

Agenda and Notes: Roadrunner District Roundtable

Meeting purpose To provide leaders with program ideas; information on policy and events; and training opportunities through a forum for sharing experiences and enjoying fun and fellowship with other Scout leaders.

Meeting date, time, and place Date: Thursday, October 5, 2017
 Time: 7:30 pm to 9:00 pm
 Place: The Church of Jesus Christ of Latter Day Saints
 4401 NE Loop 820, North Richland Hills, TX 76180
 (817) 284-0559

Pre-Opening The table below identifies the activities, responsible leaders, and allotted time.

Begin	Time Allotted	Activity	Person Responsible
6:00 pm	30 minutes	Setup: May include setup details such as: <ul style="list-style-type: none"> • Unlocking and locking up facility • Setting up tables and chairs • Secure American flag • Projector and screen for Live YPT 	Tom Rogers Dave Thilges
6:30 pm	90 minutes	<ul style="list-style-type: none"> • 2017 Swap Shop • Re-Charter Training 	Denice Taylor Dave Hammond
7:00 pm	30 minutes	<ul style="list-style-type: none"> • Registration/Sign-In • Pumpkin Ring Toss 	Alex

General Session This is the main part of the Roundtable in which all levels of the scouting program participate.

Time	Time Allotted	Activity	Person Responsible
7:30 pm	1 minute	Welcome and Introduction	Alex
7:31 pm	3 minute	Opening Ceremony	Order of the Arrow
7:34 pm	1 minute	Opening Prayer	Alex
7:35 pm	10 minutes	Announcements	Alex
7:45 pm	10 minutes	Big Rock Topic: Chartered Organizations: Who Own Your Unit	Alex
7:55 pm	5 minutes	Travel to Breakout Sessions/Training	All

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Agenda and Notes: Roadrunner District Roundtable, Continued

Cub Scout Pack Leader Session This is the time that activities are directed to the specific scouting programs.

Time	Time Allotted	Activity	Person Responsible
8:00 pm	45 minutes	How to Organize a Family Campout	RTC
8:45 pm	5 minutes	Q&A	RTC
8:50 pm	1 minute	Closing/Commissioner's Minute	RTC
8:51 pm	9 minutes	After the meeting fellowship and/or cleanup	All
9:00 pm		End meeting	

Boy Scout Troop Session This is the time that activities are directed to the specific scouting programs.

Time	Time Allotted	Activity	Person Responsible
8:00 pm	10 minutes	Ceremony/Skit/Song/Game SPL Involvement	ARTC
8:10 pm	10 minutes	Tips for Meetings: Outdoor Meetings	ARTC
8:20 pm	15 minutes	Interest Topic: Exploring Explosion	ARTC
8:35 pm	15 minutes	Program Feature: Nature & Environment	ARTC
8:50 pm	5 minutes	Q&A	All
8:55 pm	3 minute	Closing/Commissioner's Minute: "Trick or Treat"	ARTC
9:00 pm		End meeting	

Big Rock Topic: Chartered Organizations – Who Owns Your Unit

What is a Chartered Organization and COR?

- Start by asking if any unit can identify their chartered organization.
 - Ask if anyone knows who their unit’s chartered organization representative (COR) is.
 - Ask if any unit can mention a service project or activity they performed for their chartered organization.
 - Point out that a chartered organization is much more than someone who signs paperwork each year and provides a place for the unit to meet.
 - Chartered organizations sign up to use Scouting as an outreach program for youth in the communities where they are located.
 - The chartered organization has selected Scouting as a key part of how it achieves its purposes and mission in the local community.
 - The chartered organization may be a church, civic group, school, or other such organization that works in conjunction with the BSA to provide an outreach program for youth.
 - The chartered organization is effectively a “franchisee” or “owner-operator” of the Scouting program.
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Responsibilities of the CO

- By receiving a charter from the Boy Scouts of America, the chartered organization agrees to do several things:
- Conduct Scouting in accordance with its own policies and guidelines as well as those of the BSA.
 - Include Scouting as part of its overall program for youth and families.
 - Appoint a chartered organization representative (COR) who is a member of the organization and will represent it to Scouting as a voting member of the district and council.
 - Select a unit committee of parents and members of the organization who will screen and select unit leaders who meet the organization’s leadership standards as well as the BSA’s standards.
 - Provide adequate and secure facilities for Scouting units to meet on a regular schedule with time and place reserved.
 - Encourage the units to participate in outdoor experiences.
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Big Rock Topic: Chartered Organizations – Who Owns Your Unit,

