

## Agenda and Notes: Roadrunner District Roundtable

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**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.

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**Meeting date, time, and place** Date: Thursday, June 6, 2019  
 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

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

Begin	Time Allotted	Activity	Person Responsible
6:00 pm	30 minutes	<b>Setup:</b> May include setup details such as: <ul style="list-style-type: none"> <li>• Unlocking and locking up facility</li> <li>• Setting up tables and chairs</li> </ul> Secure American flag	Tom Rogers
6:30 pm	30 minutes	Commissioners Meeting LIVE YPT: till 8:30	Robert Spence Dr. Sandra Terrell
7:00 pm	30 minutes	• Registration/Sign-In	Stefan

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**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	Stefan
7:31 pm	3 minute	Opening Ceremony	OA
7:34 pm	1 minute	Opening Prayer	TBD
7:35 pm	20 minutes	Announcements	Stefan
7:55 pm	5 minutes	Travel to Breakout Sessions/Training	All

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## Agenda and Notes: Roadrunner District Roundtable, Continued

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

<b>Time</b>	<b>Time Allotted</b>	<b>Activity</b>	<b>Person Responsible</b>
8:00 pm	45 minutes	Conservation projects	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	

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

<b>Time</b>	<b>Time Allotted</b>	<b>Activity</b>	<b>Person Responsible</b>
8:00 pm	10 minutes	<b>Ceremony/Skit/Song/Game</b> Camp Song	RTC
8:10 pm	5 minutes	<b>Tips for Meetings:</b> Scoutmaster Conferences	RTC
8:15 pm	10 minutes	<b>Interest Topic:</b> Hornaday Award	RTC
8:25 pm	20 minutes	<b>Program Feature:</b> Wildlife Management	RTC
8:45 pm	5 minutes	Q&A	All
8:50 pm	3 minutes	<b>Closing/Commissioner's Minute:</b> Everything I Need To Know	RTC
8:53 pm		End Meeting	

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# Boy Scout Breakout Meeting

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Skit/Song/  
Ceremony  
5 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.

## Camp Song

### Verse 1

Oh, the staffers here at scout camp, they say are mighty fine,  
They rule like Adolph Hitler and look like Frankenstein!

### Chorus

Oh, I don't want no more of scout camp life.  
Gee, Mom, I want to go home.

### Verse 2

Oh, the first aid here at scout camp, they say is mighty fine,  
But if you cut your finger, you're left with only nine! **Chorus**

### Verse 3

Oh, the water here at scout camp, they say is mighty fine,  
It smells like skunk and looks like mud and tastes like turpentine! **Chorus**

### Verse 4

Oh, the biscuits here at scout camp, they say are mighty fine,  
Till one rolled off a table and killed a pal of mine! **Chorus**

### Verse 5

Oh, the coffee here at scout camp, they say is mighty fine,  
It's good for cuts and bruises and tastes like iodine! **Chorus**

### Verse 6

Oh, the old tents here at scout camp, they say are mighty fine,  
They're made of rotting plant leaves and poison ivy vine! **Final Chorus**

### Final Chorus

Oh, I don't want no more of scout camp life!  
Gee, Mom, I want to go, but they won't let me go!  
Gee, Mom, I want to go home!

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**Tips for Troop Meetings**  
5 min

**Scoutmaster Conferences:**

By allowing the Scouts to conduct their meeting, the Scoutmaster should have time at every meeting to conduct Scoutmaster conferences for rank advancement or to have

a discussion with a Scout who seems to need coaching.

- After the opening session, the SPL could ask, “Who needs a Scoutmaster conference for rank advancement? Raise your hands.” The Scoutmaster could make note and ask to speak with each of the boys during the meeting.
- If a youth leader is not performing his duties adequately, the Scoutmaster should have a brief conference (or two) with that Scout to review the position duties and provide coaching to the Scout. No Scout should be surprised at his Scoutmaster conference for rank advancement with the statement, “You haven’t performed well enough in your leadership position so you can’t advance.”

