medications in sufficient quantities and in the original containers. Make sure that they are NOT expired, including inhalers and EpiPens. You SHOULD NOT STOP taking any maintenance medication unless instructed to do so by your doctor.
---	---

**Immunization**

The following immunizations are recommended. Tetanus immunization is required and must have been received within the last 10 years. If you had the disease, check the disease column and list the date. If immunized, check yes and provide the year received.

Yes	No	Had Disease	Immunization	Date(s)
<input type="checkbox"/>	<input type="checkbox"/>		Tetanus	
<input type="checkbox"/>	<input type="checkbox"/>		Pertussis	
<input type="checkbox"/>	<input type="checkbox"/>		Diphtheria	
<input type="checkbox"/>	<input type="checkbox"/>		Measles/mumps/rubella	
<input type="checkbox"/>	<input type="checkbox"/>		Polio	
<input type="checkbox"/>	<input type="checkbox"/>		Chicken Pox	
<input type="checkbox"/>	<input type="checkbox"/>		Hepatitis A	
<input type="checkbox"/>	<input type="checkbox"/>		Hepatitis B	
<input type="checkbox"/>	<input type="checkbox"/>		Meningitis	
<input type="checkbox"/>	<input type="checkbox"/>		Influenza	
<input type="checkbox"/>	<input type="checkbox"/>		Other (i.e., Hib)	
<input type="checkbox"/>	<input type="checkbox"/>		Exemption to immunizations (form required)	

Please list any additional information about your medical history:

DO NOT WRITE IN THIS BOX.  
Review for camp or special activity.

Reviewed by: \_\_\_\_\_

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

Further approval required:  Yes     No

Reason: \_\_\_\_\_

Approved by: \_\_\_\_\_

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



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## Appendix A-7: General Fire Safety Rules

### Campfire Safety



#### **SUMMARY**

Who doesn't love a glowing campfire at the end of the day? However, to make sure it won't be your tent that burns, let's look at some good fire safety practices.

#### **GENERAL INFORMATION**

Handbooks for each program have useful tips for campfires. Here are a few highlights:

##### **Environmental conditions**

- Leaders should understand the local campfire regulations or requirements.
- Beware of current fire conditions, especially if it has been dry and windy. Check for any active burn ban.
- Consider wind direction and projected size of fire before starting.

##### **Maintain your campsite**

- Use an established campfire ring, if available, and keep your campfire size appropriate.
- Be sure your fire is a minimum of 15 feet from tents, shrubs, trees or other flammable objects. Always check for low-hanging branches above the fire.
- Store matches, lighters, and items used as fire starters in a secure waterproof box or bag outside of your tent. In bear country store away from your campsite.

##### **Additives and Fire Extinguishing**

- Additives to the fire are **prohibited**. This includes chemicals, accelerants, color-changers, and other flame-enhancing products like **Magical Flames™**.
- Avoid cooking over a fire where chemicals or additives have been previously used.
- Always extinguish campfires properly. Ensure campfires are completely cold-out. Do a test on cooled ash for any sign of heat before you consider the fire extinguished.

##### **Emergency Response**

- Never leave a campfire unattended. Prepare a unit fireguard, and practice it.
- Always have a shovel/rake and water or other extinguishing materials handy.
- Be prepared to respond to burns or someone on fire with "Stop, drop, and roll."

<https://www.scouting.org/health-and-safety/safety-moments/camp-fire-safety/>

## Appendix A-8: SAFE Checklist



Scouts and their parents expect all Boy Scouts of America activities to be conducted safely. To ensure the safety of participants, the Boy Scouts of America expects leaders to use the four points of SAFE when delivering the Scouting program.

### **SUPERVISION**

Youth are supervised by qualified and trustworthy adults who set the example for safety.

- Accepting responsibility for the well-being and safety of youth under their care.
- Ensuring that adults are adequately trained, experienced, and skilled to lead the activity, including the ability to prevent and respond to likely problems and potential emergencies.
- Knowing and delivering the program of the Boy Scouts of America with integrity.
- Using qualified instructors, guides, or safety personnel as needed to provide additional guidance.
- Maintaining engagement with participants during activities to ensure compliance with established rules and procedures.

### **ASSESSMENT**

Activities are assessed for risks during planning. Leaders have reviewed applicable program guidance or standards and have verified the activity is not prohibited. Risk avoidance or mitigation is incorporated into the activity.

- Predetermining what guidance and standards are typically applied to the activity, including those specific to the Boy Scouts of America program.
- Planning for safe travel to and from the activity site.
- Validating the activity is age-appropriate for the Boy Scouts of America program level.
- Determining whether the unit has sufficient training, resources, and experience to meet the identified standards and, if not, modifying the activity accordingly.
- Developing contingency plans for changes in weather and environment and arranging for communication with participants, parents, and emergency services.

### **FITNESS AND SKILL**

Participants' Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part safely.

- Confirming the activity is right for the age, maturity, and physical abilities of participants.
- Considering as risk factors temporary or chronic health conditions of participants.
- Validating minimum skill requirements identified during planning and ensuring participants stay within the limits of their abilities.
- Providing training to participants with limited skills and assessing their skills before they attempt more advanced skills.

### **EQUIPMENT AND ENVIRONMENT**

Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety.

- Confirming participants' clothing is appropriate for expected temperatures, sun exposure, weather events, and terrain.
- Providing equipment that is appropriately sized for participants, is in good repair, and is used properly.
- Ensuring personal and group safety equipment is available, properly fitted, and used consistently and in accordance with training.
- Reviewing the activity area for suitability during planning and immediately before use, and monitoring the area during the activity through supervision.
- Adjusting the activity for changing conditions or ending it if safety cannot be maintained.

## Appendix A-9: Scouter Code of Conduct

### **BOY SCOUTS OF AMERICA SCOUTER CODE OF CONDUCT**

On my honor, I promise to do my best to comply with this Boy Scouts of America Scouter Code of Conduct while serving in my capacity as an adult leader:

1. I have completed or will complete my registration with the Boy Scouts of America, answering all questions truthfully and honestly.
2. I will do my best to live up to the Scout Oath and Scout Law, obey all laws, and hold others in Scouting accountable to those standards. I will exercise sound judgment and demonstrate good leadership and use the Scouting program for its intended purpose consistent with the mission of the Boy Scouts of America.
3. I will make the protection of youth a personal priority. I will complete and remain current with Youth Protection training requirements. I will be familiar with and follow:
  - BSA Youth Protection policies and guidelines, including mandatory reporting: [www.scouting.org/training/youth-protection/](http://www.scouting.org/training/youth-protection/)
  - *The Guide to Safe Scouting*: [www.scouting.org/health-and-safety/gss](http://www.scouting.org/health-and-safety/gss)
  - SAFE: [www.scouting.org/health-and-safety/safe/](http://www.scouting.org/health-and-safety/safe/)
4. When transporting youth, I will obey all laws, comply with Youth Protection guidelines, and follow safe driving practices.
5. I will respect and abide by the Rules and Regulations of the Boy Scouts of America, BSA policies, and BSA-provided training, including but not limited to those relating to:
  - Unauthorized fundraising activities
  - Advocacy on social and political issues, including prohibited use of the BSA uniform and brand
  - Bullying, hazing, harassment, and unlawful discrimination of any kind
6. I will not discuss or engage in any form of sexual conduct while engaged in Scouting activities. I will refer youth with questions regarding these topics to talk to their parents or spiritual advisor.
7. I confirm that I have fully disclosed and will disclose in the future any of the following:
  - Any criminal suspicion, charges, or convictions of a crime or offense involving abuse, violence, sexual misconduct, or any misconduct involving minors or juveniles
  - Any investigation or court order involving domestic violence, child abuse, or similar matter
  - Any criminal charges or convictions for offenses involving controlled substances, driving while intoxicated, firearms, or dangerous weapons
8. I will not possess, distribute, transport, consume, or use any of the following items prohibited by law or in violation of any Scouting rules, regulations, and policies:
  - Alcoholic beverages or controlled substances, including marijuana
  - Concealed or unconcealed firearms, fireworks, or explosives
  - Pornography or materials containing words or images inconsistent with Scouting values
9. If I am taking prescription medications with the potential of impairing my functioning or judgment, I will not engage in activities that would put youth at risk, including driving or operating equipment.
10. I will take steps to prevent or report any violation of this code of conduct by others in connection with Scouting activities.

## Appendix A-10: Medication Use in Scouting

# Medication Use in Scouting

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The following guidance from the Boy Scouts of America on medication use in BSA-related activities has been developed for youth, parents or guardians, and adult leaders. Planning and preparation are key components.

The BSA's guiding principles for the safe use of medications include:

- All medication is the responsibility of either the individual taking the medication or that individual's parent or guardian.
- An adult leader, after obtaining all the necessary information and permission, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but the BSA does not mandate or necessarily encourage the leader to do so.
- BSA council camps may have their own standards and policies regarding the administration of medications.
- State or local laws that are more limiting than camp policies supersede any BSA guidance and must be followed.

### Guidance—Eight Elements of Safe Medication Use

#### 1. Annual Health and Medical Record

- All participants in the BSA are required to complete an [Annual Health and Medical Record \(AHMR\)](#).
- Participants must be candid when listing their medications in the Health History section in Part B of the AHMR. No medications should be kept secret.
- A parent or guardian completing the form may authorize the administration of over-the-counter (nonprescription) medications.
- In addition to the parent or guardian signature, some Scouting areas may require a signature from your health-care provider to permit over-the-counter medications to be given. Check with the camp you are attending for its requirements.

#### 2. Plan

- Parents are cautioned against using a BSA event as a "drug holiday" by suspending administration of medications taken regularly by their youth member unless there are specific instructions from a health-care provider.
- Before the event and before an adult leader becomes involved in medication management for any youth member, the youth, the parent or guardian, and the adult leader should have a pre-event discussion that includes the reason for use and specifies the medication(s) that will be self-administered or kept by the youth member.
- Plans may be simple or more complex based on the length of the outing, the maturity of the youth, and the complexity of the medications being taken.
- Plans may include agreement on the participant's competency to self-administer; how the medicine will be accounted for; the quantity, labeling, and storage of the medication; and the protocol for emergency situations.
- All information on administration, including any specialized equipment or medication (e.g., insulin injections, insulin pumps, and emergency medications) should be provided to leaders.
- Special arrangements may be needed for events such as Order of the Arrow weekends, jamborees, Scouting contingents, and other events not unit-based.

### **3. Supervision of Medication Administration**

- Based on agreement that includes the degree of the individual's capacity for self-care, a decision is made on who is responsible for supervising the administration of the medication.
- The youth participant with the agreed-upon capacity for self-care may be the best person to manage their own medication.
- For the youth participant who is self-administering medication, there should be agreement on the method of supervision.
- A parent or guardian who is present should assume responsibility.
- If a parent or guardian isn't available during the event, a willing adult leader may take responsibility for medication administration to any youth who cannot self-administer the medication.
- The identified leader must be informed by the youth and the parent or guardian about any special circumstances.
- Special care must be given by the responsible adult to correctly identify the youth with assurance that the right medication is being administered at the right time in the right amount.
- A process should be developed for the possibility of having to hand off the responsibility to another adult (e.g., a leader rotates home or must leave due to an emergency).
- No adult leader should assume the responsibility unwillingly.

### **4. Labeling**

- Medication sent on an outing should preferably be in its original container and labeled with the name of the participant, medication, dose and strength, prescribing health-care provider's name, date of prescription, current instructions for use, special storage, etc.
- If a prescription label is missing or placed on an external package, the internal item (such as a tube or inhaler) should be, at a minimum, labeled with the participant's name, name of the medication, and directions for use.

### **5. Storage**

- Medications must be stored securely, either under lock and key (e.g., a locking bank bag) or direct observation.
- Security is especially important for controlled substances.
- Most medications should be kept by an adult with some or full control of the process. (See "6. Emergency Medication" below for an exception for the youth participant.)
- Special medication storage requirements by the manufacturer, such as protection from light or the need for refrigeration, should be discussed during the planning stage. Storage containers or coolers should be provided by the parent or guardian if possible.
- To protect the medications, be sensitive to providing storage for medications in a controlled environment, e.g., avoiding a hot car or an environment where liquid medications might freeze.

## **6. Emergency Medication**

- Medications that may be needed for an emergency or on an urgent basis may be carried by the youth participant. A buddy or the responsible adult should be sure the youth has the emergency medication.
- The youth participant must notify the adult leader immediately upon self-administering the emergency medication.
- In many cases, an evaluation or further treatment by a health-care provider may be needed after the use of some emergency medications, e.g., epinephrine, even if the youth member feels OK. It may also be necessary to obtain an additional supply if no additional doses are available.
- Planning should address how emergency medication will be administered and include how to develop the adult leader's comfort in assisting the youth if necessary.
- The parent or guardian should be notified of the use of an emergency medication.

## **7. Nonprescription/Over-the-Counter Medication**

- Those nonprescription medications taken routinely or authorized for giving should be listed on the AHMR.
- Nonprescription medications may be kept by youth with the capacity to self-medicate.
- Limited supplies of similar medication (use approved by parent) may be kept by the adult leader.

## **8. Accountability**

- The pre-event discussion should include an agreement between the parent or guardian, leader, and participant on some method of keeping track of medication administration.
- Accountability could range from none—although this may not be the best practice—to the use of the Routine Drug Administration Record form (see "Resources" below).
- No specific form or process is mandated, but some approach is encouraged.

## **Resources**

- BSA Annual Health and Medical Record: [www.scouting.org/health-and-safety/ahmr/](http://www.scouting.org/health-and-safety/ahmr/)
- Scouting Safely: [www.scouting.org/health-and-safety/](http://www.scouting.org/health-and-safety/)
- *Guide to Safe Scouting*: [www.scouting.org/health-and-safety/gss/](http://www.scouting.org/health-and-safety/gss/)
- Routine Drug Administration Record: [www.scouting.org/health-and-safety/forms/](http://www.scouting.org/health-and-safety/forms/)

## Appendix A-11: First Aid Kit Contents

# First-Aid Supplies and Skills

You cannot render first aid if you do not have the tools and supplies necessary to treat an injured or ill person. A well-stocked first-aid kit is an essential item for all first-aiders. Equally important is learning and practicing difficult first-aid skills such as how to safely transport an ill person or an accident victim.

