



Twin Rivers Council

ROUNDTABLE REFERENCES



April 2007





Ceremony Idea

The 12 “Bees” of Scouting

Materials: Beehive (homemade); 12 large bees, each with the script written on the back and the core value on the front. As each boy speaks his part, he places his bee on the hive with the core value facing the audience.

- CUB SCOUT 1: Bee a *good citizen* and obey the law.
- CUB SCOUT 2: Bee *compassionate* and concerned for all.
- CUB SCOUT 3: Bee *cooperative* and work as a team.
- CUB SCOUT 4: Bee *courageous*; do what’s right.
- CUB SCOUT 5: Bee *faithful* and trust in God.
- CUB SCOUT 6: Bee *healthy and fit*; take care of yourself.
- CUB SCOUT 7: Bee *honest* and don’t lie or steal.
- CUB SCOUT 8: Bee *persistent* and stick to your job with zeal.
- CUB SCOUT 9: Bee *positive* and look for the good in all things.
- CUB SCOUT 10: Bee *resourceful*; learn how to work with people and things.
- CUB SCOUT 11: Bee *respectful*; everyone is of worth.
- CUB SCOUT 12: Bee *responsible*; do your duty on Earth.

Song Idea

Picnic Basket



Tune: "When the Saints Go Marching In"

Oh, when the ants go marching by.
Oh, when the ants go marching by.
You'd better guard your picnic basket.
Before they take your piece of pie.

And when they take your piece of pie,
You will turn to mom and cry:
"Oh, I should have watched my picnic basket
So the ants wouldn't take my pie!"

And so you see, little guy.
You need to guard your basket, here's why:
So when the ants come marching by,
They can't take your piece of pie!

Game Idea Inchworm Race



Four teams: On signal, the first boy mimics the movement of an inchworm by bending over and putting his hands and feet on the ground. He “walks” his feet as far as they can go, then “walks” his hands forward, then his feet, then hands, and so on. When he reaches the finish line, the next boy goes.

Story Idea

The Ant and the Grasshopper



“An old story tells of a grasshopper that made fun of the ants who were busily storing food in their anthill. The grasshopper thought they should spend their time having fun, like him. But when the winter came, the grasshopper starved while the ants had plenty to eat and time to play. We need to remember that there are times to work and times to play. Remember: “The Cub Scout follows Akela.” When your parents, teachers or leaders tell you it is time to work, be like the ants and get your work done so you’ll have time to play.

Teaching Idea

Outdoor Fire Safety Rules



1. Follow all rules of your campsite.
2. Clear all burnable materials from your 10-foot fire circle. Don't build the fire under overhanging branches of trees or shrubs or near roots of trees.
3. Never leave your fire unattended.
4. Have a pot or bucket of water nearby in case sparks start a fire away from the fire circle.
5. When you are finished cooking, make sure the fire is DEAD OUT. Spread the coals and ashes and sprinkle them with water. Stir and sprinkle until the site is cold. Feel it with your hand to make sure.

Activity Idea

Name the Fire Lay



Materials: Tinder, kindling, fuel wood.

Set up three types of fire lays—tepee, lean-to, and fire-stick. Ask the boys to identify the three types. After they have properly identified the fire lay, ask them to build their own, explaining the process as they build.

Activity Idea

Campfires



A safe fire is one on which nothing will burn except the fuel you feed your fire. It's a spot from which flames cannot spread. Parks and Scout camps may have large metal rings, grills, or stone fireplaces. Use these existing sites whenever you can.

Otherwise, select a spot on gravel, sand, or bare soil well away from trees, brush, dry grasses, and anything else that might burn. Look overhead for branches that sparks could ignite. Stay clear of boulders that may be blackened by smoke, or large tree roots that might be harmed by too much heat.

Clean the fire site down to bare soil, then remove all burnable material from the ground around it. Rake away pine needles, leaves, twigs and anything else that might burn. Save the ground cover so you can put it back when you are done with your fire. Keep a pot of water close by to douse the flames should they begin to spread.

Bare Ground Fire Site

When the ground is bare, haul enough mineral soil to the center of the cleared circle to make an earthen pad about two feet square and three inches thick. Kindle the fire on top of the pad, and the mineral soil will protect the ground from the heat. After you have properly extinguished the blaze and disposed of any unburned wood, crush the remaining ashes, mix them with the mineral soil, and return it to the sites from which you borrowed it.

