

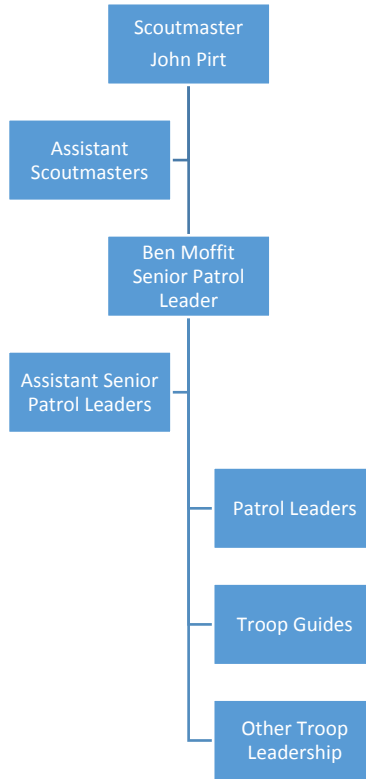


Welcome to Troop 200 University

Troop Meetings

May 2020

Troop 200 Program Structure



Troop 200 Leadership



BSA Troop 200 HOME ACTIVITIES ▾ ORGANIZATION ▾ TRAINING ▾ EAGLE RANK ▾ AWARDS ▾ DOCUMENTS & LINKS ▾ CALENDAR CONTACT US

We are Troop 200

THE SCOUT OATH OR PROMISE

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; To help other people at all times; To keep myself physically strong, mentally awake, and morally straight.

THE SCOUT IS...

- Trustworthy
- Loyal
- Helpful
- Friendly
- Courteous
- Kind
- Obedient
- Cheerful

SCOUT MOTTO

Be Prepared

SCOUT SLOGAN

COMMITTEE POSITIONS

Scoutmaster

- The chief responsibility of the Scoutmaster is the safety of the Scouts of the Troop
- The Scoutmaster is the adult leader responsible for the image of Troop 200, working with the Senior Patrol Leader and The Patrol Leadership Council to conduct a quality program and to be sure the Troop is operating to best meet the mission and policies of Boy Scouts of America
- One of the Scoutmaster's main functions is to see that boy leaders are properly trained and to provide guidance to the boy leadership to ensure the Troop is effectively a boy-lead unit. The Scoutmaster serves to coordinate and supervise the Assistant Scoutmasters
- Another important roles of the Scoutmaster is to distribute "blue cards" which are required to be obtained by the Scout prior to initiating work on a Merit Badge

Committee Chairman

- Organizes the committee to see that all functions are delegated, coordinated, and completed
- Maintains a close relationship with the chartered organization representative and the Scoutmaster
- Interprets national and local policies to the Troop
- Prepares Troop Committee Meeting Agendas
- Presides over monthly Troop Committee Meetings
- Ensures Troop Representation at monthly roundtables
- Secures top-notch trained individuals for campout

Troop 200 Patrols



Patrol Group	ASPL (Asst Senior Patrol Leaders)	Patrol Leaders
Bears	Evan Montgomery	Jackson Behrens and Luke Barber
Cobras	Isaac Oblinger	Silas Moore and Aiden Hughes
Falcons	Ben Major	Jonny Timmons and Daniel Kirchoff
Lions	Nithin Anand	Akshat Shah and Ethan Strock
Sharks	Connor McCormick	Seamus McCormick and Quinn Markle
Tigers	Braxton Komine	Ganen Roach and Jack Clouse
Wolves	Ian McGovern	William Buron and Joey Gregory

Scout Uniform

- Class A Uniform Required
 - Scout Shirt
 - Scout Pants
- Class B Uniform
- Class B Sale
- Neckerchiefs earned by camping



First Class Emphasis



- Troop 200 is committed to helping younger Scouts advance to First Class Rank
- Goal is to reach First Class Rank by the end of the First Year of Scouting
- First Class Emphasis (FCE) tables or activities will be set up at most Troop meetings in the spring to help younger Scouts sign off on rank requirements in the BSA Handbook
- Other requirements can be earned at Camp Outs, especially Advancement Camp Out and Summer Camp