### **Personal First-Aid Kit**

Carrying a few first-aid items on hikes and campouts will allow you to treat scratches, blisters, and other minor injuries and to provide initial care for more serious emergencies. You should be able to fit everything in a resealable plastic bag. Always take your personal first-aid kit when you set out on a Scout adventure. Your kit should include as a minimum the following:

- Adhesive bandages (6)
- Sterile gauze pads, 3-by-3-inch (2)
- Adhesive tape (1 small roll)
- Moleskin, 3-by-6-inch (1)
- Soap (1 small bar) or alcohol-based hand sanitizing gel (1 travel size bottle)
- Triple antibiotic ointment (1 small tube)
- Scissors (1 pair)
- Nonlatex disposable gloves (1 pair)
- CPR breathing barrier (1)
- Pencil and paper



FIRST AID 21

[https://filestore.scouting.org/filestore/pdf/first\\_aid\\_supplies\\_skills.pdf](https://filestore.scouting.org/filestore/pdf/first_aid_supplies_skills.pdf)

## Appendix A-12: AHMR FAQs

# Frequently Asked Questions Concerning the Annual Health and Medical Record

### AHMR Purpose

- ▶ Q. Why does Scouting America require all participants to have an Annual Health and Medical Record?
- ▶ Q. Where can I find the Annual Health and Medical Record?
- ▶ Q. Can the AHMR form be modified?
- ▶ Q. Can I use another medical exam, such as a school sports exam, and attach it to the Annual Health and Medical Record?
- ▶ Q. Does Wood Badge OR National Youth Leadership Training (NYLT) require Part C, the pre-participation physical?

### AHMR Requirements

- ▶ Q. Who needs to complete an Annual Health and Medical Record?
- ▶ Q. What is meant by "Annual"?
- ▶ Q. What should I do if the participant's health status changes between the time he/she has the physical exam and the activity occurs?
- ▶ Q. What do I do if the medications listed on the form change between the pre-participation physical and the Scouting event?
- ▶ Q. Our camp is at least 30 minutes from the local hospital by ambulance or EMS. Does this mean that we automatically have to meet the height/weight requirements for all activities at the camp?
- ▶ Q. What does it mean by "adults authorized to take youth to and from events"?

<https://www.scouting.org/health-and-safety/ahmr/medical-formfaqs/>

## Appendix A-16: Policy On the Use of Chemical Fuels

# Chemical Fuels and Equipment

## Purpose

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

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

## Definitions

**Chemical fuels**—Liquid, gaseous, or gelled fuels.

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

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

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

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

## Storing, Handling, and Using Chemical Fuels and Equipment

An adult knowledgeable about chemical fuels and equipment should always supervise youths involved in the storage, handling, and use of chemical fuels and equipment.

Operate and maintain chemical-fueled equipment according to the manufacturer's instructions and in facilities or areas only where and when permitted.

Using liquid fuels for starting any type of fire—including lighting damp wood, charcoal, and ceremonial campfires or displays—is prohibited.

No flames in tents. This includes burning any solid, liquid, gel, or gas fuel—including tents or teepees that feature or support stoves or fires; and any chemical-fueled equipment or catalytic heaters.

Store chemical fuels in their original containers or in containers designed for immediate use. Securely store any spare fuel away from sources of ignition, buildings, and tents.

During transport and storage, properly secure chemical fuel containers in an upright, vertical position.

<https://www.scouting.org/health-and-safety/gss/gss06/>

## Appendix CD-1: Course Director Checklist

### **BALOO Course Director Responsibilities Checklist**

#### **Pre-Course Planning**

- Review the **BALOO Course Directors Facilitator Guide** and ensure all content aligns with national standards.
- Confirm completion of **BALOO online training** (every 2 years) for all staff.
- Select and recruit qualified **staff instructors** who:
  - Have completed BALOO.
  - Can teach to the syllabus level.
  - Avoid “gear shows” or overcomplicating content.
- Coordinate with **Council/District Training Committee** and **Short-Term Camp Administrator** to meet NCAP standards.
- Secure a **training location** with:
  - Indoor classroom space.
  - Outdoor camping and activity areas.
  - Adequate restrooms and water access.
- Obtain necessary **permits** (e.g., fire permits).
- Prepare and distribute the **BALOO Training Gear List** to participants.

#### **Course Setup**

- Ensure all **physical arrangements** are complete:
  - Tables, chairs, AV equipment, flags, signage.
  - Outdoor areas for round robins, campfire, cooking.
- Prepare **registration materials**:
  - Name tags, den assignments, AHMR collection, handouts.
- Organize **gathering-time activities**
- Assign **camping areas by den** and assist with setup.

#### **Course Delivery**

- Conduct a **timely and engaging Opening Assembly**:
  - Flag ceremony.
  - Welcome message and staff introductions.
  - Safety Moment.
  - BALOO meaning and expectations.
- Monitor **time management** throughout the course:
  - Assign a timekeeper.
  - Avoid “war stories” and off-topic tangents.
- Ensure **hands-on learning** in round-robin sessions.
- Use **Safety Moments** throughout the day.
- Confirm **meal planning and cooking** logistics are in place.
- Lead or delegate a **model campfire program**.
- Facilitate **inter-religious service** if applicable.

## Appendix & Handouts

- Distribute or provide access to all **appendix materials**.
- Ensure links are **current and functional**.
- Include **local council handouts** (e.g., approved campsite list, site approval process).

## Post-Course Wrap-Up

- Conduct a **graduation ceremony**:
  - Present certificates.
  - Recognize staff contributions.
  - Share inspirational closing thought or song.
- Collect and review **participant evaluations**.
- Submit **training records** per council/district procedures.
- Clean and reset the training site.
- Debrief with staff and document feedback for future improvements.

## Appendix CD-2: Staff Selection Guide

### **BALOO Staff Selection Guide**

#### **Purpose**

To ensure the BALOO training team is composed of qualified, enthusiastic, and supportive individuals who can deliver a consistent, nationally aligned outdoor training experience for Cub Scout leaders.

#### **Staff Qualifications**

All BALOO staff members **must**:

- Be **BALOO-trained** (completed both online and in-person components).
- Be **registered adult leaders** in Scouting America.
- Have completed **Safeguarding Youth Training**.
- Be familiar with the **Guide to Safe Scouting** and **Age-Appropriate Guidelines**.
- Understand and support **Scouting's Outdoor Ethics** and **Leave No Trace principles**.

#### **Knowledge & Skills**

Staff should be selected based on their ability to teach specific sessions. Ideal candidates:

- Have **subject matter expertise** in their assigned topic (e.g., gear selection, fire safety, knot tying).
- Can teach to the **entry-level skill level** required by the syllabus.
- Are comfortable with **hands-on instruction** and **demonstration-based learning**.
- Are able to **adapt content** to local conditions while maintaining national standards.

#### **Attitude & Approach**

Staff members must:

- Be **supportive and encouraging**, not competitive or boastful.
- Avoid overcomplicating content.
- Focus on **training participants**, not showcasing personal expertise.
- Be **flexible** and responsive to participant needs.
- Model **positive values** and **Scouter conduct** at all times.

#### **Staff Roles**

BALOO staff may be assigned to:

- **Session instruction** (e.g., First Aid, Cooking, Outdoor Ethics).
- **Round-robin facilitation** (hands-on skills stations).
- **Campfire program planning**.
- **Safety Moment presentations**.
- **Registration and logistics**.
- **Meal preparation and support**.
- **Campfire and ceremony coordination**.

#### **Staff Preparation**

Course Directors must ensure staff:

- Receive the **BALOO Course Staff Guidebook** well in advance.
- Are briefed on **course objectives**, schedule, and expectations.
- Practice their **presentations and demonstrations**.
- Understand the importance of **time management**.
- Know how to handle **off-topic questions** and redirect appropriately.

## **Documentation**

Course Directors should:

- Maintain a list of **approved staff** with contact info and assigned sessions.
- Verify **training records** and **Safeguarding Youth Training status**.
- Provide staff with **appendix materials** and QR codes for reference.
- Ensure staff are familiar with **local council policies** and **site approval processes**.

## Appendix CD-3: Sample Course Schedule

SATURDAY		
8:00–8:45 a.m.	Gathering Time	Participants arrive and are assigned to their campsites, assigned to a den group, and told where to report next and at what time.
8:45–9:00 a.m.	Opening Assembly/ Welcome and Introductions	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony.  Participants are welcomed to the training. Cover any “housekeeping” details and the basic schedule for the day. Discuss requirements for completing both of the training components (online and practical).
9:00–9:30 a.m.	Health and Safety	Remind the participants they have already covered some of this information in the online component.
9:30–9:50 a.m.	Lunch Prep	Assemble foil packs for lunch at this time. Staff should coordinate coal-starting, etc., to have lunch ready per schedule.
9:50–10:00 a.m.	Break	
Round-Robin #1. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
10:00–10:25 a.m.	Sessions: Cub Scouts and Geocaching; Aquatics; Gear Selection; Nature and Hiking	Sessions may be swapped between round- robins to accommodate your facilities and other needs, as long as all are presented.
10:30–10:55 a.m.		
11:00–11:25 a.m.		
11:30–11:55 a.m.		
11:55 a.m.–12:00 p.m.	Break	
12:00–12:45 p.m.	Lunch	Foil packs should be cooked. Late arrivals can be given time to set up their camping areas as needed. Additional instruction may also be offered on any of the skills presented as part of Round-Robin #1.

SATURDAY		
12:45–1:00 p.m.	Break	
		Den groups may start on planning their skits and songs for the evening campfire, continuing throughout the afternoon as time permits.
1:00–1:25 p.m.	Campfire Planning	
1:25–1:30 p.m.	Break	
Round-Robin #2. Four sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
1:30–1:55 p.m.	Sessions: Outdoor Ethics; Cooking and Sanitation; First Aid; Practical Knife Safety for Cub Scouts	Sessions may be swapped between round- robins to accommodate your facilities and other needs, as long as all are presented.
2:00–2:25 p.m.		
2:30–2:55 p.m.		
3:00–3:25 p.m.		
3:25–3:45 p.m.	Break	Finalize campfire assignments within dens, approved by campfire session planner.
3:45–4:15 p.m.	Campsite Selection	When session is completed, all participants should have the opportunity to review their own campsite arrangements and make final arrangements for the overnighter.
4:15–4:45 p.m.	Large-Group Games	
4:45–4:50 p.m.	Break	
4:50–5:10 p.m.	Meal Planning	
5:10–5:15 p.m.	Break	
5:15–5:40 p.m.	Session: Duty to God	Plan worship service as part of this session.
5:40–5:45 p.m.	Break	
5:45–6:00 p.m.	Prepare for Dinner/ Evening Flag Ceremony	
6:00–7:00 p.m.	Dinner	

SATURDAY
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7:00–7:05 p.m.	Break	
7:05–7:25 p.m.	Outdoor Ceremonies	
7:25–7:30 p.m.	Break	
7:30–8:00 p.m.	Campfire Prep	
8:00–9:00 p.m.	Campfire	
	Cracker Barrel and Goodnight!	
9:00 p.m.		
<b>SUNDAY</b>		
8:00–8:45 a.m.	Breakfast	
8:45–9:00 a.m.	Flag Ceremony	Use one of the flag ceremonies listed in the syllabus, or another appropriate ceremony.
Round-Robin #3. Two sessions will be offered in a round-robin format— 25 minutes per session plus 5 minutes of travel time.		
9:00–9:30 a.m.	Session: Stoves, Lanterns, and Fire Safety; Basic Knots for Cub Scouts	
9:30–9:55 a.m.		
9:55–10:00 a.m.	Break	
10:00–10:55 a.m.	Program Planning for Cub Scout Events	Present session, then work with den-size or smaller groups to plan actual overnight events using information from this training. Then present the highlights to the whole group. Time may be adjusted as needed.
11:00 a.m.	Graduation Ceremony	Present certificates to participants and recognize staff.

## **Appendix CD-4: Course Evaluation SAMPLE**

### **BALOO Course Evaluation Form**

**Excellent – Outstanding, exceeds all expectations.**

**Good – Solid, meets expectations with room for enhancement.**

**Fair – Adequate but lacking in key areas.**

**Poor – Unsatisfactory, significant improvement needed.**

#### **Participant Information**

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

Unit Number: \_\_\_\_\_

Council/District: \_\_\_\_\_

Date of Training: \_\_\_\_\_

#### **Course**

Please rate the following aspects of the course content:

##### **Pre-Course Communication**

Excellent  Good  Fair  Poor

##### **Prerequisites**

Excellent  Good  Fair  Poor

##### **Timeliness**

Excellent  Good  Fair  Poor

##### **Completeness**

Excellent  Good  Fair  Poor

#### **Course Content**

Please rate the following aspects of the course content:

Clarity of learning objectives:

Excellent  Good  Fair  Poor

Relevance of topics covered:

Excellent  Good  Fair  Poor

Usefulness of handout materials:

Excellent  Good  Fair  Poor

Balance between theory and hands-on activities:

Excellent  Good  Fair  Poor

Coverage of safety and health topics:

Excellent  Good  Fair  Poor

## BALOO Course Evaluation Form

Please rate each session based on the following scale:

1 - Poor | 2 - Fair | 3 - Good | 4 - Very Good | 5 - Excellent

Health and Safety: \_\_\_\_\_

Gear Selection: \_\_\_\_\_

Nature and Hiking: \_\_\_\_\_

Campfire Planning: \_\_\_\_\_

Large Group Games: \_\_\_\_\_

Meal Planning: \_\_\_\_\_

Duty to God: \_\_\_\_\_

Outdoor Ceremonies: \_\_\_\_\_

Stoves, Lanterns and Fire Safety: \_\_\_\_\_

Basic Knots for Cub Scouts: \_\_\_\_\_

Program Planning for Cub Scout Campouts: \_\_\_\_\_

First Aid Management: \_\_\_\_\_

Outdoor Ethics: \_\_\_\_\_

Cooking and Sanitation: \_\_\_\_\_

Campsite Selection: \_\_\_\_\_

Aquatics in the Cub Scout Program: \_\_\_\_\_

Cub Scouts and Geocaching: \_\_\_\_\_

## Instructors

Please rate the following aspects of the instructors:

Knowledge of subject matter:

Excellent  Good  Fair  Poor

Presentation skills:

Excellent  Good  Fair  Poor

Ability to engage participants:

Excellent  Good  Fair  Poor

Responsiveness to questions:

Excellent  Good  Fair  Poor

Time management:

Excellent  Good  Fair  Poor

## Logistics

Please rate the following aspects of the course logistics:

Training location and facilities:

Excellent  Good  Fair  Poor

Registration process:

Excellent  Good  Fair  Poor

Availability of materials and handouts:

Excellent  Good  Fair  Poor

Meal planning and food quality:

Excellent  Good  Fair  Poor

Camping arrangements:

Excellent  Good  Fair  Poor

## Overall Experience

Please rate your overall experience with the BALOO training:

Overall satisfaction:

Excellent  Good  Fair  Poor

## Open-Ended Feedback

What was the most valuable part of the training?

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What suggestions do you have for improving the course?

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Were there any topics you feel should be added or removed?

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Any additional comments or feedback?

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## Appendix CD-5: Locally Approved Site List

### **Council and District Approved Cub Scout Campsite List**

This list includes approved campsites for Cub Scout pack overnights. Each site has been evaluated and approved by the Council/District Camping Committee. Approval is valid for 2 years from the date of inspection.