Continued

Building Relationships

- Building this relationship can be a richly rewarding opportunity for both the chartered organization and the Scouting unit, but it requires effort by both parties.
 - The unit encourages greater support from its chartered organization.
 - The unit can show its appreciation of the chartered organization's generous support through service and other events important to the chartered organization.
 - Begin by working closely with your chartered organization representative.
 - Every BSA unit should ensure the chartered organization representative is kept informed about unit events and plans.
 - The chartered organization representative should be invited to committee meetings; better yet, he or she should be an active part of the unit committee.
 - Encouraging open communication and seeking the advice of your chartered organization representative helps the unit become an integral part of the chartered organization.
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Benefits to CO

It is also an opportunity for the chartered organization to use Scouting to further its goals.

- For a religious institution, Scouting may be a part of its youth program.
 - A parent organization, such as a local PTA or homeschooling organization, may use Scouting to serve educational aims with a high-quality values-based program.
 - Local civic groups often sponsor Scouting units as part of their community service initiatives.
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We could do better

Data collected from surveys, as well as direct conversation with chartered organizations, indicate that the ***organizations that choose to continue chartering Scouting units believe strongly in the program, but they frequently comment that they wish the units did more for and with their institutions.***

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Big Rock Topic: Chartered Organizations – Who Owns Your Unit,

Continued

Ways to Support the CO

How might a Scouting unit show its gratitude through increased support of its chartered organization?

- Assist the chartered organization as part of an annual service day that includes grounds and facilities maintenance.
 - Support decorating for special occasions such as religious holidays or for community activities such as Veterans Day or Independence Day events, depending on the chartered organization's interests.
 - Help at fundraising events with volunteer service, such as helping with a pancake breakfast or chili dinner that benefits a chartered organization program.
 - Participate in Scout Sunday or Scout Sabbath in uniform.
 - Participate in community parades, rallies, or special events along with the chartered organization.
 - Other special service opportunities and projects are good ways to show the unit's appreciation.
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Final Notes

- If the unit is not currently engaged in providing service to its chartered organization a few times a year, it may be wise to sit down with your chartered organization representative and ask how your unit can more actively give back to the organization.
 - Conversations with the chartered organization are not just at recharter time! In fact, conversations between members of the unit key three (unit leader, unit committee chair, and the COR) should be held on a frequent basis. This helps the unit key three to ensure that the unit is meeting the goals of the chartered organization and the mission of the BSA.
 - Building a healthy relationship based on mutual support allows both organizations to maximize the benefits of Scouting in our communities.
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Boy Scout Breakout Meeting

Skit/Song/
Ceremony
10 min

This part of the program helps provide ideas for skits, songs, or ceremonies that can be used during troop meetings or outdoor activities like campouts or hikes.

OUTDOOR CODE WITH EXPLANATIONS

Lines and tasks are divided between different Scouts as seen fit.)

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.

As an American, I will do my best to: be careful with fire.

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

As an American, I will do my best to: be considerate in the outdoors.

- I will treat public and private property with respect.
- I will use low-impact methods of hiking and camping.

As an American, I will do my best to: be conservation-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.

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Boy Scout Breakout Meeting, Continued

Tips for Troop Meetings
8 min

Description: Unit leaders can always use a new idea or approach to keep troop meetings interesting, diverse, and exciting. A roundtable is a great place to share these tips, whether they are pulled from training resources, shared among participants, or collected from commissioner observations during unit visits.

MANY MEETINGS CAN AND SHOULD TAKE PLACE OUTDOORS:

- Once a month, or during good weather, have a meeting away from your regular location, especially outdoors.
“Almost like when you go to school and you get to go on a field trip. You feel like you’re sort of cheating somehow because you’re outside the walls of the school. The same way when you take that field trip from the troop meeting place you’re sort of escaping and seeing something different, and learning something there that’s going to benefit you when you go camping.”
- Ideas:
 - Outside the building
 - Local Park
 - Aquatics Center (indoor or outdoor)
- Take advantage of the outdoor setting by doing things you can’t do indoors. 183 games that can be played outdoors (according to outdoor games for scouts).

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Boy Scout Breakout Meeting, Continued

Boy Scout
Interest Topic
15 min

Exploring Explosion:

WHAT IS EXPLORING?

