

# Henson Staff Handbook

2003



*Developing Citizenship-Character-Fitness!*



# Staff Operations & Procedures

## MAJOR RESPONSIBILITY

You have been hired to help conduct one part of the camping program developed for summer camp by the Council Camping Committee, whether it be specific instruction, driving a truck, or operating the Trading Post. You should expect to give to the fullest of your abilities. You can make a personal contribution above and beyond the prescribed program that you have been engaged to administer.

A job description for the position for which you have been engaged is included with this guide. You will be given every opportunity possible to perform your duties to the best of your abilities and enough time to adequately prepare. Extra assignments will come occasionally, but will be shared by all.

## DEPARTMENT OPERATION

Each staff member is part of a departmental team supervised by a Director. The Director is responsible for the supervision and conduct of his or her department staff. The "chain of command" through the staff infrastructure is an important means of communication and we must endeavor to use it as much as possible.

## YOUR CAMP DIRECTOR

He is responsible for everyone and everything in camp. He is held accountable for everything, whether or not he has delegated that responsibility to someone else. He is also your staff friend to whom you may turn to at any time to talk or ask for guidance. If you have any operation or procedural questions, discuss them first with your department director, then, if necessary, with the Camp Director.

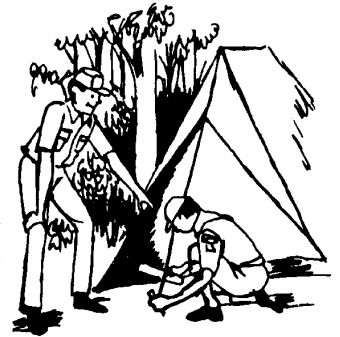
## CAMP PROGRAMS

There are two separate and distinct summer programs run at Henson Scout Reservation in the summer season - both a Cub Resident program and a Boy Scout Long Term program. There is a three and a half day training period separating the two programs, in which you must participate.

You may be contracted for two unrelated staff positions for each of the two camps. Each of the programs are equally important in the camping experience of a young boy, and you will be expected to give to your fullest potential for both.

## STAFF TRAINING AND SET-UP

All staff members will be taking part in the opening staff week, and the mid-season staff training session. During these periods' campsite and program area equipment will be set-up and formal staff training will take place. It is during these weeks that the physical and mental tools necessary for the camp to operate, will be set in place. A complete summer schedule of events is presented with this guide.



## STAFF MEETINGS

Staff meetings are held each Monday evening and at any other time necessary, feel free to ask any questions or make constructive comments at any time.

## MEALS



Three well balanced, well prepared meals will be served daily. All staff members will be present, ON TIME, for all meals. Meals are served at 8:00 AM, 12:15 PM, and 6:00 PM.

## STAFF PATROL (DEN) DUTIES

Each staff member will be assigned to a patrol (den) and will have various assignments each day. There are two categories of assignments: service and program. A Senior Patrol (Den) Leader will have responsibility for direction of these duties. The duties include the following:

## PROGRAM PATROL

Begin meals on time:

BREAKFAST 8:00  
LUNCH 12:15  
DINNER 6:00

Grace prior to meal  
Songs as needed during wait time  
Song and Cheer after Lunch and Supper meal  
Ask for any announcements  
Dismiss from meal  
Thought for the Day  
Any other Program Duties assigned

## SERVICE PATROL

Raise and lower colors  
Take care of any decorations or other meal time equipment as necessary  
Campfire construction if needed  
All other Service Duties assigned

## STAFF CAMPSITE VISITATIONS

All staff members will be expected to make a friendly visit to a different campsite daily. By the end of each week, each staff member should have said "hello, how is your week going...?" to at least five different units in their campsite.

## STAFF RECREATION

A staff lounge is provided for you in the Longhouse. You may read, watch TV, play games or just relax. There is a refrigerator in the building and refreshments will be provided from time to time. Cleanliness and care of the equipment in this area will be the responsibility of every staff member. Lost or damaged equipment, unless an individual has taken responsibility, will be the responsibility of the entire staff to repair or replace.