Campsite Name	Location	Amenities	Approval Status	Approval Expiration Date
Camp Cub Scout	123 Scout Lane, Anytown, USA	Restrooms, Water Access, Fire Rings, Pavilion	Approved	September 01, 2027
Awesome Cub Camping	456 Camp Awesome Road, Anytown, USA	Restrooms, Picnic Tables, Nature Trails	Approved	September 01, 2027
Camp Webelos	789 Loyal Lane, Anytown, USA	Cabins, Dining Hall, Archery Range	Approved	September 01, 2027

The council should use the [NCAP site appraisal form](#) as a guide for selecting appropriate Cub Scout Camping sites.

## Appendix CD-6: Scouting America Safety Moments

### Safety Moments

#### Using a Safety Moment in Scouting Activities

Safety Moments are exactly what the name implies: opportunities to prepare for an activity, review safety measures and report incidents correctly. Topics of this new series include incident reporting helps, safe use of medication in Scouting, weather-related safety, winter activity, and winter sports.

*If a Safety Moment is for Adult Audience Only, it will be indicated at the top of the Safety Moments page.*



### Guidance for Clear and Effective Safety Moments in Scouting

Safety moments are a crucial component of Scouting America's Culture of Safety, underscoring our commitment to identifying, preventing, or mitigating hazards and risks in all Scouting activities. As with other safety-conscious organizations, we initiate meetings and events with a brief pause to discuss potential dangers and how to avert them, focusing the group's attention on safety protocols.

Here's a breakdown of the different forms' safety moments can take:

1. **Scouting Safely Resources:** Utilize the extensive library of ready-to-use safety moments on [Scouting Safely](#), covering a myriad of topics. These are regularly updated and expanded by Scouting America volunteers and professional staff.
2. **On-the-Spot Safety Moments:** Scouts and Scouters can create ad-hoc safety moments tailored to specific situations or activities. These "just in time" reminders can precede an activity, providing concise information or notifying participants of safety essentials like fire extinguisher locations and exits.
3. **Localized Safety Moments:** Develop safety moments at the local level for units, districts, councils, or camps. These can align with local procedures or conditions, offering reminders during pre-activity assessments. Camp leaders may plan a series of Safety Moments for each day, reinforcing important safety topics during camper orientation.
4. **External Resources Caution:** While other organizations and companies may share safety moments online, exercise caution. Ensure that these align with Scouting values and adhere to Scouting America safety guidelines.

<https://www.scouting.org/health-and-safety/safety-moments/>

## Appendix CD-7: Short-Term Camp

# Short Term Camp



## What is a Short-Term Camp?

A short-term camp is any council-organized overnight camping program, whether one-time or continuing, that is one, two or three nights in length where the council or its agents provide the staffing and may provide program and food services, and includes camps conducted off council properties. National training courses are subject to the short-term camp requirements, regardless of format or duration. (See NCAP standard SA-001)

### Webinar discussion

[Understanding and Implementing the Short-Term Camp NCAP Classification](#) – View this webinar for an introduction to the NCAP Short-term camp classification explaining the why, what and how this new classification will be implemented in camps beginning Jan 1, 2021. – Recorded October 22-2020

**Short-Term Camp Administrator Job Description:** Each short-term camp must have a short-term camp administrator. This person is responsible for ensuring that the planned camp complies with the NCAP Short-term Camp Standards. This means walking the property to ensure that it is appropriate for the event; ensuring that paperwork is filed and any written Scouting America approvals are completed and obtained through the council; confirms facilities and program are safe and in good order before starting operation; and that appropriate health, safety and sanitation provisions are made. This individual also ensures that all activities at the short-term camp comply with the applicable National Camp Standards.

**Pre-Qualifications:** The short-term camp administrator must be a registered Scouter who holds either a current National Camping School short-term camp administrator certification issued by Scouting America or holds a resident camp director certificate from National Camping School. Refer to NCAP Standard SQ-403.

<https://www.scouting.org/outdoor-programs/camping/short-term-camp/>

## Appendix CD-8: Cub Scout Adventures



### CUB SCOUT RANKS

Select a specific rank to see the list of required and elective Adventures.



#### LION

Kindergarten

[View Lion Rank](#)



#### TIGER

1st Grade

[View Tiger Rank](#)



#### WOLF

2nd Grade

[View Wolf Rank](#)



#### BEAR

3rd Grade

[View Bear Rank](#)



#### WEBELOS

4th Grade

[View Webelos Rank](#)



#### ARROW OF LIGHT

5th Grade

[View Arrow of Light Rank](#)

<https://www.scouting.org/programs/cub-scouts/adventures/>

## Appendix P-1: Cub Scout Six Essentials

### **CUB SCOUT SIX ESSENTIALS**

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

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

#### Overnighter Gear

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

#### Optional Items

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

## Appendix P-2: Clothing Checklist

### **Cub Scout Clothing Checklist**

Ensure all Cub Scouts are properly dressed for the weather and the activity before beginning any Cub Scout hike or outing which includes proper clothing for the activity. For colder outings ensure all Scouts are properly prepared for the environment and weather.

For Most Cub Scout Camping Consider the following clothing items:

- T-shirt or short-sleeved shirt (lightweight)
- Hiking shorts
- Underwear
- Socks
- Long-sleeved shirt (lightweight)
- Long pants (lightweight)
- Sweater or warm jacket
- Brimmed hat
- Bandannas
- Rain gear

### **The Key to Outdoor Clothing Is Layering**

Check the weather before you head out on any Cub Scout activity to help plan and to share expectations with your families.

For the most comfort while outdoors, use the layering system. Choose layers of clothing that, when combined, will meet the most extreme weather you expect to encounter. The key to outdoor activity is to be “comfortably cool” where you are not too hot or too cold, but able to have on enough clothing to keep comfortable.

On a chilly autumn day, for example, you might set out on a hike wearing long pants, a wool shirt, a fleece sweater, mittens, and a stocking hat. As you hike, the effort will cause your body to generate heat. Peel off the sweater and stuff it in your daypack.

Still too warm? Loosen a few buttons on your shirt or slip off your mittens and hat. You can use layering to keep cool in hot climates by stripping down to hiking shorts, a T-shirt, and a brimmed hat. Lightweight long pants and a long-sleeved shirt will shield you from insects, brush, and the sun.

## **Footwear for Camping**

Almost any durable shoes will do for a Cub Scout camping trip. When your plans include taking a longer hike or camping a bit further from the car, hiking boots can give your feet and ankles protection and support.

In addition to boots for hiking, you might want to consider a pair of running shoes or other comfortable, lightweight shoes to wear around the campsite. Any shoes or boots you use for camping must fit well. Your heels should not slip much when you walk, and your toes should have a little wiggle room.

Clean your boots or shoes after every outing. Use a stiff brush to remove mud, or wash them off with water and mild soap, then allow footwear to dry at room temperature. (Placing shoes too close to a campfire can dry out leather and damage nylon.) The manufacturers of leather boots might recommend treatment with a boot dressing or waterproofing agent; follow their instructions.

Be sure to break in new boots before using them in the field. Wear them several times, gradually extending the length of time you wear them until they feel like a natural part of your feet.

## Appendix P-3: Pack Camping Gear

### **PACK CAMPING GEAR**

In addition to the individual equipment listed in Cub Scout Six Essentials and personal overnight camping gear, the equipment listed below should be available for group use.

#### **Required Items**

- Activity gear—game material, craft supplies, etc.
- Aluminum foil
- Cooking Stove(s) and fuel—or firewood, charcoal, and cooking grate
- Blankets
- Cleanup kit: sponge or dish cloth, biodegradable soap, sanitizing agent (liquid bleach), plastic scouring pads (no-soap type), dish mop, wash tubs, plastic trash bags, toilet paper in plastic bag
- Cooking utensils appropriate to your menu, or cook kit: pots and pans, spatula, large spoon and/or ladle, a pair of plastic sheets (4×4 feet), matches and/or butane lighters in waterproof containers, fire starters, charcoal chimney-style lighters
- Coolers
- Eating utensils
- First-aid kit
- Food
- Fuel canisters
- Ground cloth or tarp
- Insect repellent
- Nylon cord—50 feet
- Paper towels
- Plastic water containers
- Repair kit—rubber bands, safety pins, sewing gear (thread, needles, safety pins)
- Rope—quarter-inch, 100-foot length
- Shovel, ax, and saw
- Sunscreen
- Tent stakes
- Toilet paper
- U.S. flag, pack flag
- Sealable Plastic Bags
- Ideas for Fun Activities

#### **Optional Items**

- Cooking fly or tarp
- Dutch oven
- Grill
- Lawn chairs and camp stools
- Marshmallows, popcorn, etc.
- Musical instruments
- Pot rods
- Hot-pot tongs

## **Appendix P-4: Personal Overnight Camping Gear for Cub Scouts**

Remember to carry your **Six Outdoor Essentials** on every Cub Scout outing. When you want to camp out in a tent, add personal and group overnight gear.

### **Personal Overnight Gear**

- **Backpack, Bag or duffle to carry your personal items** – *Don't go out and buy anything, you just need something to carry your stuff from the car to the tent.*
- **Clothing for the season** - *remember to dress in layers*
  - **Appropriate shoes for the activity**
  - **Raincoat, Poncho or Rain gear** - *"Be Prepared" even if it is supposed to be nice weather.*
  - **Pajamas or sweatshirt/sweatpants for sleeping**
- **Sleeping bag, or two or three blankets** – *Appropriate for the weather.*
- **Sleeping pad** - *to put under your sleeping bag for comfort. Ask your BALOO trained adult leader if you have questions about this.*
- **Eating kit: spoon, plate, bowl, cup**
- **Cleanup kit: soap, toothbrush, toothpaste, dental floss, comb, washcloth, towel**
- **Tent for you and your family** – *talk with your pack about this if you don't have one*
- **Ground cloth to go under your tent** – *Ask your BALOO trained adult leader how to put this under your tent – **HINT:** don't let it stick out from under the tent.*

### Personal Extras (Optional Items)

- **Camp Chair**
- **Binoculars**
- **Camera**
- **Fishing gear**
- **Gloves**
- **Nature books**
- **Notebook**
- **Pencil or pen**
- **Prayer book**
- **Small musical instrument**
- **Small games (deck of cards) for evening activities**
- **Sunglasses**
- **Swimsuit and bath towel**
- **Watch**

## Appendix P-5: Sleeping Bags

### **Sleeping Bag**

On clear summer nights, a ground bed made up with a blanket or two may provide all the warmth you need. For most camping, though, a sleeping bag is the way to go. The outer fabric of a sleeping bag is called the shell. Usually made of nylon, it can shield you from gusts of wind and may be treated by the manufacturer to repel dew and light mist.

Contained within the shell is an insulating fill material that traps your body warmth and holds it close to you. Thin fabric walls called baffles are sewn into the shell to keep the fill material spaced evenly throughout the bag.

Bags come temperature rated for 45 to -10 F and beyond. This is the suggested temperature for the best use of the bag. It is possible to add range to a less expensive bag by adding a cotton sheet (about 5 more degrees of warmth or -5 F) or a flannel sheet (about 10 more degrees of warmth or -10 F), or by sleeping in sweats (-10 to -15 F). A tarp or extra blanket added around the bag will make it even warmer. Matching the range of the bag you use to the temperature you expect to use it in the most is very important.

When selecting the right bag for you, consider the material in the fill. The warmest fill material per ounce is goose down—the fluffy under feathers of waterfowl. Explorers, mountaineers, and campers through the decades have relied on down when they expected to sleep out in the cold. Down bags are expensive, cannot keep you warm when they are wet, and are difficult to dry in camp unless the sun comes out. With all of that in mind, it's still a fact that down bags are good when campers want to travel as lightly as possible and have the experience to keep their bags dry.

Synthetic fill can be almost as light as goose down, but it seldom is as costly. It is also the most common fill in most bags for Cub Scout camping. Its greatest advantage is that it can keep you warm even when your sleeping bag gets wet. You will, of course, be much more comfortable in a dry synthetic-fill bag than in a wet one, so don't be careless with it in stormy weather.

The useful life of any sleeping bag can be extended if you remove it from its stuff sack between trips. Store it by hanging it in a closet or by placing it loosely in a large cotton laundry bag. That will prevent the fill material from being overly compressed, and circulating air will help keep the bag fresh.

It is also important to change into clean, dry clothing before getting into your sleeping bag. Moisture on your body from a busy day will quickly cool you and your sleeping bag down, which may make it very difficult to sleep comfortably. A stocking cap is a must, unless your bag has a hood already.

**Small Cub Scout bodies in long bags will be warmer if the bottom of the bag is folded up and tucked under.**

**Sleeping Pad.** Increase your comfort at night with a sleeping pad. Made of foam, a pad will give you a soft surface on which to lie and will prevent the cold earth beneath you from drawing away your body heat. Foam pads are often lighter and more durable than air mattresses, and they insulate better.

**Ground Cloth.** Keep moisture away from your bedding with a ground cloth—a plastic sheet cut to a size or a plastic tarp slightly smaller than the tent floor. Tuck the edges of the ground cloth beneath the floor of your tent so that rainwater will not collect on the cloth and run under the tent.

## Appendix P-6: Tents

### Tents

Most tents used by Scouts today have a tent body made of breathable nylon. The tent body is shielded from rain, snow, and wind by a waterproof rain fly. Moisture created by people breathing inside the tent passes through the tent body, keeping the interior dry and comfortable.

Modern tents are often rated as three-season (good for spring, summer, and autumn use) or four-season (reliable in any conditions, including winter camping). Four-season tents may have additional poles and more durable fabric, making them sturdier but heavier.



**Tarp.** The simplest of all tents, a tarp can be pitched in many ways—as a lean-to, for instance, or a pyramid, or a pup tent. The advantages of a tarp are its light weight and versatility.

However, it has no floor, offers little protection against insects, and must be pitched well to protect campers from rain.

Tarps often are used as dining flies to shelter group cook sites.



**A-frame tent.** Seen from the front, this tent is shaped like the letter A, thus its name. Most A-frame tents are equipped with mosquito netting, a rain fly, and a waterproof floor.



**Dome.** Tents with a dome shape can be spacious with lots of headroom. The arrangement of poles bending over the tent body gives a dome plenty of stability, even in strong winds.

Domes are often freestanding requiring no tent stakes. Since dome tents are usually larger than A-frames, they also can weigh more.



**Hybrids.** Mix geometry, modern materials, and the imaginations of tent makers, and you get an astounding variety of shapes.

Among the most interesting are hybrid tents that combine features of A-frames and domes. Some look like rounded A-frames, tunnels, or domes cut in half. Doors may be at the ends or sewn into one or both sides.

Many include a vestibule—a porch like extension of the rain fly that provides shelter outside the tent body for storing packs, crew gear, and muddy boots.