- Exploring is a work site-based career exploration program of Learning for Life, an affiliated program of the Boy Scouts of America.
- Exploring serves two different age groups, both of them coed. Explorer Clubs serve middle-schoolers, aged 10–13, in sixth through eighth grades. Explorer posts serve older youth 14–20 years old. The program model is the same for both age groups: Hands-on, interactive character and career activities are facilitated by trained business leaders in your local community.
- Exploring’s purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.
- Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate an Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, develop leadership skills, and become good citizens.
- Exploring programs are based on five areas of emphasis:
 - Career opportunities
 - Leadership experiences
 - Life skills
 - Citizenship
 - Character education
- Under those areas of emphasis, Exploring provides opportunities for posts in Arts & Humanities, Aviation, Business, Communications, Engineering & Technology, Fire & EMS, Health Care, Law & Government, Law Enforcement, Science, Skilled trades, and Social services
- Exploring is NOT Venturing or Scouting in a different shirt and with girls.

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Boy Scout Breakout Meeting, Continued

**Boy Scout
Interest Topic**
15 min
(continued)

THE METHODS OF EXPLORING

The methods of Exploring differ from Boy Scouting, just like the methods of Boy Scouting differ from Cub Scouting. They are age and stage appropriate, emphasizing the growth and potential of the young men and women in Explorer posts.

LEADERSHIP AND MENTORING

Explorers get together with adult business and community members to develop and apply proven leadership skills. An Explorer post is led by elected post officers. Adult post Advisors and club Sponsors mentor Explorers to guide and encourage the youth in the post or club. The officers and activity chairs work closely with adult Advisors and Sponsors in a spirit of partnership. The adults serve in a “shadow” leader capacity.

GROUP ACTIVITIES

Post and club activities are interdependent group experiences in which success is dependent on the cooperation of all. “Learning by doing” in a group setting provides opportunities for developing new career and life skills. Exploring’s emphasis on hands-on opportunities helps provide new and meaningful experiences, practical leadership application, and lifelong memories to young adults.

RECOGNITION OF ACHIEVEMENT

Explorers can earn recognition by the Explorer Recognition program that records community service as well as skill improvement during the year.

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Boy Scout Breakout Meeting, Continued

**Boy Scout
Interest Topic**
15 min
(continued)

DEMOCRATIC PROCESSES

Post officers and activity chairs are elected to fill the roles rather than appointed. They serve for a year-long term.

- How does an adult Advisor or Sponsor work with Explorers?
 - Sets a good example and cares about the success of each club or post member, which for some Explorers may be a new concept
 - Explorers will be looking to get real-world knowledge and experience from the adults involved. Adults should find others to help serve as consultants to provide such real-world skills if they themselves do not have the particular knowledge set.
- How do youth lead the post or club? Post or club officers work with the adult leaders to plan the program year and select activity chairs to lead activities that all members will enjoy.
- Exploring is a coed program.
 - Just as young men are looking for the next challenge, young women are also looking to grow and develop in a quality program.
 - Young men and young women develop at different rates, and it is often the case that young women take the lead in planning and running post activities once they become comfortable with the program.
- Boy Scout can be in a troop AND a post.
 - While Learning for Life is an affiliated program of the BSA, it is a separate registration.
 - Work done in a post does not directly count toward Scouting advancement, but there are some cases where work done in a post activity may be used for a merit badge.
- “You’re stealing my boys!”
 - A concern for many Scoutmasters is that anything that is outside of the troop meeting is a threat to take boys from Scouting.
 - Boys that are Explorer age are often looking for those opportunities that may allow them to figure out what they want to do when they grow up, and thus age out of Boy Scouting. Career-related interests do not have to conflict with Scouting.
- One of the situations that Boy Scouting and Exploring can help young people with is the ability to manage and prioritize activities, as well as advocate for their own likes and interests. A good Scout leader will encourage a young man to stretch his potential and let them try other opportunities, including Exploring.

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Boy Scout Breakout Meeting, Continued

**Boy Scout
Interest Topic**
15 min
(continued)

- Remember what the mission of Scouting is: To help young people to be able to make ethical choices using the principles of THE Scout Oath and Scout Law in their daily lives.
 - It is not necessarily to keep your troop numbers up.
 - Keeping a young man in Exploring helps him to continue developing the ability to make those ethical choices using the values of the Scout Oath and Law.
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**Program
Feature: Nature
and
Environment 15
min**

The material for this section of the program is available at <http://troopleader.org/plans-ideas-nature-and-environment/>. Share this with the attendees.