Various program areas will be open as often as possible for exclusive use of the camp staff. Their use will not interfere with the camp program and

the same rules of operation apply to the staff as to the campers.

## TIME OFF

Every staff member will be provided with one 24 hour period as "time off" each week. During Boy Scout camp this will be from 11:30 a.m. Saturday until 12:30 p.m. Sunday. **ALL RETURNING STAFF MEMBERS MUST BE AT THE ADMINISTRATION BUILDING FOR THE OPENING STAFF MEETING BY 12:30 P.M. SHARP!** During Cub Scout camp this time off will be from 6:30 p.m. Tuesday evening until 8:00 a.m. Thursday morning. All staff members "off" on "days off" are required to leave camp. There can be no exceptions to this policy, except in the case of staff members who must travel great distances to get home. In instances where transportation is a problem for the midweek day off, special arrangements to return to camp Wednesday evening may be made. No meals, however, will be available during any "time off" period.



At the discretion of the Camp Director, during Boy Scout camp, most staff members will also be provided with one "evening off" per week. Camp Staff may leave camp for an "evening off" at the end of their duties for the day, and must return by 11:00 PM. Staff **MUST** check with their immediate supervisor prior to leaving for an evening off. Staff leaving camp must sign out, and sign back in, at the Administration Building office.

Camp staff members under the age of 18 must provide written permission from a parent or guardian to be permitted to leave camp, at any time, with anyone other than that parent or guardian.

## CAMP TELEPHONE

Business and emergency incoming calls will be accepted on 410-883-3333. A message and call back number will be taken on all other calls. A pay telephone is located at the Trading Post and a credit card phone is located in the main room of the Administration Building for all social and other outgoing calls. The Ad Building staff and leaders phone number is 410-883-3293.

## MAIL

John Staff Member  
Henson Scout Reservation  
5700 Nanticoke Road  
Seaford, DE 19973-6079



E-mail may be sent to:  
HensonScoutReservation@DelmarvaCouncil.com

Faxes to 410-883-0001

## MEDICAL NEEDS

A camp first aider will be on hand at all times. All staff members are required to present a current BSA Medical Evaluation, upon arrival at camp. All illnesses and/or accidents must be reported to the camp first aider, and logged in the camp First Aid Log. Even self applied Band-Aids must be logged.

**ALCOHOLIC BEVERAGES AND UNLABELED PRESCRIPTION AND NON-PRESCRIPTION DRUGS** *are strictly prohibited in all parts of camp. Violations of this policy will result in immediate dismissal and possible criminal charges.*

## TAPS

Quiet time begins at 10:30 p.m. and all lights must be out by 11:30 p.m. We must set the example for others.

## CAMP STAFF EVALUATION

At least twice during the season all staff will be evaluated by their immediate supervisor. This evaluation will be a measurement of your growth

experience as a staff member. Open discussions will evaluate your performance against goals that you have set for yourself.

## LIVING QUARTERS

Your quarters must set the example of neatness and cleanliness for all others to see. A staff leader will be assigned to your living quarters area. He or she will be responsible for establishing a duty roster and seeing that basic clean-up chores of the common areas are complete. All living quarters will be subject to inspection at all times.

Some staff members may be given the opportunity to live in the Family Cabin area. Residents of these buildings must make note of the cleanliness and condition of the building they will be living in, as well as the position of all interior and exterior furnishings. At the close of camp the buildings must be left in the same condition as were met at the opening camp.

## VEHICLES

All staff member's vehicles will remain parked in the main parking lot or family camp parking area, unless specific permission is granted otherwise by the Camp Director. We must set the example for other leaders in camp. This may include a key sign-out procedure for staff members under 18 years of age.

All camp vehicles will be operated only by those who are over 21 years of age. All camp vehicle drivers must have a valid United States drivers license and be authorized to drive a camp vehicle by the Camp Director.