Gather Tinder, Kindling, and Fuel wood

Patience is the key ingredient for successfully building a fire. You will also need tinder, kindling, and fuel.



Tinder

Tinder catches fire easily and burns fast. Dry pine needles, grasses, shredded bark, and the fluff from some seed pods all make good tinder. So do wood shavings cut with a pocketknife from a dead stick. Gather enough tinder to fill your hat once.



Kindling

Dead twigs that are no thicker than a pencil are called kindling. Find enough to fill your hat twice.

Activity Idea

Campfires

(*continued*)



Fuel

Fuel wood can be as thin as your finger or as thick as your wrist. Use sticks you find on the ground and gather them from a wide area rather than removing all the downed wood from one spot.

Fuzz Sticks

Fuzz sticks can help get a fire going. Cut shavings into each stick, but leave them attached. Prop the fuzz sticks upright in among the kindling.

Fireplaces

A fireplace holds your cook pots above the flames and allows air to reach the fire.

Three-point Fireplace

For a single pot or pan, stick three metal tent stakes into the embers.

Wet-Weather Fire Tips

- Before the rain begins, gather tinder and kindling for several fires and store it under your dining fly.
- Keep a supply of dry tinder in a plastic bag.
- Split your wet sticks and logs with an ax. The wood inside should be dry.
- Keep matches safe from dampness by carrying them in a plastic container with a tight lid.
- A butane lighter will give you flame in even the wettest weather. Store it away from heat.

Different Fire Lays

Teepee Fire Lay. Place a handful of tinder on the middle of the ring. On the tinder place your kindling to form a small teepee. Your fuel should be placed in such a way that the top of the fuel touches the top of the other fuels. The fuel should be arranged around the kindling. Leave an opening on one side of the teepee to serve as the opening to light your fire.

Lean-To Fire Lay. A handful of tinder will do. Place kindling on top of the tinder. Have a thick wood or big stone and place it on the far side of the tinder and kindling (not too far) parallel to the wind direction. Lean your intended fuel on to the thick wood or big stone, over your kindling and tinder. Start your fire from the side of the fire lay.

Activity Idea

Campfires

(continued)



Crisscross Fire Lay. Place two thick woods parallel to each other (as parallel as possible). The position of the two woods should be parallel to the wind direction. Between the two woods place in the handful of tinder and place the kindling on top of it. Lay in your first set of fuel parallel to each other but perpendicular to the two thick woods you placed in earlier. The second set of fuel should be placed in the same manner but parallel to the two thick woods. Alternate the manner of laying for succeeding sets of fuel.

Council Campfire Fire Lay. As the name implies, this type of fire lay is used in Scouting campfire ceremonies. It is basically a combination of two types of fire lays, the teepee and the crisscross. Tinder and kindling are placed inside the teepee which is on top of the crisscross. Lighting of the fire is done on the teepee and not on the crisscross.

Putting out a Campfire

Extinguish every fire when you no longer need it. Make sure it is cold out—cold enough so that you can run your hands through the ashes. Pour water on the embers. Stir the wet ashes with a stick and wet them again. Repeat until you can touch every part of the fire site with your bare hands.

Cleaning a Fire Site

Clean a permanent fire site by picking out any bits of paper, foil, and unburned food. Pack them home with the rest of your trash. If you made a new fire site, erase all evidence it was ever there. Scatter any rocks, turning their blackened sides toward the ground. Spread cold ashes over a wide area and toss away extra firewood. Replace any ground cover. When you're finished, the site should look just as it did when you found it.