## Appendix P-7: Themed Hike Ideas

### **THEMED HIKE IDEAS**

**Paint chip hike.** Distribute to groups sample paint cards from hardware stores. See if corresponding colors can be found in nature. Cub Scouts should not pick, pick up, or remove any items from their natural state.

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

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

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

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

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

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

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

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

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

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

## Appendix P-8: Campfires

### **CAMPFIRES**

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

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

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

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

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

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

**Training!** You've heard the expression: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

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

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

### **Campfire Leadership**

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



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

### **Scouting songs**

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

### **Stunts**

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

**Stories—adventure, humorous, heroic, biographical, nature, or scientific**

- Watch out for “scary” stories.
- Cubmaster’s Minute—inspirational talk

**Showmanship—Adds sparkle and life!**

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

**Remember to “Follow the Flames”**

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

Build your fire to last 45 minutes to an hour. Don’t keep adding wood. Let the fire die down, and use the natural quiet that goes with that to build your mood. The formula for a great campfire is: Start FAST, reach a PEAK, slow DOWN, and give an inspiring CLOSE! The sequence of events you choose will affect the success of your program. Make sure you let people know who they follow and where they are in the program, to keep everything running smoothly. If someone gets “lost,” be prepared with a run-on or joke to fill the time. Be sure to have an impressive opening and closing so everyone knows the campfire has begun and that it is over.

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

Help your audience with campfire etiquette. Some rules are:

- Enter and leave in silence.
- Be courteous when it’s not your turn on stage.
- Cheer everyone for their contributions. (Support the effort of every Scouter.)
- Keep your flashlights off during the program.

**Storytelling and Yarns**

Baden-Powell once said, “The Cubmaster can command rapt attention at any time by telling the Cubs a story and through it conveying the intended lessons. It is the gilding of the pill which never fails if the teller is any good at all.”

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

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

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

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

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

## How Do I Tell a Story?

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

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

Paint your picture with words. Remember, your audience is used to "seeing" the story on a TV. Use your talents to help them develop their imaginations. Don't hurry, except at appropriate spots to help create excitement. Let the story move at its own pace—slow to get their attention, faster when the action gets exciting. Pace your telling speed to the action in the story.

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

See the action in your mind's eye. If you live the story while you're telling it, your audience will join you in the adventure. Be sure everyone is comfortable before you begin. Nothing kills a mood faster than someone getting up to go to the bathroom.

## Songs

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

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

Scouters tell stories of a famous campfire leader who had a tradition of yelling, "That's my favorite song!" when a song was announced, no matter what song was being sung.

What a great way to sell enthusiasm and get everyone right into it!

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

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

And don't forget: Singing builds a group!

## Appendix P-9: Campfire Program Planner

## THE CAMPFIRE PROGRAM PLANNER

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

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

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

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# CAMPFIRE PROGRAM

Place \_\_\_\_\_  
 Date \_\_\_\_\_  
 Time \_\_\_\_\_  
 Camp director's approval: \_\_\_\_\_  
 \_\_\_\_\_

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheermaster _____	Cleanup by _____

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

## Appendix P-10: Scouting's Positive Values

(<https://www.scouting.org/wp-content/uploads/2021/04/NCS-Ceremonies-and-Campfire-Guidance-1.pdf>)

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

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

Remember to:

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

### GUIDELINES FOR SCOUTING-APPROPRIATE ACTIVITIES

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

Themes to be avoided for Scouting events and activities.

Cowboys & Indians

Pirates

Cannibalism

Ghosts, afterlife, etc.

Vikings

Cops and Robbers

Copyrighted material (Olympics, WWE, NASCAR, cartoon characters, etc.)

This is not intended to be a complete list. The principles taught in the Scout Oath and Law should be used to determine if a theme is appropriate.

## **Appendix P-11: Large Group Games**

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

### **Barnyard Bedlam**

#### **Supplies**

- 5. Peanuts in the shell, or wrapped candy if there are allergies (double the amount needed for each Scout to have a handful)
- Lunch bags or similar containers

#### **Playing Area**

A large field or lightly wooded area (where you can still see all the Scouts)

#### **Preparation**

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader distribute little piles of three or so peanuts in obvious and not-so-obvious spots around the field—at the base of a tree, on top of a stump, in the shadow of a rock, etc. Make lots of piles if you want a long, fun, loud game!
- Away from the site, divide the Scouts into two or three groups. Make someone in each group the farmer; the other members in each group decide on one animal they will be (e.g., birds, or forest or farm animals—whatever theme you've chosen). Each group must have a different animal. Practice making the animal sound, then give each "animal" a bag to collect peanuts. Explain why you are using peanuts: If they aren't found, they will feed the animals or biodegrade. Note: You can also use wrapped candy if there is a problem with nut allergies, but you will need to make sure all of the candy is found and nothing is left behind.

#### **Rules**

- Players cannot go out of bounds for safety reasons. Show them the boundaries, don't just tell them.
- On "go," the animals (not farmers) from all groups will spread out and look for peanuts hidden around.
- Players cannot talk at any time, for reasons explained below.
- Once an "animal" finds a hoard of peanuts, the animal does not touch them or talk about them but stands with toes pointing toward the peanuts and making the animal's noise as loud as possible. (Cub Scouts have no trouble with this at all!)
- The farmer has to listen for the animals' noises. The farmer hustles over to the animal making the noise (there's often more than one at once) and picks up the peanuts.
- Then comes the "bedlam" part:
  - After a while, Scouts are everywhere making loud noises. The strategy is for teams to split up so that, for example, there may be three "horses" neighing in different spots.
  - If a "horse" sees a pile of peanuts and is neighing, a "cow" can run over and start mooing. Whichever farmer hears first and reaches the spot, gets the peanuts. The farmers have to listen well, and judge which pile to pick up first.

- Bring the Scouts to the site, and turn them loose! You don't need to have winners if you don't want, but the youth may! If you play it a few times over the day, with only a few piles each time, different teams have a chance to win.
- Compost the peanuts that were used in the game, but give the Scouts the extras that weren't on the ground as a snack, although be sure there are no allergies.

## **Blob**

### Rules

- No preparations are needed. Just pick two players to join hands and form the "blob." On "go," the blob tries to tag as many other players as possible. When tagged, a player joins the blob by grabbing the last hand in line. The blob grows by chasing other players and touching them. The players try not to be tagged. They cannot go out of bounds for safety reasons. (Again, show them the boundaries, don't just tell them.)
- Only the free hands at the end of the blob can be used to touch players. The blob continues to grow until only one player is left untouched. That player is the winner. The last three players to join begin the next round as the blob.
- As a variation, require the blob to split when it grows to six players; now there are two blobs, which split again when each grows to six players.

## **Spies**

### Supplies

- Several 8½×11 sections of cardboard hung about one yard above the ground
- Markers for players to write their names on the cardboard pieces

### Preparation

- Shortly before game time, when the Scouts aren't around and they won't be coming to that spot, have a leader hang the cardboard pieces around the area about one yard above the ground.
- Depending on the size of the area and the cover, identify one to three umpires who will patrol the playing area.
- Give each youth a marker to write their names on the cards.

### Rules

- From the starting point, players move through the area attempting to find a specific number of hanging cards and write their names on them—while avoiding detection by the umpires.
- The umpires write down the names of players that they spot within five yards of a hanging card.
- At the end of the game, add the number of times a player has signed their name on different sheets and subtract the number of times that umpires recorded seeing that player. The individual or team with the most points wins.

## **Streets and Alleys**

### Rules

- No supplies are needed for this tag game, which is best done with about 20 players in a large field.
- Have two players volunteer to be “it.” One will be the pursuer and the other is the quarry. A facilitator will be in charge of the other players, who will divide into lines. A square-shaped group is best, so if you have say 25 players, divide into five rows of five.
- With the players in lines, have them face the facilitator with their arms stretched out. This creates the “streets,” and the pursuer and the quarry are able to run in the openings between the lines but they can’t break through the players’ arms. When the facilitator yells “Alleys!” the campers turn 90 degrees to the left and touch the hands of the players now beside them, forming the “alleys.” This changes the layout so that the pursuer and the quarry now have to cope with a different path. This can change the situation dramatically.
- The pursuer chases the quarry down the streets. Neither may break through or duck under the arms of those forming the streets or alleys. After a short time, the leader calls “Streets!” and the formation shifts once again.
- Continue to alternate between streets and alleys as the game progresses. Runners should be changed every minute or so to give them a break and allow everyone a chance to run.

### Safety

- **Physical:** Don’t let the players hold hands, which can cause injuries. If the ground is gravel or asphalt, remind the players to be careful. If necessary, limit the pursuer and the quarry to very fast walking to prevent slips and further injury.
- **Emotional:** Don’t let one player become alienated by having to always chase the other players. Switch them out after a period of time.

## **Steal the Bacon**

### Supplies

An object like a ball, a 2-liter soda bottle, or even a sack of clothing, to serve as the “bacon.”

### Rules

- Mark off a large playing field, identify a goal for each side, and mark the middle of the field. Split the group in half. Teams should be divided equally, both kids and adults.
- Teams line up on opposite sides of the playing area, by height. Each side counts off, starting from the short end. The shortest person on each team is number 1; the tallest person is the highest number. The tallest person on team A should be opposite the shortest person on team B, so they have to come from opposite sides when their number is called.
- Draw a goal line for each team about 20 feet apart. Place the “bacon” object at the center of the playing area.
- The person running the game will call out a number, and that number player from each side comes out to the center of the field. The object of the game is to get the bacon back to your line on your side of the field.

- One point is scored for getting the bacon back to your side, untouched by the other player, or one point for tagging the other player while that player is holding the bacon.
- Players can drop the bacon if they think they are going to get tagged, and the game continues. Once everyone gets the hang of the game, multiple numbers can be called.
- The leader can call multiple numbers to have multiple players from each team active. They can also have multiple bacons if using multiple players at once.

#### Alternative

**True/False.** Have a red and a blue bacon—one for “true” and one for “false.” Call out the number, and then ask a true/false question. The players should then retrieve the correct bacon. If a player returns with the wrong one or tags another player with the wrong one, the player’s team loses a point. The leader walks down the line asking true/false questions instead of calling out numbers.

## Camp Baseball

#### Supplies

A foxtail

#### Rules

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

## **Appendix P-12: Sample Inter-Religious Worship Service**

**Respect of others' Beliefs** The Scout Law teaches, "A Scout is reverent. A Scout is reverent toward God. They are faithful in their religious duties. They respect the beliefs of others." It is important that Scouts be taught to recognize the beliefs of other Scouts and to respect those beliefs. Scout outings and activities that span weekends should include an opportunity for members to meet their religious obligations. At times there might be Scouts of different faiths. If services for each faith group are not available, an interfaith worship service is recommended. However, some religions have specific requirements based on their own beliefs that would not be fulfilled through an interfaith service, and this also needs to be considered in conducting a weekend outing. When planning an interfaith service, it is recommended that scripture, prayers, hymns, and all other parts of the worship be considerate of everyone present—respectful of all religions.

## Appendix P-13: Sample Prayers and Inspirational Songs

### **Graces**

#### Armenian Grace

In peace let us eat this food, which the Lord has provided for us.  
Blessed be the Lord in His gifts. Amen.

#### A Blessing

For what we are about to do, may the Lord make us truly responsible.  
For what we are about to think, may the Lord make us truly wise.  
For what we are about to say, may the Lord make us truly sensible.  
For what we are trying to achieve, may the Lord accept and bless our efforts.

—*Thanks to Sergio Laurenti*

#### Indian/Native Thanks

The eagles give thanks for the mountains. (Spread arms like wings, then raise and bring them together to form mountain peaks.)  
The fish give thanks for the sea. (Bring hands together and move them in a waving motion like swimming fish.)  
We give thanks for our blessings. (Raise arms in front as if receiving something being passed down from a height.)  
And for what we're about to receive. (Lower arms with hands cupped as if they are holding something.)

—*Thanks to Lori Purvis*

#### Brotherhood Camping Grace

We thank the Lord for all that's good,  
For food, for life, for brotherhood.  
For friends and family, near and far,  
For fellowship right where we are.

#### Buddhist Grace

The food comes from the Earth and Sky.  
It is the gift of the entire universe  
And the fruit of much hard work;  
I vow to live a life which is worthy to receive it.

#### Camp Grace

For food and health and happy days,  
Accept our gratitude and praise.  
In serving others, Lord may we  
Repay our debt of love to Thee. Amen.

#### For Health and Strength

For health and strength and daily bread,  
We praise your name, O Lord.

#### Gracious Giver

Gracious giver of all good, we thank you for food and rest.  
Grant that all we say or do pleases you.

### Lebanon Grace

May the abundance of this table never fail and never be less.  
Thanks to the blessing of God, who has led us and satisfied our needs.  
To Him be the glory forever. Amen.

### Hawaiian Grace

*E Ke Akua* (Dearest Lord,)  
*Mahalo.* (Know our thanks to Thee.)  
*Mahalo ia 'Oe* (We especially thank Thee)  
*No Keia. 'Ai.* (For this food.)  
*'Amene.* (Amen.)

### Philmont Grace

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

### Simple Thanks Camping Grace

Thank God for the food we eat,  
For camping fun and campers we meet,  
For rushing streams and the calm cool breeze,  
For rolling meadows and tall, green trees.

### Thank You, God

Thank you for the world so sweet,  
Thank you for the food we eat,  
Thank you for the birds that sing,  
Thank you, God, for everything.

### The Sailors Grace

O God the Giver, take the thanks we give,  
For life and for the food by which we live,  
Thinking of those who carry it by sea,  
Upon our sailors may Thy blessing be.

### The World Hunger Grace

For food in a world where many walk in hunger,  
For faith in a world where many walk in fear,  
For friends in a world where many walk alone,  
We give thee humble thanks, O Lord.

### We Gather

We gather to ask for your blessing.  
We gather to thank you in prayer.  
Please bless all this food we are sharing,  
And keep us in your tender care.

## Prayers

### An Irish Blessing

May the road rise up to meet you,  
May the wind be always at your back,  
May the sunshine warm on your face,  
And rain fall soft upon your fields,  
And until we meet again,  
May God hold you in the palm of his hand. Amen.

### A Leader's Prayer

Please God grant me  
The spark to imagine,  
The daring to innovate,  
The discipline to plan,  
The skill to do,  
The will to achieve,  
The commitment to be responsible,  
The leadership to motivate.

—*Thanks to Bob Slater, London, Ontario*

### A Prayer of Thanks

For each new morning with its light,  
Father, we thank you.  
For rest and shelter of the night,  
Father, we thank you.  
For health and food, for love and friends,  
For everything your goodness sends,  
Father, in heaven, we thank you.