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## Boy Scout Breakout Meeting, Continued

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Boy Scout  
Interest Topics  
10 min

### Hornaday Award

#### **Introduce William T. Hornaday.**

- William T. Hornaday is widely recognized as the man who saved the American Bison from extinction.
- He helped found the National Zoo in Washington, D.C., and was the founder, then director, of the New York Zoological Park (commonly called the Bronx Zoo) for more than 20 years.
- For years, he wrote articles for *Boys' Life* and sections of the *Boy Scout Handbook* and encouraged every Scout to work on behalf of renewable natural resources.
- Earning a Hornaday Award is a way Scouts can thank him for his good work.

#### **Individual Youth Hornaday Awards**

- There are three individual youth Hornaday Awards: the Hornaday Badge, the Hornaday Bronze Medal, and the Hornaday Silver Medal, and a Unit Certificate described below.
- In 2017, 86 Scouts earned a Hornaday Badge, 1 earned a Hornaday Bronze Medal and 6 earned a Hornaday Silver Medal, for a total of 93 youth Hornaday awards. By contrast, 55,186 Scouts earned their Eagle rank in 2016.
- A Scout must be First Class or a Venturer of any age in order to earn one of the individual Hornaday awards. The requirements for Venturers are different from those for Boy Scouts, as shown on the Hornaday Badge Application form.
- All three individual awards require a Boy Scouts member to plan and lead a significant conservation project on the scale of an Eagle project. The Hornaday Badge requires one such project; the Bronze Medal requires 3, and the Silver medal requires 4. For the Bronze and Silver Medals, each project must be from a different one of the 8 project categories.
- The Hornaday Badge is awarded by the local Council after approval from the National Council. The Hornaday Bronze Medal and Silver Medal are awarded by the National Council. There is no limit on the number of each that may be awarded in a year.

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## Boy Scout Breakout Meeting, Continued

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### Boy Scout Interest Topics 10 min

- A Hornaday project may double count as an Eagle project, but a Hornaday project requires research, communication and follow-up work not required for an Eagle project. Because these additional requirements are not addressed in the Eagle Scout Workbook, refer to the Hornaday Award Workbook for information about these additional project requirements.
- In addition, each of those individual awards requires a Boy Scouts member to earn a certain number of selected conservation-oriented merit badges listed on the application forms. Venturers do not need to earn the merit badges if applying for the award as a Venture Scout.

#### **Unit Hornaday Certificate**

- A Pack, Troop or Crew may earn a Hornaday Unit Certificate.
- In 2017, 21 units earned a Hornaday Unit Certificate.
- For a Boy Scout unit, the project is to be equivalent in scope to an Eagle Scout leadership service project.
- At least 60 percent of the unit's members must participate in and contribute to the project, which has improved the environment and/or conserved natural resources in the community.

#### **Hornaday Advisors for Youth**

- Youth seeking to earn a Hornaday Award are encouraged to contact their local Council's Conservation Committee and obtain the name of an advisor who has experience with Hornaday Awards and conservation.
- The advisor can help determine which projects are suitable for a Hornaday Award and can provide guidance, but the advisor must ensure that the Scout plans and leads the project in a manner similar to the way an Eagle Coach advises a Scout without "taking over".
- For more information about Hornaday Advisors, refer to the "Becoming an Advisor" tab on the BSA Hornaday Awards webpage.

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## Boy Scout Breakout Meeting, Continued

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**Boy Scout  
Interest Topics  
10 min**

### **Adult Hornaday Awards**

- Although most Hornaday Awards are earned by Scouting Youth, adults Scouters also can earn a Hornaday Award.
- The Hornaday Gold Badge is awarded by the local Council after approval from the National Council. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement during a period of at least three years. There is no limit on the number of Hornaday Gold Badges that may be awarded in a year.
- In 2017, 51 Scouters were awarded a Hornaday Gold Badge
- The Hornaday Gold Medal is awarded by the National Council, and is by nomination only, for an adult Scouter or Venturing leader who has rendered distinguished and unusual service to natural resource conservation and environmental improvement over a sustained period (at least 20 years).
- No more than 6 Gold Medals may be awarded per year.
- To date, only about 100 have been awarded. Only 4 were awarded in 2017.
- For a Hornaday Gold Medal, the nominee's accomplishments must be at a regional, national, or international level. Nominations are accepted from any recognized conservation/environmental protection organization. Central to the selection process is the influence the nominee has had on youth and educational programs emphasizing sound stewardship of our nation's natural resources and environmental improvement.