Activity Idea

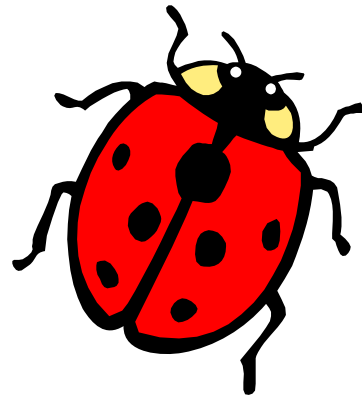
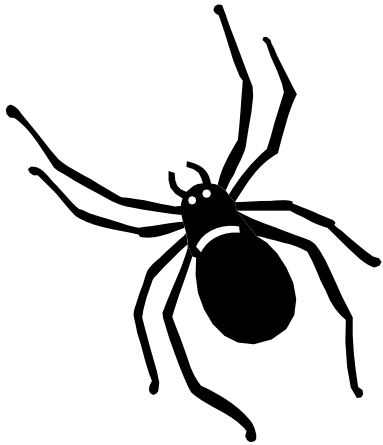
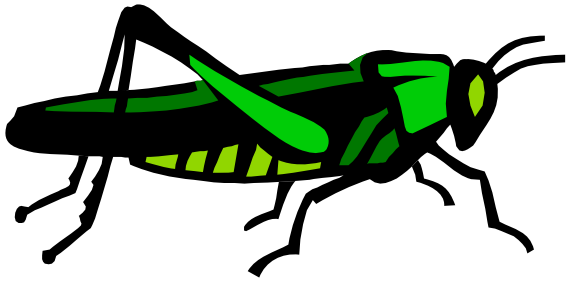
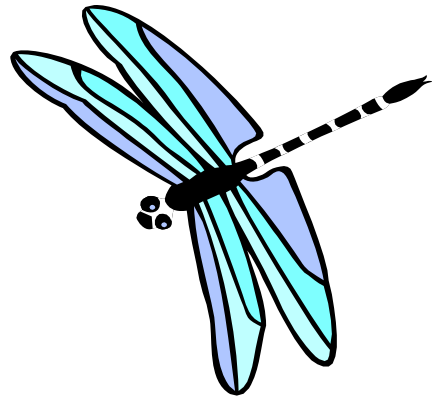
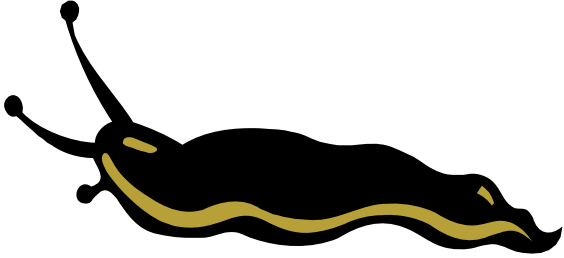
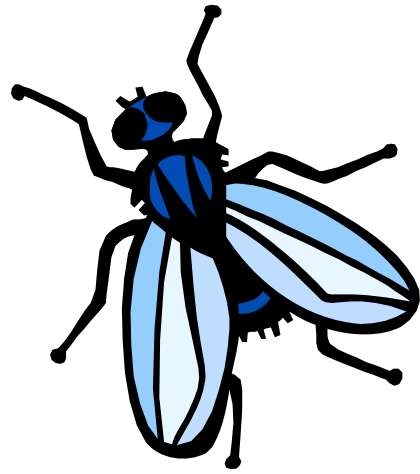
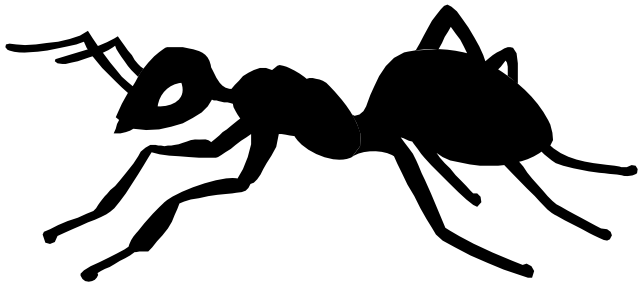
Buggy T-Shirts



Materials:

White T-shirt, pencils, cardboard to make stencil, cardboard to insert inside shirt when painting, fabric paint, scissors, sponges, masking tape, sample pictures of insects.

- Decide which insect to paint on your shirt.
- Draw its outline on cardboard and cut it out to make a stencil.
- Position the stencil on the shirt and tape in place to prevent the paint from smearing.
- Place another piece of cardboard inside the shirt, beneath the stencil. Decide which colors to paint the insect, dip a sponge lightly into the paint, and pat gently onto the shirt.
- Leave the inside cardboard and the stencil in place until the paint dries.



Activity Idea

Hug-A-Tree & Survive



HUG-A-TREE & SURVIVE is a Search and Rescue Program. It is aimed at children from kindergarten to grade six (although it has also saved a four-year old who overheard the presentation), and has as its purpose the goal of teaching them:

- How not to become lost in the Woods.
- What to do if they do become lost.
- How not to come to harm.
- How they can help searchers find them.