OBJECTIVES

- Help Scouts learn how to identify the living and nonliving components of the natural world.
- Illustrate how human beings interact with living and nonliving things.
- Help Scouts develop respect for the natural world as the home we share with other people and other creatures.
- Teach Scouts to appreciate the resources and beauty of the natural world.
- Help Scouts develop the skills they need to enjoy experiences in the outdoors.
- Introduce Scouts to naturalists and other people working to care for the environment.

LEADERSHIP PLANNING

Discuss the following when choosing Nature and Environment as your program feature.

- What are the interests of our Scouts (service projects, earning badges and other awards, experiencing new places, exploring careers, etc.)?
 - Who and what are the naturalist resources in our community?
 - What expertise do we have in our unit?
 - How far do we have to travel to experience habitats most of us have never seen?
 - What supplies and technology will we need, and what are the costs?
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Boy Scout Breakout Meeting, Continued

Program
Feature: Nature
and
Environment 15
min (continued)

- What is the best time of year to plan for the activities we want to do outdoors?
- Are any of our members studying these topics in school? What might they contribute in terms of leadership? How can we enrich their studies?
- To meet our needs, what should we change in the sample meeting plans?

PREOPENING IDEAS

- Set up laptops or tablets so Scouts can go [virtual birding](#) as they enter the meeting.
- On a table, place numbered leaves from various plants and trees. Have Scouts write the name of each plant on a piece of paper next to its corresponding number. The Scout with the most correct answers gets a prize at the end of the meeting.
- Have materials on hand to help Scouts and adult leaders learn about the [William T. Hornaday Awards](#) program.

GROUP INSTRUCTION IDEAS

- **Birds:** Lead a brief discussion about the need for bird study and the ways in which birds are indicators of the quality of the environment.
- **Animals:** Discuss animals and how they are impacted by their environment. Discuss ways for Scouts to interact with animals in the wild without disturbing them.
- **Plants:** Explain photosynthesis and tell why this process is important. Tell at least five ways that humans depend on plants.
- **The Circle of Life:** Discuss the concept of the circle of life. Introduce the concept that every living thing depends on another living thing.

SKILLS INSTRUCTION IDEAS (Animals)

- **EASY:**
 - Describe the difference between “wild” and “domesticated” animals.
 - Help Scouts name various pets and identify the animals that are their wild counterparts.
 - Discuss human impact on animals in the wild.
- **CHALLENGING:**
 - Discuss animals Scouts may encounter on an outing.
 - Learn proper ways to deal with animals both on the trail and in camp.
 - Describe responsible hunting and fishing and how those sports can impact the environment.

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Boy Scout Breakout Meeting, Continued

Program
Feature: Nature
and
Environment 15
min (continued)

- **ADVANCED**
 - Explain the meaning of “animal,” “invertebrate,” “vertebrate,” and “mammal.”
 - Describe three characteristics that distinguish mammals from all other animals.
 - Review how the animal kingdom is classified. Explain where mammals fit in the classification of animals.
 - Classify three mammals from phylum through species.

GAME IDEAS (Name that Fish)

Materials: pictures or silhouettes of several kinds of game fish (large mouth bass, perch, sunfish, marlin, striped bass, northern pike, bluegill, crappie, trout, sheepshead, sailfish, etc.), paper and pencil for each patrol

Method: Post the fish pictures on a wall of the meeting room. The patrols huddle to try to identify the fish and list them on the paper provided. Allow three minutes.

Scoring: Score two points for each fish correctly named and deduct one point for each fish incorrectly named. The patrol with the highest score wins.

Variation: Use other pictures from nature, e.g. birds, trees, flowers, reptiles, etc.

Open Forum
5 min

Reserve time for Q&A.

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Boy Scout Breakout Meeting, Continued

Comm Minute
3 min

Trick or Treat

A young university student was walking along with one of his professors when they came across a pair of shoes that belonged to a very poor, old man working in a field nearby. Our young friend suggested hiding the old man's shoes, but the professor objected. "We must never amuse ourselves at the expense of others," he said. "Why not put a dollar in each shoe and see what he will do?"

Together they did this, then hid themselves behind a bush. Soon the old man returned for his shoes. He put one foot into a shoe, then quickly removed it to see what was causing the discomfort. Finding the dollar, he examined it closely, then looked about to see who might have put it in his shoe. There was no one around, so he started to put on his other shoe and, to his amazement, found a dollar in it, too. Overwhelmed, he looked up toward Heaven and thanked God aloud for this unexpected gift.

The student was deeply moved by what he had witnessed. "Now," said the professor, "isn't the treat better than the trick?"

Doing for others carries with it its own reward, and real happiness lies in making others happy.
