

Pioneers Program

Prepared By:

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Target Group:

First Year Scouts

Time Allotted:

One 3-hr block

Pre-Requisites:

None

Materials Needed - Staff

Listed with each activity

Materials Needed - Scout

Scout Book

Instructional Goal:

This activity will set scouts up for advancement in the Scout, Tenderfoot, Second Class, and First Class ranks while exposing them to various places on camp, instilling excitement within them to come back in future summers.

Patrols/Scouting

Materials

Scout Handbook

Objectives

- Scout 1
- a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meaning.
 - b. Explain what Scout spirit is. Describe some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.
 - c. Demonstrate the Scout sign, salute, and handshake. Explain when they should be used.
 - d. Describe the First Class Scout badge and tell what each part stands for. Explain the significance of the First Class Scout badge.
- 2
- After attending at least one Scout troop meeting, do the following:
- a. Describe how the Scouts in the troop provide their leadership.
 - b. Describe the four steps of Scout advancement.
 - c. Describe what the Scouts BSA ranks are and how they are earned.
 - d. Describe what merit badges are and how they are earned.
- 3
- a. Explain the patrol method. Describe the types of patrols that are used in your troop.
 - b. Become familiar with your patrol name, emblem, flag, and yell. Explain how these items create patrol spirit.

Directions

If you are working alongside another staff member or GSIT, have them get the scout's names and troops while you begin instruction. If this runs into the next hour, that is okay! Just make sure they get the information, then adapt for the next hour. Be sure to keep the conversation moving.

Enter a discussion about Scouting by having all the scouts rise and say the Scout Oath and Law with you. Ensure all their scout signs are correct. Ask the scouts what sticks out to them about the Scout Oath and Law.

What do they notice? What does each mean to them? What do they represent?

Then move into the scout slogan and motto. First, ask if they know them before giving them the answers. Again, ask them what each means to them and what they notice.

After that, ask about their troops. How do the scouts provide leadership within the troop? What positions do scouts hold?

Talk about advancement. Guide them through the four steps of advancement (learning, testing, reviewing, and recognition). Discuss what merit badges and ranks are and how they are earned.

Finally, give the Scouts **no more than five minutes** to collectively come up with a patrol name, yell, and flag. If the group is big enough, split them into two patrols. Discuss with them the importance of the patrol method and how it works.

Museum Tour

Materials

None

Objectives

This is not a Scouts BSA requirement; however, this is an opportunity for scouts to understand that the museum exists. Allow them to explore and ask questions about Camp and Mic-O-Say. This should last between 15-20 minutes at the Museum Director's Discretion and as time allows.

Directions

Walk them to the museum and walk them back. Do not leave anyone behind.

Flags

Materials

American Flag

Objectives

- | | | | |
|--------------|---|----|---|
| Scout | 1 | f. | Repeat from memory the Pledge of Allegiance. In your own words, explain its meaning. |
| Tenderfoot | 7 | a. | Demonstrate how to display, raise, lower, and fold the U.S. flag. |
| Second Class | 8 | a. | Participate in a flag ceremony for your school, religious institution, chartered organization, community, or Scouting activity. |
| | 8 | b. | Explain what respect is due to the flag of the United States. |

Directions

Take them to the flag and have the scouts say the Pledge of Allegiance. Ensure their scout salutes are correct. Then ask them about respect for the flag. What does the flag mean? What does respect mean? How can we show respect for the flag? Be sure to include retirement, when to salute or not, and hats in your discussion.

Then you will lead them through a flag ceremony. Have them all line up, first demonstrate how the steps work, then guide them through the steps. Explain each job of the color guard. Then have each go through the steps in one of the positions.

Finally, show them how to fold a flag. Not everyone needs to be the “folder,” but everyone should be part of a group folding the flag.

Throughout this activity, be mindful of the heat and weather. Do not hesitate to step under shade, or have all scouts be under shade if they are not actively participating.