The *HUG-A-TREE and SURVIVE!* Program originated in San Diego, California, following the tragic death of a nine-year-old boy who had become lost. Founders Ab Taylor and Thomas R. Jacobs developed the program to teach children how to keep from getting lost, what to do if they did become lost, how to stay warm and dry, and how they can help searchers to find them. You are encouraged to discuss the program and ideas with your children. We hope your children will never become lost. But if they do, this knowledge can help your child remember the information that will make the search both short and successful! The main feature of this program is impressing upon the children that they can help by looking after themselves and by assisting the searchers. The Principles of the Program are:

- **ALWAYS TELL SOMEONE WHERE YOU ARE GOING** so that the searchers will know where to begin their search.

Activity Idea

Hug-A-Tree & Survive

(continued)



- **ALWAYS CARRY A GARBAGE BAG AND WHISTLE** on a picnic, hike or camping trip. If lost, make a hole in the bag for your face and put it over your head. It will keep you dry and warm. A bright colored bag (orange) is preferable. The noise from a whistle will carry further than your voice and require less energy.
- **ADMIT TO YOURSELF WHEN YOU BECOME LOST.** It can happen to anyone, even adults. When you become lost, admit it, and take actions to be comfortable and maintain a positive outlook until the searchers arrive. Use your head. It is your best survival tool.
- **HUG A TREE** once you know that you are lost. Choose one near the edge of a clear space if you can. One of the greatest fears a person of any age can have being alone. Hugging a tree, sitting by a tree (and even talking to it), will calm you down and prevent panic. By staying in one place, with your tree, you will be found far more quickly, and won't be injured trying to find your own way out.
- **BUILD A NEST** of leaves and twigs to sit on it next to your tree if the ground is damp.
- **YOUR PARENTS WON'T BE ANGRY WITH YOU.** Time and time again, children have avoided searchers because they were ashamed of getting lost, and afraid they would be punished. Sometimes they are afraid of the searchers because they have been told not to talk to strangers. Please assure your children that both you and the searchers will be happy to find them. If children know a happy reunion filled with love is waiting, they will be less frightened, prone to panic and will want to be found.

Activity Idea

Hug-A-Tree & Survive

(continued)



- **HELP THE SEARCHERS FIND YOU.** Listen for their yells and whistles, and blow your whistle. Children need to know that searchers are friends and volunteers who do it because they care and want to return them to their parents, safe and sound. Children need to know that searchers are not strangers who want to hurt them. They also need to understand that if they stay in one spot it's easier for searchers to find them.
- **MAKE YOURSELF BIG.** From helicopters, people are hard to see when they are standing up, when they in a group of trees, or wearing dark clothing the same color as the ground or trees. If you have found a tree near a little clearing, and if you have rested, you could also make a cross, or spell out your initials, or make an arrow pointing to your tree – use rocks, pieces of plants, or your foot in the dirt. Remember to blow your whistle when you hear searchers.
- **THERE ARE NO ANIMALS OUT THERE THAT WANT TO HURT YOU.** If you hear a noise at night, blow your whistle. Don't yell—it will make you tired and you might lose your voice—and a whistle can be heard a lot farther away. If an animal hears the whistle it will run away. If a searcher hears the whistle, they will know it is a person. Fears of the dark and of “lions and tigers and bears” are a big factor in panicking children into running. In fact, it is when they are running that they would be seen as prey by an animal. They need strong reassurance to stay put and be safe.

Activity Idea

Hug-A-Tree & Survive

(continued)



There are things that parents can do as well.

- 1. TRY TO KEEP YOUR CHILD FROM GETTING LOST** in the first place. Children are easily distracted off the trail, so teach them to stay on the trail. Never let your children walk trails alone. Teach them to pick out a high landmark such as a big hill, and not the direction of the sun.
- 2. MAKE A CAST OF THEIR SHOE** – it takes less than five minutes and could cut down the search time by hours when searchers need to distinguish your child's prints from lots of others. Place a piece of aluminum foil on a soft surface such as carpeting or a folded towel. Have the child step on the foil wearing the shoes they will wear camping, hiking or walking. Make sure the pattern of the bottom of the shoe is there, then label the print with your child's name and take it along on any outdoor activity. Show this print to searchers right away.
- 3. CALL THE POLICE QUICKLY** if your child may be lost. The search area expands quickly when a child is moving, so a quick response is critical. A slow response can be dangerous, especially if bad weather wipes out the track. Exposure and hypothermia are also very dangerous, and can happen quickly, especially at night or in cold weather.
- 4. BE AVAILABLE FOR INTERVIEWING.** Clues which lead to finding the child in good health usually come from family and friends who remain on the scene and talk openly and accurately with the search team. Any personal information will be kept confidential.