**ABSOLUTELY NO ONE IS TO RIDE ON OR IN ANY VEHICLE, TRAILER OR ANY OTHER TYPE OF MOVING TRANSPORTATION IN A LOCATION OTHER THAN A SEAT WITH A SEATBELT, EVER.**

## PAY SCHEDULE

Salaried staff will be paid on the 15th and last day of each month.

## PERSONAL APPEARANCE

Staff members must set the example for all by living up to the eleventh point of the Scout Law: A Scout is clean at all times. Hair must be neat and clean. A beard or mustache is permissible if you arrive in camp with one, and IF you keep it neatly trimmed.

## VISITORS

ALL visitors to camp must check in at the camp office. All staff visitors must leave camp by 11:00 p.m., unless permission is granted otherwise by the Camp Director.

## CAMP UNIFORMING

The Scout uniform is an important part of the total Scout program. It reminds everyone that we are proud members of the Boy Scouts of America.

The two acceptable forms of dress are:

### *Official Scout Uniform:*

Scout shorts with khaki web belt, official green calf high Scout socks with red tops, official Scout shirt with insignia properly displayed, silver shoulder loops identifying Council employees, staff name tag and staff neckerchief. If a hat is worn, it must be the official baseball style Boy Scout hat.

### *Camp Staff Work Uniform:*

LLBean Khaki shorts, white crew socks camp staff polo shirt. A belt is optional. If a hat is worn, it must be the current Camp Nanticoke cap.

Del-Mar-Va Council will provide each staff member with two Henson staff shirts, a neckerchief, nametag and Camp Nanticoke cap. **NO APPAREL, OTHER THAN THAT LISTED ABOVE,** is appropriate during working

hours while campers are in camp, except inside the fenced areas of the aquatics and COPE areas.

Staff members will be provided with a suggested camp uniform supply list and order blank. You may choose to order any official Scout uniform parts or additional Henson t-shirts that you would like, or need.

Adequate laundry equipment is provided, and sufficient time will be made available for all staff members to properly care for their uniforms.

## **THERE WILL BE NO EXCEPTIONS TO THIS UNIFORMING POLICY.**

As a member of the camp staff, individual unit numbers, temporary patches and all other "non-national" insignia are not necessary. Only the Del-Mar-Va Council strip, the American Flag, and silver shoulder loops are required, unless your religious affiliation prohibits the display of the American flag. The international Scouting symbol may also be displayed, and adults may wear any square knots that they have earned. It is suggested that staff members bring a lockable trunk to stow personal gear. Del-Mar-Va Council has neither the responsibility nor liability for your personal effects. Clothing should be marked with your name.

## SMOKING

Smoking is not only a fire hazard, but is now generally considered a health hazard. **NO SMOKING IS PERMITTED IN COUNCIL CAMPS EXCEPT IN DESIGNATED AREAS.** Designated areas are currently outdoors, without youth present. This includes all staff living quarters and the Longhouse. At all times please be courteous to those around you while smoking. In accordance with Maryland Law no one under the age of 18 will be permitted to smoke at any time.



## **EMPLOYMENT ELIGIBILITY VERIFICATION (I-9)**

All paid staff members must provide the required documentation and signatures to prove their eligibility to be employed in the United States under current immigration laws. Follow all instructions on the form and return it, with the required documents, to the Camp Director. If we currently have your information on file, you do not have to re-verify.

## **MSP-146 FINGERPRINTING & BACKGROUND INVESTIGATION**

All employees over the age of 18 will be required to submit legible fingerprint cards and a completed authorization for a criminal background investigation prior to employment.

## **RANDOM DRUG TESTING**

All employees may be subject to analysis for illegal drug use. If administered, selection for individual analysis will be administered completely at random.