First Aid 1

Materials

Scoutbook
First Aid Kit

Objectives

- | | | |
|--------------|---|--|
| Tenderfoot | 4 | <ul style="list-style-type: none"> a. Show first aid for the following: Simple cuts and scrapes, Blisters on the hand and foot, Minor (thermal/heat) burns or scalds (superficial, or first-degree), Bites or stings of insects and ticks, Venomous snakebite, Nosebleed, Frostbite and sunburn, and Choking. 4 b. Describe common poisonous or hazardous plants; identify any that grow in your local area or campsite location. Tell how to treat exposure to them. 4 c. Tell what you can do while on a campout or other outdoor activity to prevent or reduce the occurrence of injuries or exposure listed in Tenderfoot requirements 4a and 4b. |
| Second Class | 6 | <ul style="list-style-type: none"> a. Demonstrate first aid for the following: Object in the eye, Bite of a warm-blooded animal, Puncture wounds from a splinter, nail, and fishhook, Serious burns (partial thickness, or second-degree), Heat exhaustion, Shock, Heatstroke, dehydration, hypothermia, and hyperventilation. 6 b. Show what to do for “hurry” cases of stopped breathing, stroke, severe bleeding, and ingested poisoning. 6 c. Tell what you can do while on a campout or hike to prevent or reduce the occurrence of the injuries listed in Second Class requirements 6a and 6b. |

Directions

Discuss with the group all of the first aid terms. Most of this could be reviewed for them if they have had other merit badges; go over these.

Show things when you are able, and have the scouts join you in showing how to do something. Otherwise, focus on their understanding and knowledge of the processes. Try to be engaging during this. They will probably lose focus, so be interactive.

First Aid 2

Materials

Scout Book

First Aid Kit
Tarp
Iodine Tablets

Objectives

- | | | | |
|--------------|---|----|--|
| Second Class | 6 | d. | Explain what to do in case of accidents that require emergency response in the home and backcountry. Explain what constitutes an emergency and what information you will need to provide to a responder. |
| | 6 | e. | Tell how you should respond if you come upon the scene of a vehicular accident. |
| First Class | 7 | a. | Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone. |
| | 7 | b. | b. By yourself and with a partner, show how to: Transport a person from a smoke-filled room, and Transport for at least 25 yards a person with a sprained ankle. |
| | 7 | c. | Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR). |
| | 7 | f. | Explain how to obtain potable water in an emergency. |

Directions

Discuss with the scouts what to do in emergency cases. Discuss important information to give first responders both at home and in the backcountry. In the same conversation, talk about vehicular accident response.

Get the scouts on their feet and demonstrate carries to them. Give them time to safely practice these carries. Hit the fireman's carry, four-handed seat, two-handed seat, and blanket (Tarp) carry. Discuss with them the shoulder and ankle carries, but **DO NOT** have them practice on each other.

Discuss the five common signs of a heart attack. Walk them through the steps of CPR. Again, they should have the opportunity to practice safely.

Finally, discuss how to get potable water. Show them the iodine tablets and discuss other methods (Lifestraw, filtration, and boiling)

Tomahawks

Materials

Tomahawks
Key to Tomahawk Range
Safety Glasses

Objectives

This is not a Scouts BSA requirement; however, it is a fun opportunity for scouts to participate in a unique activity of Tomahawk throwing. This will be a highlight of their week.

Directions

Walk your group to the hawk range. Your area director will have the key and will run the range during the activity hour. They will go over the rules of the range with the group.

You will be there to assist in supervising the range and ensure that scouts are properly equipped to throw. Safety glasses will be there already.

Allow all scouts the opportunity to throw at least once. Give them 3-4 tomahawks each, depending on the size of the group. Then, do a tournament-style hawk-throwing competition. Everyone throws, and the winners of each heat will throw again until there is a winner. In instances of ties, it goes to sudden death hawks. The grand champion will be awarded a prize at the area director's discretion.

After that, allow the scouts to throw for the remainder of the time, ensuring equal chances to throw are given to those who want to.

Swimming

Materials

Swim Trunks
The Pool

Objectives

Second
Class

- 5 a. Tell what precautions must be taken for a safe swim.
- c. Demonstrate water rescue methods by reaching with your arm or leg, by reaching with a suitable object, and by throwing lines and objects.
- d. Explain why swimming rescues should not be attempted when a reaching or throwing rescue is possible. Explain why and how a rescue swimmer should avoid contact with the victim.

Directions

The day before you go to the pool, tell your scouts they will need to bring swim trunks the next day for the pool.

On the day, get the scouts there near the end of the hour bell so they have plenty of time to get changed. Ensure your whole group gets changed quickly; do not violate two-deep leadership in this process. It's okay to yell into the bathroom and make sure everyone is coming.

They will be on the steps of the pool house and listening to the Aquatics staff members discuss the requirements with them.

Stay out of the Aquatics staff's way. Be available to assist with rescues. You should bring your swim trunks as well, regardless of whether there are multiple staff members or GSITs assisting.