*This program is dedicated to the memory of Jimmy Beveridge,
who didn't make it home.*

Game Idea Word Search



L A C E W I N G T R O A C H C
O T I U Q S O M E A L Y B U G
C K A T Y D I D K S E E U C R
U C R E G G I H C S D L R A A
S I E T I P E G I A E L G T S
T T N T S L E N R S P O R E S
M A N T I S B A C S I W E R H
M F S V G M O T H I T J B P O
R L E T E N R O H N N A B I P
O E V H I B E E T L E C O L P
W A L K I N G S T I C K D L E
K R O A I H K B M I T E T A R
L W U P S A W B F J K T R R A
I I S C A L E L U A P H I D R
S G E L A D Y B U G U B D E B

Find the following words in the Word Search

ANT
FLY
MOSQUITO
APHID
GNAT
MOTH
ASSASSIN
GRASSHOPPER
ROACH
BEDBUG
GRUB
SCALE
BEE

HORNET
SILKWORM
BEETLE
KATYDID
SPIDER
CATERPILLAR
LACEWING
STINK BUG
CENTIPEDE
LADY BUG
TERMITE
CHIGGER
LOCUST

TICK
CRICKET
LOUSE
WALKING STICK
DIRT DOBBER
MANTIS
WASP
EARWIG
MEALY BUG
WEEVIL
FLEA
MITE
YELLOW JACKET



The Outdoor Code



As an American, I will do my best to—

Be clean in my outdoor manners: I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods and roadways.

Be careful with fire: I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring or remove all evidence of my fire.

Be considerate in the outdoors: I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

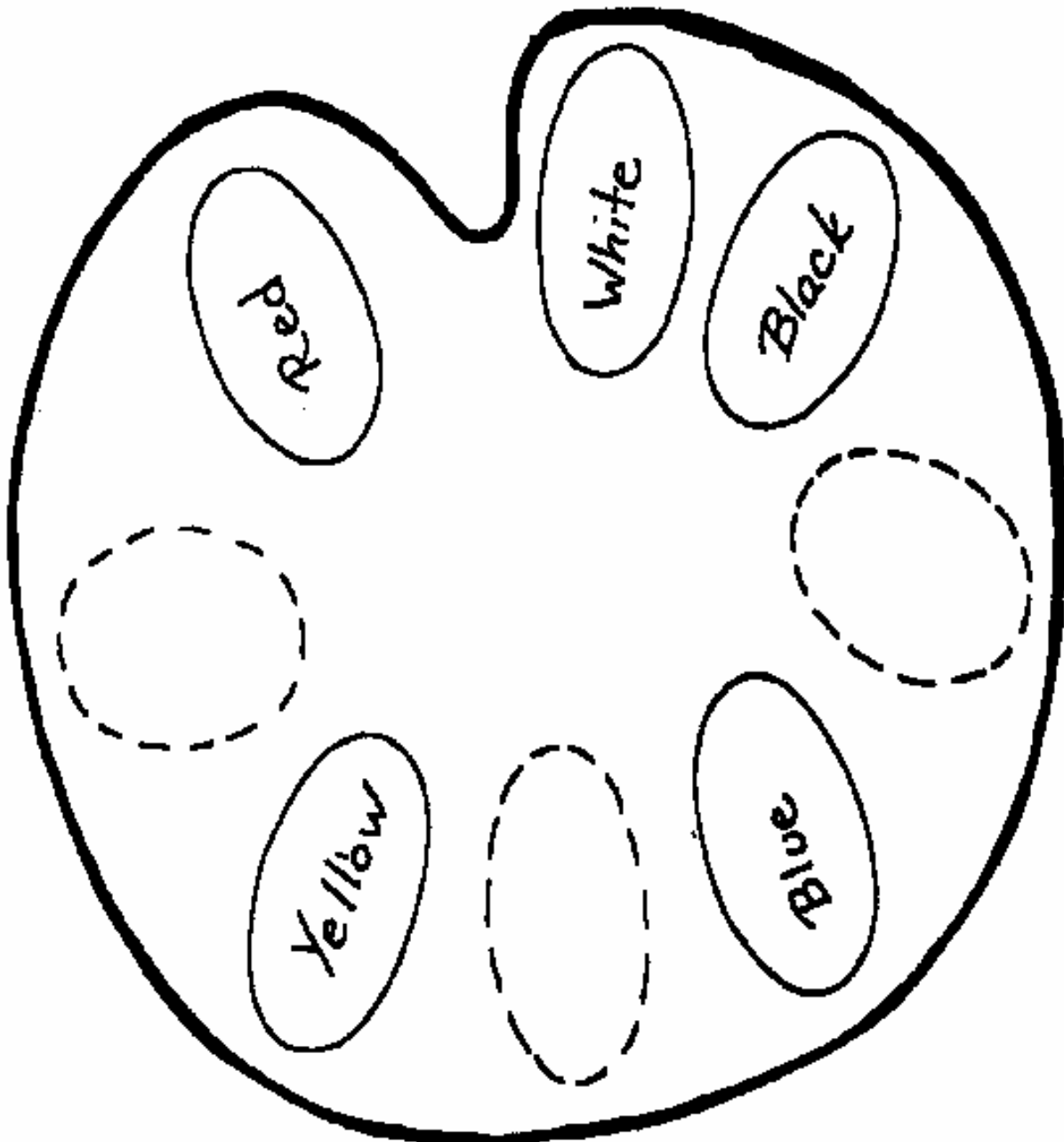
Be conservative-minded: I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife and energy. I will urge others to do the same.