First Class Emphasis



FIRST CLASS RANK REQUIREMENTS



✓	LEADER INITIAL & DATE
CAMPING AND OUTDOOR ETHICS	
1a.	Since joining, participate in 10 separate troop/patrol activities, six of which include overnight camping. These 10 activities do not include troop or patrol meetings. On at least five of the six camps, spend the night in a tent that you pitch or other structure that you help erect (such as a lean-to, snow cave, or tepee).
1b.	Explain each of the principles of Tread Lightly! and tell how you practiced them on a campout or outing. This outing must be different from the ones used for Tenderfoot requirement 1c and Second Class requirement 1b.
COOKING	
2a.	Help plan a menu for one of the above campouts that includes at least one breakfast, one lunch, and one dinner, and that requires cooking at least two of the meals. Tell how the menu includes the foods from MyPlate or the current USDA nutritional model and how it meets nutritional needs for the planned activity or campout.
2b.	Using the menu planned in First Class requirement 2a, make a list showing a budget and the food amounts needed to feed three or more boys. Secure the ingredients.
2c.	Show which pans, utensils, and other gear will be needed to cook and serve these meals.
2d.	Demonstrate the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Show how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.
2e.	On one campout, serve as cook. Supervise your assistant(s) in using a stove or building a cooking fire. Prepare the breakfast, lunch, and dinner planned in First Class requirement 2a. Supervise the cleanup.
TOOLS	
3a.	Discuss when you should and should not use lashings.
3b.	Demonstrate tying the timber hitch and clove hitch.
3c.	Demonstrate tying the square, shear, and diagonal lashings by joining two or more poles or staves together.
3d.	Use lashings to make a useful camp gadget or structure.
NAVIGATION	
4a.	Using a map and compass, complete an orienteering course that covers at least one mile and requires measuring the height and/or width of designated items (tree, tower, canyon, ditch, etc.).
4b.	Demonstrate how to use a handheld GPS unit, GPS app on a smartphone, or other electronic navigation system. Use GPS to find your current location, a destination of your choice, and the route you will take to get there. Follow that route to arrive at your destination.
NATURE	
5a.	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.
5b.	Identify two ways to obtain a weather forecast for an upcoming activity. Explain why weather forecasts are important when planning for an event.

✓	LEADER INITIAL & DATE
5c.	Describe at least three natural indicators of impending hazardous weather, the potential dangerous events that might result from such weather conditions, and the appropriate actions to take.
5d.	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.
AQUATICS	
6a.	Successfully complete the BSA swimmer test.*
6b.	Tell what precautions must be taken for a safe trip afloat.
6c.	Identify the basic parts of a canoe, kayak, or other boat. Identify the parts of a paddle or an oar.
6d.	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.
6e.	With a helper and a practice victim, show a line rescue both as tender and as rescuer. (The practice victim should be approximately 30 feet from shore in deep water.)
FIRST AID AND EMERGENCY PREPAREDNESS	
7a.	Demonstrate bandages for a sprained ankle and for injuries on the head, the upper arm, and the collarbone.
7b.	By yourself and with a partner, show how to: <ul style="list-style-type: none"> • Transport a person from a smoke-filled room. • Transport for at least 2.5 yards a person with a sprained ankle.
7c.	Tell the five most common signals of a heart attack. Explain the steps (procedures) in cardiopulmonary resuscitation (CPR).
7d.	Tell what utility services exist in your home or meeting place. Describe potential hazards associated with these utilities and tell how to respond in emergency situations.
7e.	Develop an emergency action plan for your home that includes what to do in case of fire, storm, power outage, and water outage.
7f.	Explain how to obtain potable water in an emergency.
FITNESS	
8a.	After completing Second Class requirement 7a, be physically active at least 30 minutes each day for five days a week for four weeks. Keep track of your activities.
8b.	Share your challenges and successes in completing First Class requirement 8a. Set a goal for continuing to include physical activity as part of your daily life.
CITIZENSHIP	
9a.	Visit and discuss with a selected individual approved by your leader (for example, an elected official, judge, attorney, civil servant, principal, or teacher) the constitutional rights and obligations of a U.S. citizen.
9b.	Investigate an environmental issue affecting your community. Share what you learned about that issue with your patrol or troop. Tell what, if anything, could be done by you or your community to address the concern.