The Aquatics staff will keep track of when they should get out of the pool. There could be time for games at the end, but don't promise that to the scouts.

Buddy System

Materials

None

Objectives

- Tenderfoot 5 a. Explain the importance of the buddy system as it relates to your

personal safety on outings and where you live. Use the buddy system while on a troop or patrol outing.

- b. Describe what to do if you become lost on a hike or campout.
- c. Explain the rules of safe and responsible hiking, both on the highway and cross-country, during the day and at night.
- d. Explain why it is important to hike on trails or other durable surfaces, and give examples of durable surfaces you saw on your outing.

Directions

Ensure everyone is with the group and has a water bottle with them. Then take them on a hike to Blackhawk Ridge. While on your hike, sing a song or so to keep morale up!

Once you get there, tell them the Horrible Horace story. This will be given during staff week by your Area Director. It is also at the end of this document, but do not read off this paper when giving the story; have it memorized.

Once you conclude the story, ask the scouts about the buddy system. What are examples of good practice of the buddy system, and what are bad practices of the buddy system from the story? Ask what the scouts should have done when they were lost.

Discuss the proper safety procedures for hiking on the road and cross-country at both day and night.

Talk about the hike you took up to Black Hawk Ridge. What were some safe things you did on your hike? What were some examples of durable trails?

Make sure everyone fills their water bottles and hikes to your next activity location.

Leave No Trace

Materials

Scoutbook

Objectives

- | | | | |
|--------------------|---|----|---|
| Scout | 1 | e. | Repeat from memory the Outdoor Code. List the seven principles of Leave No Trace. Explain the difference between the two. |
| Second Class | 1 | b. | Recite the principles of Leave No Trace from memory. Explain how you follow them on all outings. |
| First Class
T1c | 1 | b. | Explain the potential impacts of camping, both on the environment and on other outdoor users. Explain why the Outdoor Code and Leave No Trace principles are important for protecting the outdoors. |

Directions

Find a spot in nature. I liked going to the chapel when I talked about Leave No Trace, but anywhere the group is surrounded by nature is great.

In repeat-after-me style, instruct the outdoor code. Go through what each segment means. The Outdoor Code is listed at the end of the document.

In repeat-after-me style, instruct the seven points of Leave No Trace. These are also listed at the end of the document.

Discuss with the group how the Outdoor Code and Leave No Trace Principles are similar and different.

Discuss how you can follow them while camping, as well as the environmental impacts of camping.

Lake

Materials

None

Objectives

- First Class 6 b. Tell what precautions must be taken for a safe trip afloat.
- c. Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.
- d. Describe proper body positioning in a watercraft, depending on the type and size of the vessel. Explain the importance of proper body position in the boat.

Directions

The Lake Staff will be instructing this portion of the day. Stay out of their way, and be sure the group is paying attention. It is valuable to sit with them so your role model is engaged with the content.

Archery Range

Materials

None

Objectives

This is not a Scouts BSA requirement; however, it is a fun opportunity for scouts to participate in Archery and see the range at camp.

Directions

The Shooting Sports Staff will instruct this portion. Be there to assist with getting arm guards and glasses to the scouts. You will be allowed in the shooting area at the discretion of the Archery Director.

COPE

Materials

Helmets

Harnesses

Objectives

This is not a Scouts BSA requirement; however, it is a fun opportunity for scouts to participate in COPE and see the Tower.

Directions

We will be at the bouldering wall for this hour. Training for commanding the bouldering wall will take place during staff week.

Ensure the scouts each have a helmet and harness. In the event there aren't enough, scouts may need to share.

You will talk about safety at the wall and how to traverse the wall. Each scout will get the chance to climb the bouldering wall. They will all need a spotter with them around the wall.

Group-Wide Competition

Materials

String
Scoutbook

Objectives

This will serve as a review-type game for the scouts and engage them in friendly competition.

Directions

Your area director will set up the course in the lower storm shelter of Scoutcraft Village prior to the hour. The course will be in the shape of a web. Rope will be strung throughout the storm shelter, and the scouts will need to try to avoid touching the rope on their way through the course.

The group will be split into two teams, most likely their patrols, depending on the size of the group.

Each team will send one person to try to answer a question related to the content they learned this week. Whoever gets the question correct first will get the opportunity to try to make it through the course.

If the scout touches the rope on their way through the course, it does not count. The team with the most members through the course at the end of the hour wins the competition.