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## Boy Scout Breakout Meeting, Continued

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**Program  
Feature:  
Wildlife  
Management**

The material for this section of the program is available at <http://troopleader.org/program-feature-wildlife-management/>. Share this with the attendees.

### **Related Advancement**

- Tenderfoot requirement 1b
- Second Class requirements 1a and 4
- First Class requirement 1a
- Bird Study, Environmental Science, Fish and Wildlife Management, Fishing, Fly-Fishing, Mammal Study, Nature, Oceanography, Reptile and Amphibian Study, and Sustainability merit badges

**What Is Wildlife?** – Depending on whom you ask, the definition of wildlife can vary. To a homeowner, it can mean Steller’s jays, chickadees, or gray squirrels. A hunter might tell you white-tailed deer, elk, or turkeys. To a rancher, it might mean coyotes and wolves. Although these are all different examples of animals people associate as wildlife, a similarity they all share (and a good definition of wildlife) is that they are free-ranging, non-domesticated animals usually in their natural environment. Even though wild mammals and birds are often the focus of management efforts, it is important to realize all wild animals fall under the term wildlife.

**Are Fish Wildlife?** – Fish and wildlife are frequently talked about separately, even though fish do fall under the definition of wildlife. This distinction stems from the early days of wildlife management, but it has begun to fade recently with agencies and groups

**Why Manage Wildlife** – During most encounters with wildlife, we may see only one or a few individual animals that are doing fine, giving the impression everything is normal with the species. However, just because the few animals you see do not have problems, that does not mean the population—the grouping of all individuals of a certain species in a designated area—is doing well, too. Wildlife populations can face a variety of problems, stemming from diverse causes. Often when a wildlife population is declining (or occasionally growing too big), wildlife professionals intervene to help adjust the population to a sustainable number. They are especially keen on working to conserve and/or preserve wildlife when humans have jeopardized their populations.

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## Boy Scout Breakout Meeting, Continued

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**Program  
Feature:  
Wildlife  
Management  
(continued)**

- Besides addressing population problems, wildlife managers also try to prevent and solve human wildlife conflicts. Whether it's a bear eating out of trash cans in a neighborhood or birds flying into planes near a busy airport, wildlife can interfere with daily life, thus creating human-wildlife conflicts. These conflicts usually happen when urban development spreads into previously wild areas, displacing wildlife due to loss of habitat. Since these human-wildlife conflicts benefit neither people nor animals, wildlife managers look for solutions.

**Types of Management** – Wildlife management can come in as many shapes and sizes as the animals it aims to protect; however, there are two general categories:

- **Active** (or direct) management works directly on the population level, changing its numbers by direct actions. Examples include breeding programs and adjusted hunting levels, or altering numbers through indirect actions such as protecting the animal's habitat, removing predators, and vaccinating individuals against disease. Active management is generally implemented when a wildlife species slides to a dangerously low level or increases to an unsustainably high level.
- **Inactive** (custodial or passive) management works to be preventive and/or protective of the wildlife population. It seeks to help minimize outside factors on the population and its respective habitat. Wildlife refuges, national parks, and marine sanctuaries are all examples of passive management. Other methods include monitoring population levels and preventing interference to migratory routes or nesting grounds.