The Scouting way is to leave no trace of your presence in the outdoors. Always take good care of nature.

Activity Idea Color Palette



Have the boys make full size palettes (about 11 inches high) like this on cardstock and have the boys use finger paints or acrylic paints to fill in primary colors (red, blue and yellow). Then, have them mix those colors to get the secondary colors in dotted lines. By adding white or black to each color, a lighter or darker shade will result. You could also let the boys decorate cookies and use frosting to create colors.





National Youth Leadership Training

National Youth Leadership Training is an exciting, action-packed program designed for councils to provide youth members with leadership skills and experience they can use in their home troops and in other situations demanding leadership of self and others.

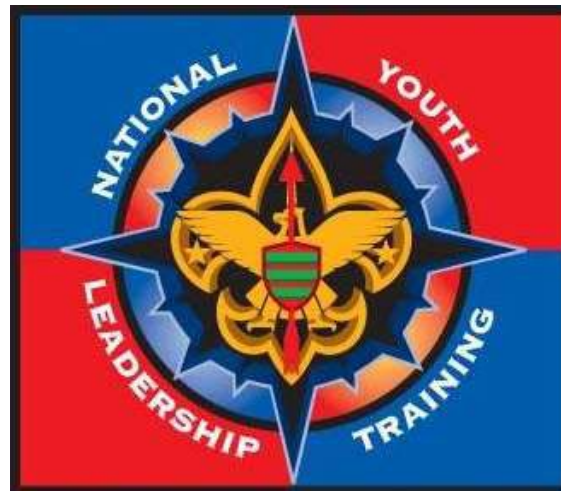
For many years, junior leader training (JLT) was an important part of the leadership training continuum of BSA local councils throughout America. In 2003 and 2004, a task force of leadership experts and hundreds of Scouts in pilot courses across the nation reviewed and tested every aspect of the new NYLT syllabus, which incorporates the latest leadership ideas and presents fresh, vital and meaningful training for today's Scouts.

The NYLT course centers around the concepts of what a leader must BE, what he must KNOW, and what he must DO. The key elements are then taught with a clear focus on HOW TO. The skills come alive during the week as the patrol goes on a Quest for the Meaning of Leadership.

NYLT is a six-day course. Content is delivered in a troop and patrol outdoor setting with an emphasis on immediate application of learning in a fun environment. Interconnecting concepts and work processes are introduced early, built upon, and aided by the use of memory aids, which allows participants to understand and employ the leadership skills much faster.

Built on the legacy of past JLT successes, the new NYLT integrates the best of modern leadership theory with the traditional strengths of the Scouting experience. Through activities, presentations, challenges, discussions, and audio-visual support, NYLT participants will be engaged in a unified approach to leadership that will give them the skill and confidence to lead well. Through a wide range of activities, games, and adventures, participants will work and play together as they put into action the best Scouting has to offer.