## **NATIONAL STANDARD EVALUATIONS**

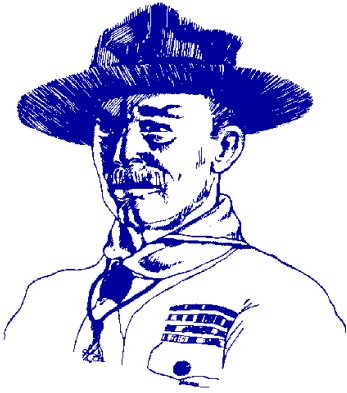
A National Standard Evaluation will be conducted, by the Regional Staff, for each of the two programs offered at camp. These evaluations are conducted to be sure that the Council and camp staff are providing the best possible program, in a safe and healthful manner. More detailed information about these evaluations will be given during the staff training programs.

## **CAMP STAFF RESPONSIBILITIES STATEMENT**

You will be required to attest in writing to the fact that you understand all of the information presented in this guidebook by signing this statement.

## **PROCEDURES FOR DISMISSAL**

There is an established procedure for discipline and possible dismissal from the camp staff if necessary. You will be required to attest in writing that you understand, and will comply with, this procedure, if required.



## THE SCOUT LAW AS IT PERTAINS TO CAMP STAFF

Welcome to the camp staff. It is hoped that you will make new friends, enjoy the summer and, above all, contribute in some measure to the growth and welfare of the Scouts whom you will be serving.

Each staff member has specific duties and responsibilities, but all staff personnel share in the duties of others whenever necessary.

The principles set forth in the Scout Oath and Law are the principles that guide every endeavor and action in camp. We become the prime motivators in exemplifying this way of life to each Scout in camp.

Many persons have set aside a moment each day to review silently their contributions to their fellowman. This practice may well be a part of every staff member's day.

**A SCOUT IS TRUSTWORTHY.** Through your life as a staff member you will find that trust and success go hand in hand. The camp has specific requirements outlined for its personnel. Your Camp Director will entrust to you duties and responsibilities related to your assignment. Your very attitude in taking on an assignment is directly reflected on the Scouts with whom you deal.

**A SCOUT IS LOYAL.** Loyalty to the camp and your associates is essential to the requisites for each staff member. You should constantly be observant and concerned about matters affecting the total harmony of the camp and bring such matters to the attention of the Camp Director.

**A SCOUT IS HELPFUL.** It begins with an attitude of helpfulness to the newly arrived Scout and his family. Apart from the service rendered,

that first impression of helpfulness means so much.

**A SCOUT IS FRIENDLY.** As you pass a Scout or leader on the trail, even if you've never met say "Hi, Scout!" A friendly word costs nothing yet gives so much good will. Be a friend to all, not just a clique of buddies. Be a brother to every other Scout in the fullest sense.

**A SCOUT IS COURTEOUS.** You represent the Boy Scouts of America as you deal with the boys, leaders, parents, or the public. In your visits to nearby towns, you represent the camp, and this implies a certain code of personal conduct that will reflect credit upon you, the camp, the Council, and the BSA.

Courtesy may be interpreted as respect for the time of others. Be on time always. Above all, it means a reputation for reliability and promptness. It means giving better than a good measure in every duty and responsibility.

A chief factor in personal health and welfare of the staff member is in establishing regular and adequate hours for sleep. Staff taps is 11:30 PM. Be courteous to the staff member and camper that need to get to bed even earlier than that.

**A SCOUT IS KIND.** Kindness is often interpreted in its relationship to animal life. Show boys how to be thoughtful to the animals in your camp. Kindness and consideration for others, however, is of even greater importance.

**A SCOUT IS OBEDIENT.** A staff member carries out his responsibilities to perfection and responds to direction of supervisors and the Camp Director. This does not call for unquestioning obedience, but it does call for personal trustworthiness and loyalty to the camp and the Camp Director.

If you have something on your mind, get it off quickly to the right person - your supervisor or the Camp Director.