**Endangered Species Act** – The Endangered Species Act of 1973 is arguably the most powerful law protecting wildlife in the United States. The act reinforces the idea that every plant or animal species and its niche—an organism's role within its community—are important. Some major points of the act include the following:

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## Boy Scout Breakout Meeting, Continued

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**Program  
Feature:  
Wildlife  
Management  
(continued)**

- The act outlines the process for categorizing an animal if its population is dangerously low. A species can be listed as “endangered,” meaning it is in danger of extinction throughout all or a significant portion of its range, or “threatened,” meaning it is likely to become endangered in the foreseeable future.
- The act protects critical habitats for endangered or threatened animals.
- The act makes it illegal to harm endangered or threatened animals or their habitat.
- The act is enforced by the U.S. Fish and Wildlife Service and National Marine Fisheries Service.

**Hunting and Fishing** – Although it might seem strange that killing animals can help a species, hunting and fishing play important roles in wildlife management. Annually, state wildlife managers determine what number of a particular species can be harvested or taken via hunting and fishing regulations for their respective state, helping states reach their goals for certain wildlife populations. Revenue from hunting and fishing licenses and permits also help cover the wildlife management budgets at the state and federal levels.

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## Boy Scout Breakout Meeting, Continued

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**Program  
Feature:  
Wildlife  
Management  
(continued)**

**LEADERSHIP PLANNING:** As a leadership team, you may want to discuss the following items during your planning meetings when choosing wildlife management as your program feature:

- What do we know about wildlife?
- What wildlife is managed in our community?
- Whom do we know whose career involves managing and protecting wildlife?
- What agencies manage wildlife in our community?
- What wildlife management–related merit badge could we focus on?
- What will our main event be?
- How can we involve parents?
- How should we change the sample meeting plans to better fit our needs?

### **PREOPENING IDEAS**

- Display a variety of wildlife identification books and field guides. Encourage Scouts to research species they're interested in and share information they learn.
- Lay out on a table the leaves from various plants and trees, and place corresponding cards facedown identifying the respective plant or tree. Let Scouts guess before looking at the answer.
- Set up a table displaying different fishing lures and flies. Have signs that explain which fish or environment each one is used for.
- As Scouts arrive, show Internet videos about the National Wildlife Federation's Certified Wildlife Habitat program. (Find some at [youtube.com/user/NationalWildlife](https://www.youtube.com/user/NationalWildlife).) Talk about how unit families could make the area more welcoming to wildlife.

### **GROUP INSTRUCTION IDEAS**

- **What Is Wildlife?** Discuss the definition of wildlife and how different people perceive wildlife differently.
- **Why We Manage Wildlife:** Discuss what a population is, the problems faced by wildlife populations, and the definition of a human-wildlife conflict
- **How We Manage Wildlife:** Teach the two general types of wildlife management and the role hunting and fishing play in management.
- **The Future of Wildlife:** Discuss the following: the Endangered Species Act of 1973, the definition of endangered species, and the definition of a threatened species

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## Boy Scout Breakout Meeting, Continued

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Program  
Feature:  
Wildlife  
Management  
(continued)

**SKILLS INSTRUCTION IDEAS [The following presents just one of the four categories of skills instruction ideas. See the web site for a complete listing]**

### What Is Wildlife?

-  • Identify common wildlife in your town.
  - Talk about how different wildlife species interact.
  - Share examples of wildlife from other parts of the country or world.
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-  • Talk about what a habitat is.
  - Discuss why habitat is important to wildlife.
  - Share examples of wildlife from other parts of the country or world.
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-  • Identify agencies involved with wildlife.
- Discuss habitat loss and some of its causes.
- Talk about society's perception of predators.

### Why We Manage Wildlife

-  • Discuss an animal's "niche."
  - Give examples of wildlife species with important jobs (scavengers, pollinators, etc.).
  - Highlight the ways every animal is connected and the problems that occur when there are too many or too few of a certain species.
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-  • Talk about the ways humans affect wildlife populations.
  - Discuss why it's important to try and save declining populations.
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-  • List examples of some human-wildlife conflict in your community or area.
  - Discuss the ways wildlife management relates to solving this problem.
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## Boy Scout Breakout Meeting, Continued

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Program  
Feature:  
Wildlife  
Management  
(continued)

### How We Manage Wildlife

-  • Walk through different examples of wildlife management and have Scouts sort them into the two categories.
  -  • Show videos of wildlife management in action.
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-  • Talk about different careers that involve wildlife management.
  -  • Explain the process of getting a fishing license.
  -  • Cover regulations on popular sport fish.
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-  • Discuss the two general types of management and situations when one might be preferred over the other.
  -  • Review the process of getting a hunting license.
  -  • Discuss the different categories of hunting and general safety precautions.