Twin Rivers Council



Twin Rivers Council premiere leadership development course for experienced Scouts who are nominated by their Scoutmaster for their potential as a future troop leader.

Sunday, June 24th to Saturday, June 30th 2007
Rotary Scout Reservation

The **National Youth Leader Training Conference (NYLTC)** is a leadership-training program for boy leaders developed by the Boy Scouts of America. The six-day course schedule parallels the program month of a troop. Three model troop meetings, a patrol leaders' council meeting in the round followed by daily PLC operating sessions, an instructional campfire, and troop operation using the patrol method are coupled with *Explanation, Demonstration, and Guided practice* to create an *Enabled*, productive troop program. Throughout the week, a staff of volunteer Scouts and Scouters from the Twin Rivers Council delivers the program in an adult-led, boy run troop model. **NYLTC is not another summer camp, but an intense, challenging, leadership experience.**

The purpose of NYLT is to support the Scout's troop program. The course will **give participants the confidence and knowledge to run the troop program.**

To be eligible to attend a Scout must **be 14, Have the approval of his Scoutmaster, be a First Class Scout and currently hold or have the potential to hold a leadership position in the troop.**

The cost for NYLT is \$180.00 for the week if Paid in Full before May 1, 2007*
(\$200 after May 1)*

- \$100.00 transferable but **non-refundable** deposit.
- Many troops provide their participants a full or partial scholarship to attend. They feel the investment into a Scout's leadership skills is an investment into improving their troop's program.

To register, contact Nancy Hartstein nharste@bsamail.org 69-6436 X 39 at the Council Office. For more information, please contact Bill Mc Donald at 767-9036 or e-mail wmc dona2@nycap.rr.com.

Twin Rivers Council

Den Chief Training



A fun-filled and informative training session that will prepare YOU to Lead the Way into Scouting as a Den Chief. Learn how to work with Pack leaders and their dens to develop skills that motivate young Scouts to Do Their Best, and to help prepare Webelos Scouts for Boy Scouting.

Our experienced staff of Den Chiefs and adult leaders will get you started and show how YOU can demonstrate leadership within your Troop and encourage Cubs to continue on the Scouting Trail.

For more information on den chief training, contact:

Steve Kopecky 674-4150 training@fortorangedistrictbsa.net

Penny Landgraf 456-7614 p_landgraf@yahoo.com



COMMUNICATIONS

Merit Badge Requirements

1) Do ONE of the following:

A) For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to your teachers or the radio, watching television, reading books, and other print media, and communication online. Discuss with your counselor what your log reveals about the importance of communication in your life. Think of ways to improve your communications skills.

B) For three days, keep a journal of your listening experiences. Identify one example of each of the following, and discuss with your counselor when you have listened to:

- 1) Obtain information
- 2) A persuasive argument
- 3) Appreciate or enjoy something
- 4) Understand someone's feelings

C) In a small-group setting, meet with other scouts or with friends. Have them share personal stories about significant events in their lives that affected them in some way. Take note of how each scout participates in the group discussion and how effective each one is in telling his story. Report what you have learned to your counselor about the differences you observed in effective communication.

D) List as many ways you can think of to communicate with others (face-to-face, by telephone, letter, e-mail, fax). For each type of communication discuss with your counselor an instance when that method might not be appropriate or effective.

2) Do ONE of the following:

A) Think of a creative way to describe yourself, using, for example, a collage, short story or autobiography, drawing or series of photographs, or a song or skit. Using the aid you created, make a presentation to your counselor about yourself.

B) Choose a concept, product, or service in which you have great confidence. Build a sales plan based on its good points. Try to persuade the counselor to agree with, use, or buy your concept, product or service. After your sales talk, discuss with your counselor how persuasive you were.

3) Write a five-minute speech. Give it at a meeting of a group.

4) Interview someone you know fairly well, like, or respect because of his or her position, talent, career or life experiences. Listen actively to learn as much as you can about the person. Then prepare and deliver to your counselor an introduction of the person as though this person were to be a guest speaker, and include reasons why the audience would want to hear this person speak. Show how you would call to invite this person to speak.

5) Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Present an objective report that includes all points of view that were expressed, and share this with your counselor.

6) With your counselor's approval, develop a plan to teach a skill or inform someone about something. Prepare teaching aids for your plan. Carry out your plan. With your counselor, determine whether the person has learned what you intended.