**A SCOUT IS CHEERFUL.** A happy camp, a spirited camp is a successful camp. Happiness

is contagious, particularly in a Scout camp. There is no one in a better position to promote and stimulate this attitude than you. Each staff member, regardless of position, should take it upon him or herself to motivate and give an outlook of cheerfulness and happiness in the minds of all.

**A SCOUT IS THRIFTY.** Each staff member should consider his responsibilities in protecting and conserving the equipment, physical property, and resources of the camp. You are in a position to save thousands of dollars that might have to be used to repair or replace damaged property.

**A SCOUT IS BRAVE.** This summer you represent the largest organization for boys in the world, and you are an employee of one of the finest Scout camps in the world. You represent Scouting in all aspects. You believe in the Scout Oath and Law; otherwise you wouldn't or shouldn't be here.

**A SCOUT IS CLEAN.** Your personal living quarters are to be an example of cleanliness and orderliness. It is obvious that if your living quarters are disorderly or dirty, campers can hardly be expected to do better. Those who have to shave will be expected to do so prior to breakfast. Get a haircut when needed, and shower regularly.

**A SCOUT IS REVERENT.** Being faithful in his or her religious duties becomes of great importance to us as camp staff members because of the force that our example has on Scouts.

No matter how well prepared or interesting the subject may be, you cannot instruct successfully unless you can put your subject across. Through the use of your voice and body you can project your ideas to your students. The outcome of your session depends upon how well you get your information across.



# How to Teach

## EYE CONTACT

Watch your audience for reactions such as a raised eyebrow or a questioning glance. You should immediately clarify any doubt or misunderstanding before proceeding with the session. To be able to adjust to reactions is a great asset to any instructor. While you are instructing your session, make eye contact with different members of the group. If a Scout is not paying attention or is talking to someone else, try to establish eye contact with him until you regain his attention. Try to make each person in the group feel that you are talking to them as an individual.

## BODY MOVEMENT

Any instructor who is communicating ideas and feeling must use some kind of movement. Don't make exaggerated motions, but don't stand stiffly and completely still. Move around a little and use your hands and arms in a natural way. Suit your action to your words.

## VOICE

Variety is the key. Speak naturally, raising and lowering your voice to make points. Speak clearly and distinctly, not too fast, not too slow. The loudness of your voice should be adjusted to the conditions under which you speak. You have something worthwhile to say, and your students want to hear it.

## ATTITUDE

Most people are nervous the first few times they stand up and talk in front of a group. Your nervousness will pass.

Your attitude is reflected in your body movements, and your voice. Keep in mind that the people you are talking to are there because they chose this topic and they want to hear what you have to say. They know little or nothing about the subject and want you to tell them more.

## PREPARATION

Determine exactly what you will be teaching. Read the merit badge book and any other information available related to the topic. Take notes on important points to cover. It helps to prepare an outline to help you keep track of where you are in your presentation.

Obtain the necessary equipment and supplies to use as props, for purposes of demonstration, or for Scouts to practice with. Be sure to put any illustrating materials where students can clearly see them. Do not stand directly in front of these materials, stand to one side.

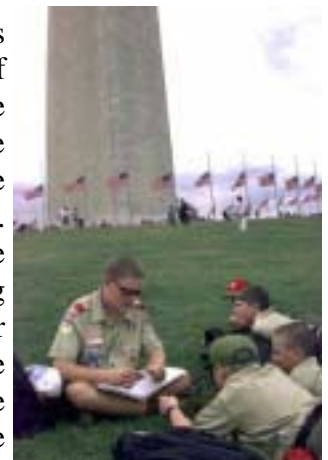
## PRACTICE

Rehearse your presentation. Try not to speak as though you have memorized every word. The information that you provide should create a desire to become proficient in the skill.

Practice demonstrating the skills involved, to be sure you can do them properly and easily. Your demonstration should be done so well that the student will have confidence in his own ability to achieve success. This demonstration of skill is not the opportunity for the teacher to show his proficiency, but to show the steps necessary in acquiring the skill. Identify the major points that you want to tell your students to watch for.