—*Ralph Waldo Emerson*

### Scout Prayer

Dear God, help us to carry your spirit in our lives, that we may share it with others by living it ourselves.  
Help us to offer all that we have and are in your service.  
And help us to live the spirit of Scouting so that the spirit will live on through us.  
—“*A Memorial to a Scouter*” by Laird Vanni

### Time

Thank you, God, for time:  
Time for talking and time for walking,  
Time for caring and time for sharing,  
Time for working and time for playing,  
Time for running and time for resting,  
You give us time, God; Help us make the most of it.  
—*Scouting magazine*

### Wolf Scout Prayer, Bolivia

Kind and good Lord,  
teach me to be humble and generous,  
to imitate your example,  
to love you with all my heart,  
and to follow your path.

## **Songs: Inspirational Graces and Prayers**

### **Day Is Done**

**Tune:** Taps bugle call

Day is done, gone the sun,  
From the lake, from the hills, from the sky,  
All is well, safely rest, God is nigh.

### **God Made the Mountains**

**Tune:** "I Love the Mountains"

God made the mountains,  
God made the rolling hills,  
God made the flowers,  
God made the daffodils,  
God made the field of wheat,  
For all the bread we eat,  
Alleluia, alleluia, alleluia, alleluia. (Repeat and fade out.)

### **God Is Great**

**Tune:** "Michael, Row Your Boat"

God is great, God is good. Alleluia.  
Let us thank him for this food. Alleluia.  
By his hand we all are fed. Alleluia.  
Thank God for our daily bread. Alleluia.

### **God Our Father Camping Grace**

**Tune:** "Frere Jacques"

God our father, God our father  
Once again, once again,  
We would ask thy blessing,  
We would ask thy blessing.  
Amen, amen.

### **Johnny Appleseed Grace**

Oh, the Lord is good to me,  
And so, I thank the Lord,  
For giving me the things I need,  
The sun and the rain and the apple seed.  
The Lord is good to me.

### **He's Got the Whole World in His Hands**

He's got the whole world in His hands,  
He's got the whole world in His hands,  
He's got the whole world in His hands,  
He's got the whole world in His hands.  
He's got my brothers and my sisters in His hands,  
He's got my brothers and my sisters in His hands,  
He's got my brothers and my sisters in His hands,  
He's got the whole world in His hands.  
He's got the sun and the rain in His hands,  
He's got the moon and the stars in His hands,  
He's got the wind and the clouds in His hands,  
He's got the whole world in His hands.

He's got the rivers and the mountains in His hands,  
He's got the oceans and the seas, in His hands,  
He's got you and he's got me in His hands,  
He's got the whole world in His hands.  
He's got everybody here in His hands,  
He's got everybody here in His hands,  
He's got everybody everywhere in His hands,  
He's got the whole world in His hands.

#### Scout Vespers

Softly falls the light of day,  
While our campfire fades away.  
Silently each Scout should ask:  
"Have I done my daily task?  
Have I kept my honor bright?  
Can I guiltless sleep tonight?  
Have I done and have I dared  
Everything to be prepared?"

#### Singing Grace

**Tune:** "Frere Jacques"  
Our Provider, our Provider,  
Once again, once again,  
Thank you for your blessing,  
Thank you for your blessing,  
A-men. A-men.

#### Von Trapp Grace

**Tune:** "Edelweiss"  
Bless our friends, bless this food,  
Come O Lord and be with us.  
May our words glow with peace,  
May Your love surround us.  
Friendship and love may it bloom and grow,  
Bloom and grow forever.  
Bless our friends, bless our food,  
Come O Lord and be with us.

#### 'We Gather' Camp Grace

**Tune:** "My Bonnie"  
We gather to ask for your blessing,  
We gather to thank you in prayer,  
Please bless all this food we are sharing,  
And keep us in your tender care.

#### We Stand Before You

**Tune:** "I'd Like to Teach the World to Sing"  
O God, we stand before You now,  
Asking once again.  
Please bless this food, and all we have,  
We thank You God. Amen.

## **Appendix P-14: Sample Pack Camping Agendas**

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

2 sample agendas follow:

- Single Night

- 2 Nights

### **Single Night - Day 1**

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

### **Day 2**

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

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

## **SAMPLE TWO -NIGHT PACK CAMPING AGENDA**

### **Day 1**

5:00-7:00 p.m. Arrive at campsite- set up tents and bedding, medical re-check.  
Eat before arrival or bring picnic supper.  
7:00 p.m. Opening and Welcome- review ground rules.  
7:30 p.m. Tour of campground  
8:30 p.m. Cracker Barrel  
10:00 p.m. Lights Out

### **Day 2**

7:00 a.m. Reveille  
7:30 a.m. Air bedding; clean up campsite.  
8:30 a.m. Cub Scout-adult teams prepare and eat breakfast.  
9:00 a.m. Wash dishes and clean up.  
10:00 a.m. Raise U.S. flag with ceremony.  
10:15 a.m. Visit nature center.  
10:45 a.m. Go on nature hike.  
11:30 a.m. Cub Scouts—each with their parent, guardian, or other caring adult—  
prepare and eat lunch; clean up.  
12:30 p.m. Free time  
1:00 p.m. Play large-group games.  
2:30 p.m. Go swimming.  
4:00 p.m. Cub Scout-adult teams build cooking fires and prepare dinner; dens eat as  
groups.  
5:30 p.m. Wash dishes and clean up.  
6:30 p.m. Free time  
7:00 p.m. Lower U.S. flag with ceremony.  
7:30 p.m. Prepare for campfire.  
8:30 p.m. Campfire program  
9:30 p.m. Cracker barrel  
10:00 p.m. Lights out

### **Day 3**

7:00 a.m. Reveille  
7:30 a.m. Air bedding; clean up campsite.  
8:30 a.m. Cub Scout-adult teams prepare and eat breakfast.  
9:00 a.m. Wash dishes and clean up.  
9:30 a.m. Interfaith service  
10:00 a.m. Strike camp, leaving it in better condition than you found it.  
This schedule assumes that each family is preparing meals separately. Group meals are  
also, appropriate. Consider a hamburger cookout, chili cookoff, or pancake feed.

## **Appendix P-15: The 12 Elements of the Cub Scout Outdoor Program**

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

### **The 12 Elements of the Cub Scout outdoor program are:**

6. **Training.** Each type of camping opportunity in the Cub Scout outdoor program is supported by training: National Camping School for Day Camps and Resident Camps, Short-Term Camp Administration for Family Camps and council or district events, and BALOO for all Cub Scout unit campouts provide the skills and knowledge needed for a great event.
7. **Aquatics.** Be sure to use the principles found in Safety Afloat and Safe Swim Defense and in the *Guide to Safe Scouting*.
8. **Camping.** Day camp, resident camp, pack overnights, Webelos den overnights, Webelos-ree events, and council or district family camps are the keys of the Cub Scout outdoor program.
9. **Duty to God.** Be sure to include an inter-religious worship service during the event, whether staying overnight or not.
10. **Nature Crafts.** Add a touch of real nature to your craft activities and make it a learning experience and Fun!
11. **Four-Season Activities.** Keep your program going year-round by using the resources available in your community.
12. **Cooking, Hiking, and Games.** These are a natural part of any Scouting event; just be sure they are age-appropriate.
13. **Ceremonies, Campfires, “Pizzazz.”** It’s better outside—don’t miss the chance to create a lasting memory.
- Cub Scout Adventures.** Take advantage of opportunities to incorporate rank advancement when available. Make it a natural part of your Cub Scout outdoor program! **Themes.** Include a well-thought-out theme and make it Cub Scout special!
14. **Family Centered.** Be sure there is something for every participant in your event - Scouts, parents, siblings and even grandma and grandpa!

## Appendix P-16: Age-Appropriate Guidelines

AGE APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES						
Scouting Activities						
LIONS (WITH ADULT PARTNER) Kindergarten	TIGERS (WITH ADULT PARTNER) First Grade	WOLF/BEAR SCOUTS Second and Third Grades	WEBELOS Fourth Grade	ARROW OF LIGHT SCOUTS Fifth Grade	SCOUTS BSA	SCOUTS BSA, SEA SCOUTS, VENTURERS
Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: Is the activity appropriate for the age and for Scouting? Not every activity needs to be conducted.						* Older Scouts BSA are age 12 and have completed eighth grade or 14 years old and up.
Outdoor Skills						
Hunting					Prohibited	
Mountaineering/Scrambling/Cross-Country Travel						✓
Search and Rescue Missions						✓
Search and Rescue Practice						✓
Fueled Devices (phones and lanterns)						✓
Hiking—Multiple Day						✓
Mountain Boards						✓
Orienteering						✓
Wilderness Survival Training						✓
Fire Building				✓	✓	✓
Pioneering				✓	✓	✓
Cooking Outdoors				✓	✓	✓
Horseback Riding	Map only	✓	✓	✓	✓	✓
Map and Compass	Map only	✓	✓	✓	✓	✓
Pioneering Towers (Check requirements for height restrictions)	Council/District events only		✓	✓	✓	✓
Rope Bridges (Check requirements for height restrictions)	Council/District events only		✓	✓	✓	✓
Conservation Projects	✓	✓	✓	✓	✓	✓
Fishing	✓	✓	✓	✓	✓	✓
Hiking—Day	✓	✓	✓	✓	✓	✓
Tools (See SAFE Project Tool Use Guidelines: <a href="http://filesstore.scouting.org/filestore/healthandsafety/pdf/880-026.pdf">filesstore.scouting.org/filestore/healthandsafety/pdf/880-026.pdf</a> )						
Power Tools—Chainsaws, Log Splitters, Wood Chippers, Power Saw					Adult use only	
Power Tools						See <a href="#">SAFE Project Tool Use</a>
Axes					✓	✓
Bow Saws			✓	✓	✓	✓
Pocketknife			✓	✓	✓	✓
Hand Tools	✓	✓	✓	✓	✓	✓
Trekking						
Horse Treks						✓
Backpacking—Overnight, Backcountry						✓
Bike Treks—Multiple Overnights						✓
Ski Touring—Multiple Days and Nights Carrying Gear						✓
Range and Target Activities (Policy as of 8/01/2024. See Range and Target Activities Manual for program details. Activities outside program literature is prohibited.)						
Pistols—NRA FIRST Steps Program Only						
Specialty Programs—Cowboy Action						
Specialty Programs—Airsoft					✓	✓
Specialty Programs—Challball						
.22 Bolt Action Rifle						
Shotguns					✓	✓
Muzzleloaders—Rifle and Shotgun Only					✓	✓
Archery—Field	Council-sponsored events and day camps, short-term camps, long-term camps			✓	✓	✓
Archery—Target, Action (moving targets)					✓	✓
Pellet Rifle					✓	✓
BB Guns	Council-sponsored events and day camps, short-term camps, long-term camps			✓	✓	
Slingshots/Wrist Rockets	Council-sponsored events and day camps, short-term camps, long-term camps			✓	✓	
Catapults/Trebuchets	Council-sponsored events and day camps, short-term camps, long-term camps					
Camping (See Guide to Safe Scouting: <a href="http://www.scouting.org/health-and-safety/gss">www.scouting.org/health-and-safety/gss</a> )						
Unit-Coordinated Camping	Camping in a park at council's designated locations		Camping in a den or park at your council's designated locations		✓	✓
Council-Coordinated Camping	✓	✓	✓	✓	✓	✓

<b>AGE APPROPRIATE GUIDELINES FOR SCOUTING ACTIVITIES</b>		LIONS (WITH ADULT PARTNER) Kindergarten	TIGERS (WITH ADULT PARTNER) First Grade	WOLF/BEAR SCOUTS Second and Third Grades	WEBELOS Fourth Grade	ARROW OF LIGHT SCOUTS Fifth Grade	SCOUTS BSA	OLDER SCOUTS BSA, SEA SCOUTS, VENTURERS	
<p>Age- and rank-appropriate guidelines have been developed based on many factors. When planning activities outside of program materials or handbooks, ask this question: <i>Is the activity appropriate for the age and for Scouting?</i> Not every activity needs to be conducted.</p>									
 <b>Vehicles</b>									
All-Terrain Vehicles (ATV)								Approved council use only; no unit use	
Personal Water Craft (PWC)								Approved council use only; no unit use	
BMX Biking				✓	✓	✓	✓	✓	
Mountain Biking				✓	✓	✓	✓	✓	
Bike—Day Trip	✓	✓	✓	✓	✓	✓	✓	✓	
 <b>COPE and Climbing</b>									
Caving (other than simple novice activity)								✓	
Lead Climbing								✓	
Snow and Ice Climbing								✓	
Belaying							✓	✓	
Natural Rock Climbing/Top Rope Belayed							✓	✓	
Amusements—Aerial Adventure Parks							✓	✓	
Amusements—Canopy Tours							✓	✓	
Amusements—Zip Lines							✓	✓	
Rappelling				✓	✓	✓	✓	✓	
COPE				Age-appropriate initiative games			✓	✓	
Bouldering	✓	✓	✓	✓	✓	✓	✓	✓	
Climbing (age-appropriate room-made facility)	✓	✓	✓	✓	✓	✓	✓	✓	
 <b>Aquatics</b> (See Safe Swim Defense, and Safety Afloat for restrictions based on skills, such as swimming ability, rather than age.)									
Aerial Towed Activities (jet-skiing, parasailing)							Prohibited		
Cliff Jumping, High Dives							Prohibited		
Triathlon: Swim Races in Open Water								Sanctioned events	
Paddle Sports: Youth Operated on Class III or Above Whitewater								✓	
Paddle Sports: Whitewater With Professional Guide on Board								✓	
Paddle Sports: Youth Operated on Class I or II Whitewater								✓	
Motorboating: Youth Operated (check state regulations)								✓	
Overnight Cruise on Live-Aboard Vessel								✓	
Sailboats and Sailboards: Youth Operated								✓	
Snorkeling in Open Water								✓	
Scuba								✓	
Surfing								✓	
Towed Activities (water skiing, knee boarding, boating)								✓	
Tubing (floating in party floating water)		✓	✓	✓	✓	✓	✓	✓	
Paddle Sports: Youth Operated on Calm or Gently Flowing Water		Passenger only		Paddle sports include canoes, kayaks, pedal boats, rafts, rowboats, SUP					
Commercial Marine Transport (ferries, excursion ships)	✓	✓	✓	✓	✓	✓	✓	✓	
Day Rides on Large Private Craft With Trained Adult Operator	✓	✓	✓	✓	✓	✓	✓	✓	
Swimming	✓	✓	✓	✓	✓	✓	✓	✓	
Snorkeling in Confined Water	✓	✓	✓	✓	✓	✓	✓	✓	
Water Parks, Slides, and Floating Attractions					Appropriate age varies by feature				

680-685  
06/24 Revision

Make sure to check for updates before every event!