Wood Tools

Materials

Axe
Bowsaw
Hatchet

Objectives

Tenderfoot 3 d. Demonstrate proper care, sharpening, and use of the knife, saw, and ax. Describe when each should be used.

They will also receive their Totin' Chits at the end of the week through this activity.

Directions

Bring the group to the ax yard. It should be pre-set up during staff week. All the wood tools will be in the Scoutcraft shed.

Discuss with the group the importance of knife/wood tool safety. Demonstrate proper blood circle use and transfer of wood tools. Discuss what a Totin' Chit is and what it allows them to do.

Then demonstrate proper technique for all three wood tools. This will be taught during staff week.

Then, in a rotational fashion, each scout will get the opportunity to use each wood tool. Before starting, ensure they are not in each other's blood circles. While they use the tools, they constructively critique their technique so they are being safe.

Give each scout about 45 seconds to a minute on each wood tool, depending on the size of the group. If there is time at the end, give those who would like it a second opportunity to use the tools.

The name of the game here is safety.

Nature Lodge

Materials

None

Objectives

- | | | |
|--------------|---|--|
| Second Class | 4 | Identify or show evidence of at least 10 kinds of wild animals (such as birds, mammals, reptiles, fish, or mollusks) found in your local area or camping location. You may show evidence by tracks, signs, or photographs you have taken. |
| First Class | 5 | <ul style="list-style-type: none">a. Identify or show evidence of at least 10 kinds of native plants found in your local area or campsite location. You may show evidence by identifying fallen leaves or fallen fruit that you find in the field, or as part of a collection you have made, or by photographs you have taken.b. Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.c. Describe at least three natural indicators of impending hazardous weather, the potentially dangerous events that might result from such weather conditions, and the appropriate actions to take.d. Describe extreme weather conditions you might encounter in the outdoors in your local geographic area. Discuss how you would determine ahead of time the potential risk of these types of weather dangers, alternative planning considerations to avoid such risks, and how you would prepare for and respond to those weather conditions. |

Directions

You will hike to the nature lodge for a nature lodge tour. On the hike, talk about the weather? How are we able to know forecasts for the weather? Why is that important for planning events? Discuss natural indicators for hazardous weather. What actions should be taken for these? Finally, talk about the hazardous weather native to Missouri. What risks come with these weather events? How do we prepare for them?

Before entering the nature lodge, explain the rules while in there. Keep the noise down and do not touch the glass or taxidermy.

The Nature Staff typically takes on the tour, but you may be asked to do it. There should be a guide sheet of all the species and their names there.

You will also discuss 10 different plants native to Missouri. These can be as simple as the Kentucky Bluegrass at camp or various kinds of trees. Let the scouts struggle through this a little bit.

Horrible Horace Story

To the west of this ridge in old camp, when your grandparents were first-year scouts, lived a cook named Horace. He hated snakes. But if there was one thing he hated more than snakes, it would be first-year scouts. He despised first-year scouts. One morning on a day such as this, they were serving (whatever got served for breakfast that day). Some 3rd year scouts decided to pull a prank on him for how horribly he treated them. So while he was chopping up (something they had that morning), these scouts snuck a rubber snake into his pot. Horace opened the pot and saw the snake. He shrieked in fear and sliced his hand off with his signature cleaver that had his name inscribed on it. The pot bubbled over, and eventually it caught fire. Then the whole dining hall burned to the ground. Everyone got out, but Horace was unaccounted for. Fast forward a few years to when your parents were first-year scouts. There were 2 scouts on a day such as this who decided to go and explore Camp. They wandered for a while until finally they came upon a fork in the road. They decided to split up and go down the trails alone. They planned to meet back in 10 minutes. 10 minutes went by, and the scout who took the trail on the left returned and waited for the scout who took the right. 20 minutes passed. Eventually, the first activity passed. Then the 2nd. Eventually, the lunch bell rang. So the scout went to find his scout leader to tell of the trouble. The leader enlisted the best staff on camp, the Scoutcraft staff, to help because they had been with them for the Pioneers Program. They took the trail on the right and wandered for a while until eventually they came upon the cave. They entered the cave, and what they saw truly terrified them. They found a cot, a recently extinguished fire, bones, and a cleaver with the name Horace inscribed on the handle.

The Outdoor Code

As an American, I will do my best to

Be clean in my outdoor manners.

Be careful with fire.

Be considerate in the outdoors.

Be conservation-minded.

The Seven Principles of Leave No Trace

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly
4. Leave What you Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of other Visitors