## DEMONSTRATION

The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of the instructor. Adjust your speed to the difficulty in learning various steps. Go slower at the start of the demonstration than at the end. Briefly review the



important steps in order. Use a visual aid. Give the students a chance to ask questions, or better, a chance to practice while you are demonstrating. Don't interfere with the learner trying to do it on his own. Don't interrupt his efforts unless he bogs down or goes off on the wrong track. Let him make mistakes if they will impress on him the right way, but definitely point out the mistakes. Never make corrections sarcastically or for the entertainment of onlookers. Encourage the learner by remarks on his progress, pointing out the completion of each step and the steps he has done well. We often learn best those things which we teach others. Whenever possible, each student should have the opportunity to demonstrate and if possible practice teaching others. A summary of review and examination are desirable.

# Summer Camp Program

## WHAT IS PROGRAM?

**PROGRAM** is the sum total of everything that happens in camp.

*"If it happens in camp, it's program!"*

The camp schedule IS NOT program; it is an instrument of planning and administration of the program.

### Program happens in four different ways:

#### *The Boy Himself*

Hiking, handicrafts, archery, boating, aquatics, etc.

#### *The Boy and His Patrol*

Camping, cooking, Scoutcraft, contests, projects.

#### *The Boy and His Troop*

Ceremonies, camping, inspection, campfires, Scoutcraft, team sports, special projects.

#### *The Boy and His Camp Community*

Aquatics meets, camp-wide games, whole camp campfires, Scoutcraft, team sports, special projects.

Through all of these we are concerned with three areas:

**Scout Teamwork**-Patrol method, leadership skills, concept of personal duty, responsibility, wholesome social relationships.

**Scoutcraft**-Handicraft, campcraft, aquatics, personal fitness- - activities that develop self reliance.

**Scout Spirit**-Ideals, spiritual concepts, discipline, conduct, patriotism.

## Program Objectives

The three objectives of the program of the Boy Scouts of America are Citizenship, Character Development, and Mental and Physical Fitness.

This provides individual advancement as a result of a natural experience.

This enhances the ability of the unit to stand on its own two feet, to use its boy leaders, to train its own instructors in various skills, and to acquire new interests that may serve to stimulate the building of good troop program throughout the year.



### A memorable adventure for each boy!

## Advancement

Scouting happens in the troop and patrol and in the daily life of a boy. Advancement happens here too.

Advancement is not an end in itself. It is the result of a good program. It should be achieved through a natural experience. We should therefore plan an activity which will put him on his own. When natural experience has made him proficient in a skill, he has qualified naturally.

A Scout advances by doing those things with his patrol and his troop, with his leaders and on his own. A natural experience happens through the program of meetings, while hiking and camping, in his services to others, and in his every day life. The advancement experience should have these four elements:

Preparation  
Qualification  
Review  
Recognition



It is the responsibility of the program staff of the camp to ensure that the highest quality of achievement be demanded from a Scout while qualifying for a merit badge. No Scout should leave camp with a merit badge in his possession unless he has been thoroughly checked on every requirement of a given badge. No one has the authority to change or otherwise substitute requirements.

Some badges involve a time requirement which cannot be satisfied in camp. A Scout may be given a partial for those parts of the merit badge which have been completed in camp.

Members of the various program areas will instruct Scouts in the merit badge requirements; and when satisfied that the requirements have been met, will refer the Scout to the department head for signature on the merit badge card or partial card.

No merit badge is worth anything if all the requirements are not met. Do not cheapen the program by signing off merit badges by the dozen. This camp is not a merit badge “mill.” Don't make your badge impossible- take pride in the fact that you have taught a skill, and that your learner has learned it!

## Giving a Talk

When you're going to give a talk, it will be easier on you- and on your listeners too- if you get

organized for it somewhat as suggested in the outline below.