<https://filestore.scouting.org/filestore/HealthSafety/pdf/680-685.pdf>

## Appendix P-17: Outdoor Flag Ceremonies

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

### **STATIONARY FLAGPOLE**

#### Raising the Flag in the Morning

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

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

## Lowering the Flag Before Sundown

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

### Command

### Action

*(Optional: "Bugler, sound retreat!") (Optional: Bugler plays "Retreat.")*

**“Color guard, attention!”**

The color guard comes to attention.

**“Camp, attention!”**

The audience stands at attention.

**“Color guard, advance!”**

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

**“Color guard, prepare to lower the colors!”**

The color guard unties the lanyard from the pole.

**“Hand salute!”**

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

**“Color guard, lower the colors!”**

*(Optional: "Bugler, sound off!")*

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

**“Two!”**

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

**“Color guard, dismissed!”**

The color guard returns to their starting point.

**“Camp at ease!”**

Audience relaxes from attention.

**“Camp dismissed!”**

The ceremony is over; the audience disperses.

## **HANDHELD FLAGPOLE**

### **Raising the Flag in the Morning**

#### **Command**

**“Color guard, attention!”**

#### **Action**

The color guard comes to attention.

**“Camp, attention!”**

The audience stands at attention.

**“Color guard, advance!”**

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

**“Color guard, present colors!”**

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

**“Hand salute!”**

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

**“Two!”**

All drop salute, remain at attention.

**“Color guard, post colors!”**

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

**“Color guard, dismissed!”**

Color guard returns to the starting point behind audience.

**“Camp at ease!”**

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

**“Camp dismissed!”**

The ceremony is ended and the audience disperses.

## **Lowering the Flag Before Sundown**

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

<b>Command</b>	<b>Action</b>
“Color guard, attention!”	The color guard comes to attention.
“Camp, attention!”	The audience stands at attention.
“Color guard, advance!”	The color guard moves toward the flag, stands (in front of audience), and stops on arrival.
“Color guard, present the colors!”	The flags are removed from their stands; the color guard turns toward the audience and waits.
“Hand salute!”	All except the flag bearers salute.
“Color guard, retire the colors!”	The U.S. flag precedes all others and they exit (back of audience). When they are clear of the audience:
“Two!”	All drop salutes.
“Camp at ease!”	Audience relaxes from attention.
“Camp dismissed!”	The ceremony is over; and the audience disperses.

## Flying the Flag at Half-Staff

When flying the flag at half-staff, the flag should be briskly run up to the top of the staff before being lowered slowly to the half-staff position.

Similarly, when retiring the colors, the flag should be briskly run up to the top of the staff before being lowered all the way down as normal.

The term *half-staff* means the position of the flag when it is one-half the distance between the top and bottom of the staff. The term *half-mast* is used when the flag is being flown on a ship.

An easy way to remember when to fly the United States flag at half-staff is to consider when the whole nation is in mourning. These periods of mourning are proclaimed either by the president of the United States, for national remembrance, or the governor of a state or territory, for local remembrance, in the event of a death of a member or former member of the federal, state, or territorial government or judiciary. The heads of departments and agencies of the federal government may also order that the flag be flown at half-staff on buildings, grounds, and naval vessels under their jurisdiction.

On Memorial Day the flag should be flown at half-staff from sunrise until noon only, then raised briskly to the top of the staff until sunset, in honor of the nation's battle heroes.

According to the U.S. Department of Veterans Affairs, the flag should fly at half-staff for 30 days at all federal buildings, grounds, and naval vessels throughout the United States and its territories and possessions after the death of the president or a former president. It is to fly 10 days at half-staff after the death of the vice president, the chief justice or a retired chief justice of the United States Supreme Court, or the speaker of the House of Representatives. For an associate justice of the Supreme Court, a member of the Cabinet, a former vice president, the president pro tempore of the Senate, the majority leader of the Senate, the minority leader of the Senate, the majority leader of the House of Representatives, or the minority leader of the House of Representatives the flag is to be displayed at half-staff from the day of death until interment.

The flag is to be flown at half-staff at all federal buildings, grounds, and naval vessels in the Washington, D.C., area on the day and day after the death of a United States senator, representative, territorial delegate, or the resident commissioner from the Commonwealth of Puerto Rico. It should also be flown at half-staff on all federal facilities in the state, congressional district, territory, or commonwealth of these officials.

Upon the death of the governor of a state, territory, or possession, the flag should be flown at half-staff on all federal facilities in that governor's state, territory, or possession from the day of death until interment.

The president may order the flag to be flown at half-staff to mark the death of other officials, former officials, or foreign dignitaries. In addition to these occasions, the president may order half-staff display of the flag after other tragic events.

See <http://halfstaff.org/> for half-staff flag notifications.

## Appendix S-1 Geocaching in Cub Scouts and Sample Course

### **Geocaching in Cub Scouting.**

#### Finding a geocache

Given the latitude and longitude coordinates you need to go to, input those into your smartphone map app, then while referencing either the Compass Page setting or the Map Page setting, head off to find the geocache.

The accuracy of geocaching and the GPS system can vary up to 15 -20 feet. Therefore, to assist in narrowing down the location a HINT is typically given. Examples: 12 inches above ground, behind a red object, etc.

When using a stand-alone GPSr device or an APP on a smartphone, the compass page is best because it displays your direction of travel arrow with the distance remaining.

If using a mapping software APP such as Google Maps®, you are following the route on a map.

#### Hiding a geocache (Creating your Geocaching Course )

- 1) Create your geocaching containers. They can be very simple (a breath mint can painted or wrapped in camouflage duct tape or an ammo can) to elaborate (a bird house with an opening roof and other imaginative options).
- 2) You layout your Geocaching Route Hunt in reverse order. Start with the final site, and place a typically large container/ammo can filled with your rewards/prizes. For a Cub Scout event make the prizes Scout oriented like compasses, Leave No Trace cards, backpack whistles, Individually packaged candy, etc.
3. Determine your latitude/longitude coordinates. On a standalone device, create a waypoint or on a smartphone APP tap the screen to reveal your current location coordinates (devices may vary on how to determine your current location). On a 3x5 card or similar form, copy down these coordinates and provide an applicable clue.
4. Take this card to the next location in reverse order and place it into its container. Continue with step 3 again.
5. Repeat this process until you reach the beginning of the course for the participants.

NOTE to instructor: you may need to explain how to enter a degree symbol on a phone (hold the 0 and it should appear)

Sample Geocaching course card: (note this is not a real geocaching course)

## Geocaching Course Card

Adventure Title: Office Park Dash

Location: Irving, TX

Difficulty Level: X Easy Moderate Hard

Total Stops: 5

Time Estimate: 30 minutes (walking)

Guide: \_\_\_\_\_

### Stop #1: The Oak Bench

Location: N 32° 52.500' W 096° 57.000'

Clue: Find the bench under the large oak tree.

What to Do: Look beneath the seat for a small container.

### Stop #2: Water's Edge

Location: N 32° 52.520' W 096° 56.980'

Clue: Beside the small pond by the walking trail.

What to Do: The cache is camouflaged near the rocks.

### Stop #3: Sculpture Garden

Location: N 32° 52.540' W 096° 56.960'

Clue: Among the modern art sculptures.

What to Do: Take a creative group selfie with the statue.

### Stop #4: Picnic Pavilion

Location: N 32° 52.560' W 096° 56.940'

Clue: Check the corner support beam of the pavilion.

What to Do: Leave a note in the logbook.

### Stop #5: Final Find – Scouting America Headquarters

Location: 1325 W Walnut Hill Ln, Irving, TX

Clue: At the front of the building, near the flagpole.

**What to Do: Sign the logbook and take a group photo.**

**Adventure Checklist**

Found all 5 caches

Completed each mini-task

Signed the final logbook

Returned all containers

## Appendix S-2 Outdoor Ethics for Cub Scouts

**Outdoor Code** <https://www.scouting.org/outdoor-programs/outdoor-ethics/outdoor-code/>

As an American, I will do my best to:

- ***Be clean in my outdoor manners:*** A Cub Scout takes care of the outdoors and keeps the outdoors clean. A Cub Scout knows that putting marks on buildings, trees, or natural objects causes permanent damage.
- ***Be careful with fire:*** A Cub Scout may enjoy a campfire only with adult leaders. A Cub Scout knows not to play with matches and lighters.
- ***Be considerate in the outdoors:*** A Cub Scout shares our outdoor places and treats everything on the land and in the water with respect.
- ***Be conservation-minded:*** A Cub Scout works to restore the health of the land so others may enjoy, live, and learn from it as a part of the Web of Life.

**Leave No Trace Principles for Kids** <https://lnt.org>

**1. Know Before You Go:** Be prepared! Don't forget clothes that protect you from cold, heat, and rain. Use maps to show you where you'll be going so you won't get lost. Learn about the area you visit. Read books and talk to people before you go. The more you know, the more fun you'll have.

**2. Choose the Right Path.** Stay on the main trail to protect nature, and don't wander off by yourself. Steer clear of flowers or small trees. Once hurt, they may not grow back. Use existing camp areas and camp at least 100 big steps from roads, trails, and water.

**3. Trash Your Trash.** Pack it in, Pack it out. Put litter, even crumbs, in trash cans or carry it home. Use bathrooms or outhouses when available. If you have to “go,” act like a cat and bury poop in a small hole 4-8 inches deep and 100 big steps from the water. Place your toilet paper in a plastic bag and put the bag in a garbage can back home. Keep water clean. Keep soap, food, or poop out of lakes or streams.

**4. Leave What You Find** Leave plants, rocks, and historical items as you find them so, the next person can enjoy them. Treat living plants with respect. Hacking or peeling plants can kill them. Good campsites are found, not made. Don’t dig trenches or build structures in your campsite.

**5. Be Careful with Fire.** Use a camp stove for cooking. It’s easier to cook on and clean up than a fire. Be sure it’s OK to build a campfire in the area you’re visiting. Use an existing fire ring to protect the ground from heat. Keep your fire small. Remember campfires aren’t for trash or food. Avoid snapping branches off live, dead, or downed trees. Instead, collect loose sticks from the ground. Burn all wood to ash, and be sure that the fire is completely out and cold before you leave.

**6. Respect Wildlife.** Observe animals from a distance and never approach, feed or follow them. Human food is unhealthy for all animals and feeding them starts bad habits. Protect wildlife and your food by storing your meals and trash. Always control pets, or leave them at home.

**7. Be Kind to Other Visitors.** Make sure the fun you have in the outdoors does not bother anyone else. Remember that other visitors are there to enjoy the outdoors. Listen to nature. Avoid making loud noises or yelling. You will see more animals if you are quiet.

Remember - You'll enjoy nature even more by caring for your special place.

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\* Leave No Trace is a member-driven national organization that protects the outdoors by teaching and inspiring people to enjoy it responsibly. This copyrighted information has been reprinted with permission from Leave No Trace: [www.LNT.org](http://www.LNT.org).

### **Leave No Trace Principles for Kids**

*Source:* Help Kids “Leave No Trace”; National Parks Conservation Association blog post by Jennifer Chambers, January 2015. Reprinted by permission of the author.

Since 1994, Leave No Trace ... has been one voice among many hoping to inspire youth to be stewards of the earth through their engagement in the outdoors. Leave No Trace implemented a few tools to educate kids about reducing their personal footprint on nature: a “PEAK program” (six activities to engage elementary-age children), a teen curriculum, a manual of 101 activities, and seven principles specifically written for kids. Leave No Trace educators teach young people how they can be stewards of nature in small ways that make a big impact while having fun outdoors. Below are seven tips on encouraging children to practice Leave No Trace.

1. Know Before You Go. Children have few choices in life, so finding ways to give them a choice helps build confidence. Get their input when planning an outdoor adventure. Have them plan the best clothing to wear based on the weather forecast. Provide trail choices within their ability. Allow them to choose their lunch and snack food.

2. Choose the Right Path. Play a game of “ninjas and detectives.” Encourage children’s imaginations while guiding their powers of awareness and role-playing. Ask them to pretend they are ninjas or spies—or any characters who might observe their surroundings without leaving clues as to where they have been. Parents can play the detectives, following the ninjas’ trails as they attempt to remain unseen and unheard.

3. Trash Your Trash. Play “I Spy” with trash by creating a competition among kids (or between child and parent) to see who can collect the most litter. This activity gets kids thinking about the accumulation of trash and its impact on parks and communities.

4. Respect Wildlife. Kids are naturally fascinated by animals they encounter outside, often wanting to touch or get close to them. Help them to understand how close they can safely be from an animal: Ask them to stand with one arm raised straight out at shoulder height with the thumb raised. Tell them to look at the animal with one eye closed and try to cover their view of the animal with the thumb. If they are far enough away, their thumbs will completely block out the animal.

5. Be Careful With Fire. When camping, play a firewood relay race. Create groups of two or more (or have a competition between children and parents). The objective is to gather dead and downed firewood of appropriate size. Then arrange the firewood from the smallest to the largest in diameter. Any firewood larger than a child's wrist is disqualified. The team with the most appropriate firewood wins. Finish this game by explaining that firewood should be no larger in diameter because it takes too long to burn into ash, hindering the decomposition process.

6. Leave What You Find. Give the kids a camera to take photos of treasures they find on the trail. Then have them put their photos together with a photo collage app so they can save and share their outdoor adventures. This reinforces that they can keep the memory while leaving the actual objects in nature.

7. Be Kind to Other Visitors. Encourage kids to be inclusive and polite when playing outdoors. Model and teach good manners, such as sharing the trail with others, and avoid bad behaviors like talking on cell phones while exploring. Extensive guidelines for teaching Leave No Trace principles are on the Scouting America website:

<https://www.scouting.org/outdoor-programs/outdoor-ethics/>

## Appendix S-3 CAMP OH NO!

### **CAMP OH NO!**

**Overview:** Teach participants Leave No Trace principles by showing them a firsthand example of a high-impact campsite. This works well for stationed events where participants rotate through various educational stations.

**Objective:** Participants will be able to list at least four of the seven principles and one way to follow each of them.

**Materials:** tent; litter; food scraps; fake fire, rocks, ax, and flowers; washing tub; dishes; fake dish soap; water or a blue towel to represent water; Inspiration Point sign; boom box; LNT principle signs—Know Before You Go; Choose the Right Path; Trash Your Trash; Leave What You Find; Be Careful With Fire; Respect Wildlife; Be Kind to Other Visitors

**Time Considerations:** Can be adjusted for station lengths from 15 to 30 minutes

**Directions:** Have Camp Oh No! set up before participants arrive. The list below matches the high impacts with corresponding LNT principles, and the information in parentheses is what should be done. When participants arrive, have the music playing loudly. Turn it off and welcome them to Camp Ohno. Tell them to have a look around for a few minutes and try to spot what you've done wrong. Then you'll come back together and discuss it.