### The Future of Wildlife

-  • Talk about prominent endangered species globally.
  -  • Ask Scouts why we should try saving an endangered species.
  -  • Share the success story of the recovery of the bald eagle.
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-  • Share information about endangered or threatened species that live in your area or state.
  -  • Demonstrate how to look up information about endangered species.
  -  • Talk about the efforts underway to save the species.
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-  • Discuss the Convention on International Trade in Endangered Species of Wild Fauna and Flora ([CITES](#)).
  -  • Brainstorm ways you can help with saving endangered species in your daily life.
  -  • Ask Scouts how they can help ensure a better future for wildlife.

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## Boy Scout Breakout Meeting, Continued

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Program  
Feature:  
Wildlife  
Management  
(continued)

### BREAKOUT GROUP IDEAS

#### Getting Ready for the Main Event

- Discuss what will be needed for the main event.
- Menu Planning (if applicable)
- Duty Roster Planning (if applicable)

#### Preparation for the meeting's game or challenge

### GAME AND CHALLENGE IDEAS

- **Wildlife Tracks Game**

– *Materials:* 10 to 20 pictures or silhouettes of, local wildlife's footprints or tracks; an answer key indicating which track goes with which species  
– *Method:* Individually or in teams, Scouts look at a track and take turns matching the track to the animal. A judge informs them whether or not they are correct. Once a track is correctly identified, they move on to the next track.

– *Scoring:* 1 point is awarded to the individual or team for each correctly identified track.

Notes: Simple Internet searches can pull up "common" wildlife (raccoons, rabbits, deer, etc.).

*Variation:* Include exotic wildlife species like elephants.

- **Wildlife Scat-Candy Game**

– *Materials:* Chocolate sprinkles, chocolate macaroons, brown M&Ms, chocolate-covered raisins, licorice-flavored jelly beans, Hershey's Kisses, and Tootsie Rolls; pens or pencils and sheets of paper for writing answers  
– *Method:* Scouts look at the "scat" (candy) individually or in patrols and write down which animal they think made which scat. A word box with the possible species listed could be provided to assist players. After all guesses are in, the correct answers are revealed, and the Scouts can eat the candy (if they still want to!).

– *Scoring:* Points are awarded for each correct match.

Notes: The following types of candy best represent these animals by appearance: chocolate sprinkles = mouse / chocolate macaroons = beaver / M&Ms = rabbit / chocolate-covered raisins = deer / jelly beans = rat / Hershey's Kisses = elk / Tootsie Rolls = raccoon Tootsie Rolls candy can be quickly warmed up in a microwave oven and shaped to seem more realistic.

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## Boy Scout Breakout Meeting, Continued

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**Comm Minute**  
**3 min**

### **Everything I Need to Know**

Everything I need to know about life, I learned from Noah's ark.

**One:** Don't miss the boat.

**Two:** Remember that we are all in the same boat.

**Three:** Plan ahead. It wasn't raining when Noah built the ark.

**Four:** Stay fit. When you're 600 years old, you might have to do something really big.

**Five:** Don't listen to critics; just get on with the job that needs to be done.

**Six:** Build your future on high ground.

**Seven:** For safety's sake, travel in pairs.

**Eight:** Speed isn't always an advantage. The snails were on board with the cheetahs.

**Nine:** When you're stressed, float a while.

**Ten:** Remember, the ark was built by amateurs, the Titanic by professionals.

**Eleven:** No matter the storm, when you are with God, there's always a rainbow waiting.

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