**Prepare your talk-** Size up your audience, considering the sort of people in it, and what they probably already know and want to learn about the subject. Write down the purpose of the subject, taking brief notes as you go. Talk with others who know the subject and make notes on their ideas. Write an outline of the talk, including only the most important points, usually the fewer the better and put them in a logical order.

**Practice your talk-** Rehearse your presentation, either aloud or silently, until you have it well in mind. Time it so you stay within the time limit. Put your outline notes in final form so these reminders will not be cluttered up with discarded ideas.

Try to be ready for extemporaneous speaking - not reading the talk or memorizing it word for word even though you depend on an occasional look at your outline or note cards.

**Personalize your talk-** Having chosen a subject of interest to your listeners, briefly state its central idea or main problem, and its importance. Let each person feel you are talking to him by looking at the audience as individuals, not as a group. Watch the group's reaction as you go along and stay close to their interest. Bring out how each person is related to the subject, something he can do in relation to it.

**Illustrate your talk-** Use large sheets or cardboard or a flip chart to list your main points and draw diagrams and sketches while you talk. Be sure to place the illustrating material so that you are standing to the side of it. For the same purposes, use charts beforehand, showing one at a time, if you want to center attention on one point at a time. Exhibit equipment and supplies needed to do the thing you are talking about. Exhibit models and pictures on the subject.

**Clinch your talk-** Stay within the time limit. Summarize your subject by restating its main idea or problem, its importance, and the major points you have made. Give your listeners a chance to ask questions, usually before or after the summary, instead of interrupting the talk.

## Teaching a Skill

“The two conditions of teaching are: (1) That none can teach more than he knows; (2) That none can teach faster than the scholar can learn.”- Ralph Waldo Emerson

There are five basic steps in teaching a Scouting skill.



**Preparation-** The first step in teaching a skill is to obtain the essential equipment and supplies in sufficient quantity so the skill can be demonstrated, taught, and practiced. For demonstration and teaching purposes, simulated or makeshift equipment is never adequate.

**Explanation-** The explanation serves two purposes: (1) To introduce the subject by giving some background about its application and usefulness, (2) To describe the subject in detail technical enough to be complete but not confusing.

The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

**Demonstration-** This is the showing process. It is the first step in actual teaching. The demonstration should be done so well and simply that the student will have confidence in his own ability to achieve success. Demonstration of a

skill is not the opportunity for the teacher to show off his proficiency but should be used primarily to show the steps in acquiring the skill.

**Practice-** Hearing and seeing aren't enough. The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of an instructor. The coach and pupil method works well at this point. Nothing can beat the “learn by doing” method.

**Teaching-** We often learn best those things which we teach others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others. Occasionally, a summary of review and examination are desirable. The extent to which they are used depends on the type of skill and how well the student has learned.

## Giving a Demonstration

There is a difference between just using a skill and demonstrating it so others can learn. A few suggestions are outlined here.

### Prepare for the demonstration-

Plan it to appear as natural as possible, even if you can't perform the skill as exactly as you would in use.

Collect and prepare the needed equipment.

Size up your audience to determine their present knowledge of the skill and how much detail you ought to give them.

Think through and possibly make notes on the comments needed to explain the action.

Practice the demonstration from beginning to end until you can do it smoothly.

For a long demonstration, write down an outline of the steps.

### Give the Demonstration-

Briefly tell your audience the major points to watch for.

Adjust your speed to the difficulty in learning the various steps and go slower at the start of the demonstration than toward the end.

Watch for listener's reactions, and fit the amount of detail and pace of action to them.

If necessary, repeat difficult or important steps. Always demonstrate the right way both before and after the wrong way.

### **Summarize the Demonstration-**

Briefly review the important steps in order. Use a visual aid.

Give your audience a chance to ask questions, or better, a chance to practice while you coach.

## **Coaching in a Skill**



The following are points to keep in mind while coaching a Scout in a skill:

Be able to perform the skill yourself.