1. **Know Before You Go:** Tent doesn't have a rain fly (should always be brought in case it rains)
2. **Choose the Right Path:** Tent set up too close to water (should be 200 feet away)
3. **Trash Your Trash:** Litter (put in trash can), washing tub in creek or lake (should be 200 feet away)
4. **Leave What You Find:** Pulled flower (cannot pollinate and make more)
5. **Be Careful With Fire:** Setting up a fire (use existing fire ring if available), litter in fire (can be hazardous, paper products may blow away and start forest fires), ax in tree (use dead-and-down wood)
6. **Respect Wildlife:** Food scraps on ground (don't feed wildlife—it damages their health, alters natural behaviors, and exposes them to predators and other dangers)
7. **Be Kind to Other Visitors:** Boom box (volume should be kept low or use headphones; otherwise, leave at home)

## Appendix S-4 Will You Make It?

**Overview:** This match game introduces the Leave No Trace principle “Know Before You Go.” Using the event and solution cards below, participants will consider problems they might encounter on an upcoming trip and find the solutions.

**Objective:** Participants will be able to list two solutions to avoiding problems on the trail.

**Time:** 15 minutes

**Directions:** Distribute the event and solution cards, one to each participant, with the goal of having people find their corresponding event or solution card to form a pair. Once all the cards have been matched, have each pair share their event and solution. Then open the discussion to other solutions or personal experiences.

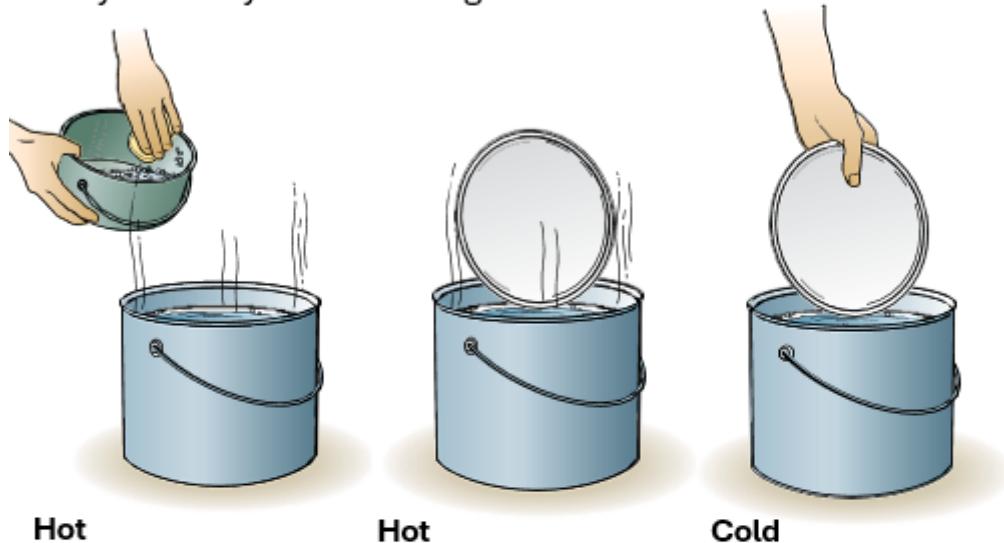
### Will You Make It?

<p><b>Event Card:</b> Blisters! You have a nasty blister and can no longer carry your pack. You are not even sure that you can walk to your campsite.</p>	<p><b>Solution Card:</b> An adhesive felt-like material acts like a second skin and can be applied to the feet or other areas of human skin to prevent rubbing. Always carry this with you and break in new footwear BEFORE a trip.</p>
<p><b>Event Card:</b> Lightning! A storm is quickly blowing into your area. From your vantage point high on the trail, you can see a lot of lightning. You estimate you have about five minutes before the storm reaches you.</p>	<p><b>Solution Card:</b> Before your trip, you researched lightning safety. You remember that lightning is attracted to the highest point and that water and metal conduct an electrical charge. You take off your metal-frame pack, stay away from water and the tallest tree, choose a low spot to crouch in on your jacket, and stay 20 feet from your fellow hikers.</p>
<p><b>Event Card:</b> Pack weight! Your pack did not feel heavy when you left, but now you can hardly move. You're so tired you would just as soon sit down and not walk another step.</p>	<p><b>Solution Card:</b> The weight of your pack should generally be no more than 1/4 of your body weight. Weigh your pack before you leave, and leave some items behind if necessary. Some things like food and cooking supplies can be shared by several people in the group.</p>
<p><b>Event Card:</b> Fire restrictions! You were planning on cooking with a small fire, but when you get to the trailhead you discover fire restrictions are in place. Those dehydrated meals aren't going to taste very good.</p>	<p><b>Solution Card:</b> Call ahead to the area you're going and find out about restrictions and regulations. Bring a backpacking stove for cooking or bring food that doesn't require cooking.</p>
<p><b>Event Card:</b> Bear country! You are traveling in bear country and had planned on hanging your food to keep it and the bears safe. Unfortunately, there aren't any suitable trees. You hang your food on a branch that's too close to the tree and your food gets eaten.</p>	<p><b>Solution Card:</b> Bear canisters are a great solution to food storage issues. There's no need to hang them from a tree; simply place them 200 feet from camp in a spot where it won't roll away.</p>

## Appendix S-5 Cleaning Up After Meals

### **Cleaning Up**

Clean and put away the cooking gear as quickly as possible after the meal, even if you are not yet leaving camp. Not only will you be able to enjoy the next activity, but the longer pots and pans sit, the tougher they are to clean. Put on a pot of water before you serve a meal. That way you will have hot dishwater by the time you finish eating.



Begin cleanup by setting out three pots.

**Hot-water wash pot**—hot water with a few drops of biodegradable soap.

**Hot-water rinse pot**—clear, hot rinse water.

**Cold-water rinse pot**—cold water with a sanitizing tablet or a few drops of bleach to kill bacteria.

Scrape excess food into a garbage bag that you will pack out.

Then, scrub dishes in the hot-water wash pot. Use hot-pot tongs to dip items in the hot rinse water. Follow with a dip in the cold-water rinse pot. Lay clean dishes and cookware on a plastic ground sheet and let them air dry.



**Dishwater Disposal.** For campouts lasting no more than a couple of days, use a small kitchen strainer to remove food bits from your wash water and put them in your trash. Carry the wash and rinse water away from camp and at least 75 steps from any streams or lakes. Give it a good fling, spreading it over a wide area.

For longer stays at one site, dig a sump hole at the edge of camp and at least 200 feet from streams, lakes, or other open water. Make the hole about a foot across and 2 feet deep. Pour dishwater through the kitchen strainer into the hole, or place a piece of window screen across the hole and pour the water into the sump through that. The strainer or screen will catch food particles so that you can shake them into a trash bag. Fill the sump hole when you break camp, and replace any ground cover.

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## Food Storage

Wash out jars and cans, and carry them home for recycling.

Save space by cutting out the ends and then flattening cans.

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Store your food where it will be safe from animals, insects, dust, debris, and bad weather. Frontcountry campers can use vehicles, coolers, or plastic buckets with tightly fitted lids as storage units. In the backcountry and anywhere that bears may be present, a bear bag is often the answer. Not only will your food be secured, hanging anything with an aroma will give bears no reason to linger in your camp.

Land managers of camping areas frequented by bears can give you further information about the best ways to store your food. Their suggestions may include using metal bear boxes or other storage canisters that cannot be opened by wildlife.





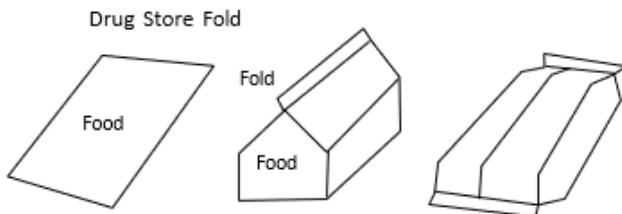
Here are three ways to suspend food and other “smellables.”

1. Find a tree with a sturdy horizontal branch about 20 feet above the ground. Put a couple of handfuls of soil in a bandanna or plastic bag and secure it to the end of a 50-foot length of nylon parachute cord. Toss the weight over the branch. Stash your provisions in a sturdy plastic trash bag or waterproof stuff sack. Twist it closed and secure it to one end of the cord with a clove hitch. Pull the other end of the cord to raise the bottom of the bag at least 12 feet off the ground and 8 feet away from tree trunks—well beyond the reach of any bears. Secure the free end of the cord to a tree.
2. If there is not a good branch nearby, find two trees about 20 to 30 feet apart. Toss a line over a branch close to the trunk of one tree, then toss the other end of the line over a branch of the second tree. Tie your bear bag to the center of the line, and hoist it high between the two trees.
3. Bears accustomed to raiding campsites may be smart enough to claw loose the tied end of a cord. To prevent that, divide your provisions equally between two bear bags. Raise one up to a high branch, as you would in the first bag-hanging method. Tie the free end of the cord to the second bag and lift it overhead. Use a stick or hiking staff to shove it out of reach of animals. The bags will counterbalance one another, and your food will be safe. To retrieve the bags, use a stick to push one bag even higher, causing the other to come down within your grasp.

## Appendix S-6 Foil Cooking

Foil cooking is a great way to introduce novices to the world of outdoor cooking. The meals are easy to prepare, great to eat, and simple to clean up after. Foil meals can be prepared in advance (e.g., at a den meeting), frozen, and then placed right on the campfire.

There are hundreds of great recipes around, but they all use the same basic concept. The foil pack needs to be sealed tightly using a “drugstore” fold to hold in the moisture, then turned several times during cooking. The actual recipe can be just about whatever a Cub Scout wants it to be.



Here's a basic recipe:

Use two layers of lightweight foil or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some Scouts smear a layer of butter or margarine on the foil to start.

Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little bit of onion because it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. A twist might be to add a handful of rice and just a few ice cubes. This will make a great addition!

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

### Foil Cooking Times

Hamburger: 15–20 minutes

Chicken pieces: 20–30 minutes

Hot dogs: 5–10 minutes

Pork chops: 30–40 minutes

Carrots: 15–20 minutes

Ears of corn: 6–10 minutes

Whole potatoes: 45–60 minutes

Potato slices: 10–15 minutes

Whole apples: 20–30 minutes

Cooking times are approximate, and will be affected by the depth of the charcoal bed, altitude, temperature of food, etc. Frozen packs may be put directly on the fire, but they will take longer to cook. The recipes on the next page may need to be adjusted depending on ingredients, etc. It is best to try them in advance to verify the ingredients and cooking time in a local outdoor setting.

## **ADDITIONAL CUB SCOUT-LEVEL RECIPES**

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

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

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

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

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

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

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

## **OUTDOOR COOKING HINTS**

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

## Appendix S-7 Campsite Considerations

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

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

**Size and shape.** A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it.

**Protection.** Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees?

Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

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

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

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

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

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

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

## **Appendix S-8 Open Fires vs. Cooking Stoves**

### **Open Fire Advantages**

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

### **Open Fire Disadvantages**

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

### **Camping Stove Advantages**

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

### **Camping Stove Disadvantages**

- Requires the handling of flammable liquids or gaseous fuels.
- Useless for drying gear or warming campers.
- Useless for baking or grilling food.
- Must be used with adult supervision.
- Dependent on adequate fuel supplies
- Possible performance issues if not properly maintained

## **Appendix S-9 Cub Scout Knot Tying Games**

### **Square Knot Relay**

This is a fun team activity. Divide the den into two teams. Give each Scout a piece of rope. Stretch another piece of rope across the floor at the other end of the room.

At the signal, the first Scout runs down to the rope lying on the ground, ties their piece to the end using a square knot, and runs back to their team where they'll tag the next person.

Each Scout does the same. The first team to successfully tie all pieces of rope together using the correct knot wins.

### **Simon Says Knots**

In one of my favorite knots tying games, it is every Scout for themselves. Give each Scout a piece of rope about 3 feet long. Each player holds their rope. Every time “Simon says” to tie a certain knot, each Scout must do it.

If the command doesn’t start with “Simon says,” do nothing. It is counted as a miss if the knot is tied incorrectly, if the knot that is tied is the wrong knot, or if a knot is tied at the wrong time. After three misses, a player is out.

### **Blind Knots**

Here’s another individual activity. Tie 8 or 10 different knots and put each one in a bag made from fabric. The Scouts will try to identify each of the knots. You can let them put their hands in the bag or just touch the outside. Keep track of how many knots each Scout correctly identifies.

### **Blind Buddy Knots**

Let’s see how much your Scouts already know by having them quiz their peers. Have the kids pair up with a buddy. Give them each 3 or 4 cards with the names of different knots and a length of rope so they can create each one.

Blindfold one team member while the team member without the blindfold pulls a card and ties the knot. They then hand the knot to their blindfolded partner who must try to identify the knot. Have the partners switch roles so that everyone has a turn being blindfolded.

## **This Is a Knot**

Caution: this game may get loud and giggly, but the Scouts will love it!

This knot tying game will help them learn to identify knots and adds a bit of coordination and multi-tasking.

Before the game starts, collect enough pieces of rope for the number of Scouts you have. Tie different knots in the rope.

Have the group, including the den leader, sit in a circle. The den leader holds all the ropes and will start the game.

One knot at a time, have the scout leader pick up one rope and say, “This is a (insert the name of the knot)” while passing the knot to the Scout on their right. That Scout replies by saying “A what?”

The den leader repeats “a (name of knot).” The Scout replies again with “A what?” The leader repeats the name of the knot, and the Scout finally replies, “Oh, a (name of knot)!”

It'll go something like this:

Leader: “This is a square knot.” Scout: “A what?”

Leader: “A square knot.” Scout: “A what?” Leader: “A square knot.”

Scout: “Oh, a square knot!”

Here's where it gets interesting. After the leader and Scout complete their dialogue, the Scout must now introduce the knot to the person to their right while accepting a new knot from the leader.

The Scout will need to say all the lines—the knot name to the person on their right and the question back to the leader.

The script goes back and forth from left to right until everyone is both passing and accepting a knot and saying both parts of the script.

At the end of this game, not only will the Scouts be holding knots, but they will also be tongue tied!

### **Knot Step Contest**

This knot game mimics the “Mother, May I?” playground game. Here is how you get permission to take a step forward.

Line up the Scouts at one end of the room. Give each Scout a 3-foot length of rope. Call out the name of a knot. Each Scout ties the knot, and an adult judge will check the knot.

If the knot is tied correctly, the Scout can take one step forward. This process is repeated until a Scout is across the finish line.

### **Round-Robin Knots**

Like the previous game, this one tests the Cub Scouts' skills, but this one is timed.

Start the clock at 60 seconds. Call out each of the knots that Cub Scouts need to know (overhand, square, bowline, 2 half hitches, taut line), and see how many of them each Scout can tie within those 60 seconds.

### **Rope Throw Rescue**

We want to be sure that Scouts understand that knots can be used to save lives too. This game emulates a throw rescue while on dry land.