7) Do ONE of the following:

A) Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email or regular mail.

B) Create a web page for your scout troop, school, or other organization. Include at least one article and one photograph or illustration, and one link to some other web page that would be helpful to someone who visits the web page you have created. It is not necessary to post your web page to the internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

C) Use desktop publishing to produce a newsletter, brochure, flier or other printed material for your scout troop, class at school, or other group. Include at least one article and one photograph or illustration.

Requirements continued on next page

Scout Name: _____ Unit #: _____ Date: _____

8) Plan a troop court of honor or campfire program. Have the patrol leaders' council approve it, then write the script and prepare the program. Serve as master of ceremonies.

9) Learn about opportunities in the field of communication. Choose on career in which you are interested and discuss with your counselor the major responsibilities of that position and the qualifications, education, and preparation it requires.

Requirement 1

You have been given four options for this requirement. Select and complete one of them.

If you selected **Option A**:

For one day, keep a log in which you describe your communication activities. Keep track of the time and different ways you spend communicating, such as talking person-to-person, listening to your teachers or the radio, watching television, reading books, and other print media, and communication online. Attach your log to this worksheet.

___ Discuss with your counselor what your log reveals about the importance of communication in your life. Have your counselor initial this requirement after your discussion.

In what ways can you improve your communications skills? _____

If you selected **Option B**:

For three days, keep a journal of your listening experiences. Attach your journal to this worksheet.

Identify one example of listening to obtain information: _____

Tell when you have listened to obtain information: _____

Identify one example of listening to a persuasive argument: _____

Tell when you have listened to a persuasive argument: _____

Identify one example of listening to appreciate or enjoy something: _____

Tell when you have listened to appreciate or enjoy something: _____

If you selected **Option C**:

Scout Name: _____ Unit #: _____ Date: _____

List as many ways as you can think of to communicate with others (face-to-face, phone, fax, letter, email). For each type of communication that you listed, discuss with your counselor an instance when that method might not be appropriate or effective.

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Type of Communication: _____

When might this method not be appropriate or effective? _____

Requirement 2

You have been given four options for this requirement. Select and complete one of them.

Requirements Last Revised: 1/1/04

Scout Name: _____ Unit #: _____ Date: _____

The teaching aids that I created and made were: _____

Along with your counselor check to see if the person has learned what you intended for them to learn.

Did the person learn? Yes No

How can you tell? _____

Requirement 7

You have been given three options for this requirement. Select and complete one of them.

If you selected *Option A*:

Write to the editor of a magazine or your local newspaper to express your opinion or share information on any subject you choose. Send your message by fax, email or regular mail.

To whom did you write your letter? _____

What was the subject you wrote them about? _____

How did you send your letter? FAX Email Standard Mail

___ Attach a copy of your letter to this document to show your counselor.

If you selected *Option B*:

Create a web page for your scout troop, school, or other organization. Include at least one article and one photograph or illustration, and one link to some other web page that would be helpful to someone who visits the web page you have created.

What is the address of your web page that you created? _____

Did you include all of the required information on your web page? _____

Scout Name: _____ Unit #: _____ Date: _____

What other web page did you link to on your web page? _____

Give a short description or summary of your web page. Tell what your objective was when you created the page: _____

___ Print off a copy of your web page and attach it to this worksheet. Show it to your counselor.

* It is not necessary to post your web page to the internet, but if you decide to do so, you must first share it with your parents and counselor and get their permission.

Do you plan on posting your webpage to the internet? If yes, have your parents and counselor give their permission by signing below

Parents Signature

Counselor Signature

If you selected **Option C**:

Use desktop publishing to produce a newsletter, brochure, flier, or other printed material for your scout troop, class at school, or other group. Include at least one article and one photograph or illustration.

What did you choose to create? _____

Give a short description or summary of your publication. Tell what your objective was when you created it: _____

___ Attach a copy of your final document to this document to show your counselor your work.

Requirement 8

Plan a troop court of honor or campfire program. Use the area below to sketch out your plan:

Circle the item you are planning: Court of Honor Campfire Program

Scout Name: _____ Unit #: _____ Date: _____

Choose one career in which you are interested in: _____

What are the major responsibilities of that position? _____

What are the qualifications and education for that position? _____

What kind of preparation will this position require? _____