*See the Swimming merit badge requirements for details about the BSA swimmer test.

✓	LEADER INITIAL & DATE
9c.	On a Scouting or family outing, take note of the trash and garbage you produce. Before your next similar outing, decide how you can reduce, recycle, or repurpose what you take on that outing, and then put those plans into action. Compare your results.
9d.	Participate in three hours of service through one or more service projects approved by your Scoutmaster. The project(s) must not be the same service project(s) used for Tenderfoot requirement 7a and Second Class requirement 8e. Explain how your service to others relates to the Scout Law.
LEADERSHIP	
10.	Tell someone who is eligible to join Boy Scouts, or an inactive Boy Scout, about your Scouting activities. Invite him to an outing, activity, service project, or meeting. Tell him how to join, or encourage the inactive Boy Scout to become active. Share your efforts with your Scoutmaster or other adult leader.
SCOUT SPIRIT	
11.	Demonstrate Scout spirit by living the Scout Oath and Scout Law. Tell how you have done your duty to God and how you have lived four different points of the Scout Law (different from those points used for previous ranks) in your everyday life.
12.	While working toward the First Class rank, and after completing Second Class requirement 11, participate in a Scoutmaster conference.
13.	Successfully complete your board of review for the First Class rank.

Notes: For Varsity Scouts working on Boy Scout requirements, replace "troop" with "team" and "Scoutmaster" with "Varsity Scout Coach."

The requirements for Scout, Tenderfoot, Second Class, and First Class ranks may be worked on simultaneously; however, these ranks must be earned in sequence.

Alternative requirements for the First Class rank are available for Scouts with physical or mental disabilities.

Scout Spotlight and Other Activities



- Scouting and/or Life Skill topics presented by Scouts to Scouts
 - History of the Troop
 - Overview of the Order of the Arrow
 - Conflict Resolution
 - How to Tie a Tie
- Other Activities that Occur at Troop Meetings
 - Merit Badges
 - Troop and OA Elections
 - Preparing for Camp Outs
 - Cleaning up after Camp Outs

Scoutmaster Conference



- One-on-one meeting between the Scoutmaster (or Asst. Scoutmaster) and Scout; usually 10-15 minutes
- Typically held after the Scout has met all of the requirements for the next rank
- Discussion of the the Scout's ambitions and life purpose
- Set goals for future achievement (in Scouting and beyond)
- Review the Scout's participation in the troop and explore his understanding and practice of the ideals of Scouting.
- The conference also gives the Scoutmaster an opportunity to solicit feedback on the troop program and any challenges the Scout is facing.
- Sign-up at the Table

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Board of Review



- After a Scout has completed the requirements for any rank (except Scout rank),
- Appears in full Class A Uniform before a board of review composed of Adult Volunteers, Parents (not his own) other Troop leaders (but not the Scoutmaster).
- Purpose is to determine the quality of his experience and decide whether he has fulfilled the requirements for the rank by reviewing the rank requirements.
- Sign-up at the Table

Parent's Role at Troop Meetings



Helping your Scout

- Review the weekly eblast with your Scout and make a plan for what your Scout will work on at the Troop meeting
- Get them to the meeting on time
- Help them remember to have their book and uniform - you don't have to tell them to "tuck in" - older scouts will handle that!
- Encourage them to sign up for the camp / service activity / etc at the table - don't do it for them (OK to check with the table to see that they did sign up)
- If they are clingy, direct them toward an older scout. If that doesn't work, mention in to a uniformed scout leader, and we will get an older scout that will help them.

Helping the Adult Leaders

- Do all the things above to help your Scout (first priority)
- Don't approach the youth Scouts with concerns - parents should talk to uniformed Adult Leaders and let us get the right youth Scout to help your son
- Stop discussions during the opening and closing periods - and listen for announcements to discuss/review with your Scout on the ride home.
- Volunteer to help with Board of Reviews for rank advancement
- Volunteer to drive to/from camp out activities