Divide the group into teams. Give each team a coil of rope that has an empty milk jug tied to the end. You might want to put a little water in the jug.

Use adults to represent drowning victims. Each scout in turn throws the rope to the drowning person who grabs it and then lets it go. But don't hit them with the jug!

The player recoils the rope and hands it to the next player. Repeat until all den members have cast successfully.

### **The Human Knot**

Who doesn't love a group activity? This game calls for up to twelve people to stand in a circle. Each person needs to grab someone else's right hand who is not directly to the right or left of them.

Then reach inside the circle with your left hand and grab someone else's.

After all the hands are grabbed, the group will form a human knot!

The goal is to get the group untied without letting go of hands. The Cub Scouts may need to twist, turn, step over, under, or between the linked hands.

Depending on how many people are in the circle and how the hands are linked, once untied, there may be an inner circle and an outer circle. Encourage them to keep holding hands and have as much fun as possible.

### **Friendship Circle Closing**

If you want to end your meeting on a [more reflective note](#), this activity is perfect.

Each Scout is given a 3-foot length of rope. They then tie their rope to their neighbor's rope with a square knot. After everyone has tied their knots, the rope should be in a circle.

Have the Cub Scouts pull back on the rope a bit with their left hands and make the Cub Scout Sign with their right.

The den leader, den chief, or [denner](#) will then say, "This circle shows the bond of friendship we have in Cub Scouting. Now please join me in the Scout Oath."

Whether you are working on team building, individual skill, or speed, these games can get your Cub Scouts excited about tying knots. Modify the activities as you see fit to accommodate the skill set of your Scouts.

### **Knot Relay Game**

Divide group into equal teams. Line up each team at the starting line. First person in team runs up to a line in front of them with five cards turned. Turn over a card and tie the indicated knot. When finished, return to team at the end of the line. The next person in line moves forward to tie their selected knot from the cards. Fastest team wins.

## Appendix S-10 Managing Food Allergies

# Food Allergy Guidance

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The following statement by the American Academy of Pediatrics emphasizes the need for a plan to prevent and manage food allergies:

***Food allergies can cause a severe and life-threatening reaction. The only sure way to prevent a food allergy reaction is to avoid the problem food altogether, in any form, at all times.***

If symptoms of a severe food allergy are present, administer emergency medicine immediately and notify health care provider/s as soon as possible. If unable to contact them, call 9-1-1 if available at your location or the local emergency number if 9-1-1 is not available.

Developing a plan at camp for those with food allergies takes planning long before the arrival date. It is important that the family and youth begin this process as soon as possible; it is also important to include necessary leaders and health care providers in preparing for camp.

This document provides a framework for anyone in Scouting to develop a plan for a participant with food allergies, sensitivities, or intolerances. With Scouting experiences in mind, the language is focused on camping. However, the information is valuable in any Scouting context and can be used by units, camps, and councils.

### **Scouting's Guiding Principles**

- The safety of all participants is paramount.
- The responsibility for the management of a medical condition, such as a food allergy, lies with the individual or the individual's parents or guardians.
- Any plan should include a commitment to protecting the individual's right of privacy and confidentiality.

This information is not intended to be comprehensive. More information about managing food allergies can be found in the resources listed at the end of this document.

### **Understanding Food Allergies, Food Intolerances, and Food Sensitivities**

It is important to know the difference between true food allergies and food intolerances and sensitivities. True food allergies may lead to life-threatening allergic reactions. Food intolerances or sensitivities do not.

Food Intolerances/Sensitivities	Food Allergies
• Gradual onset	• Immediate onset
• NOT life-threatening	• Potentially life-threatening
• Very common	• Less common
	• Immune system reaction

## Food Allergy Action Plans

A food allergy may lead to a **life-threatening allergic reaction** (anaphylaxis) and may occur even if previous reactions have been mild. A food allergy action plan is an individualized plan that includes prevention strategies, severe food allergy symptoms, and prescribed emergency treatment in the event a severe food allergy reaction occurs.

## Family Responsibilities

Developing a food allergy action plan is the responsibility of the individual if an adult. If a youth, it is the responsibility of the youth's parents or guardians. Begin planning as soon as possible before the event. Choosing an appropriate camping experience is important, especially for those diagnosed with a severe food allergy.

## Before Camp/Event

### Meet with your child and their health care provider.

- Carefully read and complete the [Annual Health and Medical Record](#) (AHMR). Pay close attention to the supplemental risk advisories for high adventure. With your health care provider, develop a food allergy action plan for various settings (home, school, others) together.
- Discuss the type of camping experience with your health care provider. Is the camp appropriate for someone with a food allergy?
- Determine if the child is capable of self-administering medications needed in response to a food allergy reaction. Teach the child the proper method if necessary.

### Meet with your child and unit adult leadership.

- Discuss the possibility of attending the camp/event. Include the health care provider, if necessary, in the discussion.
- Review the completed AHMR, being sure to include allergies.
- Develop a food allergy action plan specific for the camp/event, including travel. Provide to the unit adult leader(s) copies of the final food allergy action plan that was developed with your health care provider. Discuss the steps of this action plan with the unit leader(s).
- Determine if a parent or guardian must attend the camp/event with their child. This is strongly encouraged, especially for youth who cannot manage the action plan alone.

### Meet with camp leadership. Arrange the meeting as soon as possible.

- Include unit leadership and your youth in the conversation.
- Determine if it is possible for the youth to attend the camp.
- Review the allergy action plan and revise if needed. Include all medications.
- Provide copies of the final food allergy action plan to the camp leadership.
- Review the menu. Discuss any potential allergens and develop a plan for alternatives.
- Include meal service (e.g., cafeteria style, family style, self-serve) in the plan and communicate the food allergy action plan to camp staff upon arrival.

**Note:** It may be necessary for the family to provide all food for the youth. Agree upon a plan with unit and camp leadership that includes food storage both at camp and during travel, food service methods, availability, etc.

## Your Food Allergy Action Plan

Using as a model the food allergy action plan already in place from your child's health care provider for home and school, include specific camp/unit events. Consider all activities the youth will be involved in, such as merit badge courses, craft activities, cracker barrel, travel, etc.

It is recommended to share the plan, as well as any changes, with:

- Unit members: adult leaders, the youth's buddy, patrol or crew, unit youth leadership, and others, depending on the circumstances.
- Camp leadership: camp director, camp dining hall manager, and camp health officer. Others may be included as determined by the camp.

See resources below for [sample action plan](#) and more.

### Medication

Provide adequate amounts of unexpired medication according to the camp's guidelines. Keep in mind that additional medication may be necessary based on the type of camp and activities.

Determine who will be responsible for carrying emergency medication. Youth who are capable should be encouraged to always carry it with themselves if permitted. It is important to note that state and local laws may vary and must be followed (e.g., if the camp is located in a different state). Contact the camp or the council health supervisor for specific information.

### Arrival at Camp

The parent or guardian or the unit's adult leader, along with the youth, should:

- Notify camp personnel upon arrival of the youth's food allergy.
- Meet with camp leadership, which may include the camp director, camp health officer, food service director, and others as necessary.
- Review with all the final version of the food allergy action plan. Provide copies.
- Review medications, including the health care provider's written directions, proper use, reason for medication, storage requirements and location, and possible side effects.

## Youth Responsibilities

It is the family's responsibility to review with the youth the information needed to manage their food allergy and to be prepared for unintentional exposure to the allergen(s).

Ideally, the youth should:

- Review and understand the food allergy action plan.
- Wear a medical alert bracelet.
- Never trade food with other campers.
- Never eat anything with unknown ingredients.
- Read every available label and check any questionable ingredients with their parent, guardian, or knowledgeable adult unit leader.

- Limit exposure to food allergens by eating in a separate area away from potential allergens.
- Consider bringing their own food.
- Tell an adult leader if a reaction seems to be starting, even if there are no visible symptoms of an allergic response.
- Seek adult help if symptoms are beginning. Do not isolate themselves.
- Carry (or have available) an epinephrine auto-injector device if prescribed by their health care provider. Parents or guardians and/or adult unit leaders should first check specific camp rules and state and local regulations. This medication may be carried by an adult unit leader or camp leader if the youth is unable or not permitted to do so.
- Let the unit's adult leaders know immediately if they self-administer an epinephrine auto injection.
- Be aware that potential food allergens may be anywhere such as trading posts, camp stores, camp activity areas, etc. Be sure to check for possible food allergens before consuming anything. **If a food product does not have a label, it should not be consumed.**

## Adult Leaders' Responsibilities

Scouting America does not mandate and does not recommend that leaders take responsibility for managing a youth's food allergies. If an adult leader agrees to do so, then it is recommended that they:

- Assist in developing the food allergy action plan.
- Obtain a copy of the final version of the action plan.
- Be familiar with the specific food allergens and recognize symptoms of a food allergy.
- Understand the treatment plan and be prepared to act in the event of a severe reaction (anaphylaxis).

Certification in CPR and AED procedures and knowledge of how to properly use an epinephrine auto-injector device are highly recommended.

## Resources

- FARE (Food Allergy Research & Education)—Common Food Allergens:  
[www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens](http://www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens)
- American College of Allergy, Asthma, & Immunology—Food Allergy:  
[acaa.org/allergies/allergic-conditions/food/](http://acaa.org/allergies/allergic-conditions/food/)
- American Academy of Allergy, Asthma, and Immunology—Food Intolerance Versus Food Allergy:  
[www.aaaai.org/tools-for-the-public/conditions-library/allergies/food-intolerance](http://www.aaaai.org/tools-for-the-public/conditions-library/allergies/food-intolerance)
- FARE Heading to Camp:  
[www.foodallergy.org/resources/heading-camp](http://www.foodallergy.org/resources/heading-camp)
- American Camp Association—How to Prepare for Food Allergies at Camp:  
[www.acacamps.org/blog/how-prepare-food-allergies-camp](http://www.acacamps.org/blog/how-prepare-food-allergies-camp)
- About Handwashing | Clean Hands | CDC:  
[www.cdc.gov/clean-hands/about/](http://www.cdc.gov/clean-hands/about/)

#### **Gluten and Celiac Resources**

- Academy of Nutrition and Dietetics—Celiac Disease: An Introduction:  
[www.eatright.org/health/diseases-and-conditions/celiac-disease/celiac-disease-an-introduction](http://www.eatright.org/health/diseases-and-conditions/celiac-disease/celiac-disease-an-introduction)

#### **Food Allergy Action Plan**

- FARE (Food Allergy Research & Education)—Food Allergy & Anaphylaxis Emergency Care Plan:  
[www.foodallergy.org/life-with-food-allergies/food-allergy-anaphylaxis-emergency-care-plan](http://www.foodallergy.org/life-with-food-allergies/food-allergy-anaphylaxis-emergency-care-plan)

#### **Scouting Resources**

- Annual Health and Medical Record:  
[www.scouting.org/health-and-safety/ahmr/](http://www.scouting.org/health-and-safety/ahmr/)
- Medication Use in Scouting:  
[filestore.scouting.org/filestore/HealthSafety/pdf/SAFE\\_USE\\_OF\\_MEDICATION\\_IN\\_SCOUTING.pdf](http://filestore.scouting.org/filestore/HealthSafety/pdf/SAFE_USE_OF_MEDICATION_IN_SCOUTING.pdf)

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[https://filestore.scouting.org/filestore/HealthSafety/pdf/2024-Guidelines-for-Food-Allergies\\_WEB.pdf?\\_gl=1\\*ulgd74\\*\\_ga\\*MzMzMzMTkzNTA1LjE3MzM3NTU0MzE.\\*\\_ga\\_20G0JHESG4\\*cxE3NTY3NDA2MTMkbzU4NSRnMSR0MTc1Njc0MTkyNSRqNjAkbDAkaDA.\\*\\_gcl\\_aw\\*R0NMLjE3NTIxNjM1NjYyY2p3a2Nhand5YjNkYmhibGVpd2FxemxINW56Z3Q0djJibGg0cHB5aWpmMDEtMDdoOTNvYW56ZmFpXzRscGt6eHd6dWg5bW1sazZyaHVib2NqdjBxYXZkX2J3ZQ..\\*\\_gcl\\_au\\*NTI2ODU2Mjc2LjE3NDk0OTA1OTQ.&\\_ga=2.47559207.1034733193.1756727870-333193505.1733755431](https://filestore.scouting.org/filestore/HealthSafety/pdf/2024-Guidelines-for-Food-Allergies_WEB.pdf?_gl=1*ulgd74*_ga*MzMzMzMTkzNTA1LjE3MzM3NTU0MzE.*_ga_20G0JHESG4*cxE3NTY3NDA2MTMkbzU4NSRnMSR0MTc1Njc0MTkyNSRqNjAkbDAkaDA.*_gcl_aw*R0NMLjE3NTIxNjM1NjYyY2p3a2Nhand5YjNkYmhibGVpd2FxemxINW56Z3Q0djJibGg0cHB5aWpmMDEtMDdoOTNvYW56ZmFpXzRscGt6eHd6dWg5bW1sazZyaHVib2NqdjBxYXZkX2J3ZQ..*_gcl_au*NTI2ODU2Mjc2LjE3NDk0OTA1OTQ.&_ga=2.47559207.1034733193.1756727870-333193505.1733755431)

## Appendix S-11 Cub Scout Overnight Camping

<b>Cub Scout Overnight Camping</b> <b>Camping for Packs and Webelos &amp; Arrow of Light Dens is limited to no more than two consecutive nights.</b> <b>All Barriers to Abuse must be followed. For details see the <a href="#">Guide to Safe Scouting</a>.</b>			
LION Kindergarten	TIGER 1 <sup>st</sup> Grade	WOLF 2 <sup>nd</sup> Grade	BEAR 3 <sup>rd</sup> Grade
			
Parents and Legal Guardians of Cub Scouts Are Not Required to Register with Scouting America to Attend Overnight Activities with Their Cub Scout All Other Adults Attending Overnight Activities Must Register with Scouting America	PARENT OR LEGAL GUARDIAN ATTENDS- Option for extenuating circumstances for a registered leader to supervise	Council Coordinated Cub Scout Camping - Basic Adult Leader Outdoor Orientation (BALOO) Not Required	Den Overnight Camping Basic Adult Leader Outdoor Orientation (BALOO) Registered Leaders may provide supervision if parent or legal Guardian is unable to attend
PARENT OR LEGAL GUARDIAN REQUIRED TO ATTEND		Unit Coordinated Camping - Pack Overnight Camping - Basic Adult Leader Outdoor Orientation (BALOO) Required	Scouts BSA Troop Campout Same as Den Overnight Camping
			Council Coordinated Scouts BSA Campout Same as Den Overnight Camping

Updated 1/30/2025

<https://filestore.scouting.org/filestore/cubscouts/pdf/2024-Cub-Scout-Camping-Info-graph.pdf>

Note: Check before course to ensure this is current.