Review your own experience in learning it, and work out a series of steps for teaching it.

Keep the coaching on a personal basis by working with small groups of learners. Get additional coaches, if necessary, to keep the groups small.

Size up those you are coaching, both as abilities and personality traits that affect their power to learn this particular skill.

If a learner has acquired little or none of the skill through reading, discussion, or some other method, go slowly, especially at the start.

***Insist on accuracy!***

Don't interfere with the learner trying to do it on his own. Don't interrupt his efforts unless he bogs down or goes off on the wrong track.

Let him make mistakes if they will impress on him the right way, but definitely point out mistakes.

Never make corrections sarcastically or for the entertainment of onlookers.

Encourage the learner by remarks on his progress, pointing out the completion of each step and the steps he has done well.

Urge him to practice and perhaps coach someone else when he has mastered the skill.

## **Campfires**

Campfires serve as unifying influences, spirit builders and provide great fun. Scouts always remember good campfires. Keep the following in mind when you are called upon to lead or assist:

Let your songs and skits "follow the campfire."

Loud songs and lively skits should get it going while quiet songs and meditations are best to close. The program moves briskly. Avoid lulls. Remember that inattention is a problem only when Scouts have lost interest. Each participant should know his spot in the program and "Be Prepared."

Speak up. Be heard. Talk to the back row. Be seen. Stand in the light.

Don't use skits that will embarrass a Scout or leader. Avoid skits which exploit a boy because of his size or through the use of inappropriate costuming. Avoid ghost stories and long speeches. Remember that most "water skits" are all wet. Keep the campfire from running too long; leave them wanting more. Have fun and don't be afraid of making a fool or yourself. Let the precepts of the Scout Oath and Law guide you.

Don't lose your cool. Have a "Plan B" ready when things go wrong. Have extra firewood and tinder nearby.

Be sure your audience knows what you want them to do in songs and action skits.

The Campfire Program Planner is a great help. Have your plan written.

Close the campfire with dignity, i.e. Taps, Scouts Vespers, Scoutmasters Minute, and Benediction.

In summation...Keep it bright. Keep it moving. Keep it happy.

And last but not least...Be sure the fire is DEAD OUT.

## Hints on Leading a Song

An audience expects six things from a good song leader:

**The name of the song.** Announce each song clearly and name tune if it is not an original song.

**The pitch or key.** Sing a few notes to give the pitch. Be sure the whole group has it- - if you're too high or too low, stop and start over.

**The tempo - beating time.** Start everyone at the same time, "let's go"; or clap hands; or stamp with the foot and start the next beat. Use simple motions- - an up and down, pump-handle motion will get you started. Don't try to imitate a symphony orchestra conductor.

**Information about the song.** The words-the tune. Be sure your whole group knows the song, if they don't- - teach them. Songbooks are valuable in learning songs, and you may use a chart.

**Pep-enthusiasm.** Don't insist on volume, at least at the start. Tell the crowd that it's singing you want, not noise or volume. If it doesn't go so well, then no one will know the difference. If it looks promising, say, "that was great for practice- - now let's sing!"

**Leadership-control.** Plan your selections carefully- - Choose songs that fit the crowd and the occasion. Beware of songs that might offend. Don't ask what they want to sing- tell them!

Formal leadership is not always necessary. Sing in natural groupings- - someone starts the song, and everyone just sings. Old favorites can be used effectively in this type of singing.

The occasion will dictate the procedure and methods to be followed in conducting group singing. Ordinarily, the first song on a program

should be a well known song. The crowd can't go wrong and the success of this first song will establish the success of the leader. If the group is used to singing together, there is little necessity for an "ice breaker."

Use old, familiar songs with new groups. Men usually prefer good harmony. Boys like action songs. Substituting motions for words will help the leader establish control. Don't try difficult, hard- to- learn tunes except when the conditions are right.

## KNOW THE SONGS YOU ARE LEADING!

