

# VENTURING

## VENTURING LEADER START-UP

(Orientation for New Venturing Advisors/Church-Chartered Crews)

### WELCOME TO VENTURING

This booklet illustrates how using the Venturing program can get your Venturing crew (youth group) up and running and off to a successful start. It also will provide enough information to help you when you first meet with youth. Complete details on crew operations, program planning, and elected youth officer training can be found in the *Venturing Leader Manual*, No. 34655.

### GETTING STARTED

There are several things you need to know: What is Venturing, and what are its goals and methods? What's in it for you? What's in it for youth? How do you get your crew up and running?

### THE VENTURING PROGRAM

Venturing is for young adults, who, along with adult leaders, are registered with the Boy Scouts of America.

The program matches the interests of youth with the adult expertise and resources of the chartered organization and other adults in your community.

Venturing can complement your youth group as a resource program in a highly significant way. Its purpose is to provide experiences to impact on the positive development of youth at a critical stage in their lives and to prepare them to become responsible and caring adults.

### PROGRAM GOALS

Venturing has four specific goals for Venturers:

1. Gain practical experience in a special interest, a skill, or leadership.
2. Engage in a program of activities centered on Venturing's six experience areas: social interaction, leadership development, personal fitness, service to the community, outdoor activities, and citizenship.
3. Experience positive leadership from adults and youth; be given an opportunity to take on leadership roles.
4. Have a chance to learn and grow in a caring environment.

### PROGRAM METHODS

The Venturing methods listed below have been carefully designed to meet the needs of young adults.

- *Voluntary association* between youth and adults. Youth are receptive to new ideas, experiences, and relationships that provide care, a connection to new ways of thinking and acting, and a new identity.
- *Ethical decision making*. By taking responsibility for their programs, activities, and experiences, Venturers learn how to make decisions and ethical choices.
- *Group activity*. Venturing activities are interdependent group experiences in which success is dependent on the cooperation of all. This learning by doing provides opportunities for new skills development and meaningful participation in action-oriented activities.
- *Recognition of achievement*. Recognition comes through a formal advancement awards program and through the acknowledgement of a youth's competence and ability by his or her peers and by adults.
- *Democratic process*. The election of crew officers is important to the success of the crew.

### THE VENTURING CREW

A Venturing crew is the vehicle through which the program is carried out. The crew is a youth-led organization. The youth officers are elected and activities are planned and implemented based on the resources of the organization, adult committee members, parents, and consultants.

Each crew determines how many regular meetings it will hold in a month. For success a minimum of two meetings and a weekend activity is recommended.

Young adults join Venturing crews to gain insight into a variety of programs and hands-on activities that are challenging, fun-filled, and action-oriented. These activities help youth in developing their life's goals.

## GETTING YOUR CREW UP AND RUNNING

### Step 1.

Hold a briefing meeting for interested parents and other adults to begin identifying adults who can serve as members of the crew committee. Conduct the *Program Capability Inventory (PCI)*—addendum B—and discuss plans to expand the *PCI* to include other adults, such as members of the chartered organization, friends, associates, other parents, etc. Review crew program goals and methods, and secure commitment for help and support.

### Step 2.

Youth member survey. Now find out what the youth want to do. Complete the *Venturing Activity Interest Survey*—addendum D. Brainstorm with the youth members to bring out ideas that might not be in the survey.

### Step 3.

Plan the first three-month program by matching youth activity interests with resources. Tabulate the *Venturing Activity Interest Survey* results and match them with the *Program Capability Inventory (PCI)* by using the *Program Planning Form* (see addendum C). Where a Venturer-suggested activity matches an adult resource from the *PCI*, you have a possible crew activity. Fill in the gaps. Be sure the program of activities is balanced and includes the six experience areas (citizenship, leadership, service, outdoor, fitness, social).

Develop a three-month program that could include the following:

#### Month One

1. Select social or fitness activities (see addendum E) for scheduled crew meetings. Appoint a youth activity chairperson\* and an adult consultant.
2. Elect crew officers.
3. Present the three-month program to crew committee for support and approval.

#### Month Two

1. Critique first month's activities.
2. Select citizenship or outdoor activities (see addendum E) for scheduled crew meetings. Appoint a youth activity chairperson\* and an adult consultant.
3. Set date for crew officers' seminar.

#### Month Three

1. Review previous month's activities.
2. Select service or leadership activities (see addendum E) for scheduled crew meetings. Appoint a youth activity chairperson\* and an adult consultant.

3. Conduct crew officers' seminar. Adopt the crew program schedule for the remaining year.

\*Note: The activity chairperson uses the *Activity Planner* (see addendum G) to carry out the project. Follow-up is vital! Frequent checks on progress will ensure success.

## CREW LEADERSHIP AND RESPONSIBILITIES

The following adult and youth leadership positions and responsibilities are suggested to run a successful crew.

**Adult Leadership**—*By helping young people to become leaders, you also are shaping the community in which you live.*

**The Advisor**—selected by the chartered organization and has responsibility for:

1. Attending crew meetings.
2. Training youth officers to run the crew and plan the program.
3. Conducting the Program Capability Inventory (PCI).
4. Helping youth plan and implement activities.

**The Crew Committee**—adult members such as parents, chartered organization members, and other interested adults who support the crew program. Their responsibilities are as follows:

**Chairman**—conducts committee meetings and coordinates crew efforts.

**Treasurer**—advises youth treasurer, assists with fund-raising activities.

**Committee members**—help youth activities chairs carry out their responsibilities.

**Consultants**—interact with the crew by providing technical expertise, special skills, equipment, facilities or community contacts related to the crew program. They can be one-time participants (i.e., a federal judge) or serve in several activities (i.e., own a lake cottage).

**Youth Leadership**—*By creating conditions that promote growth, Venturing provides experiences that will encourage the healthy development of young people.*

Youth members are elected to leadership positions in the following areas:

**President**—key youth leader; works closely with Advisor and leadership team to plan crew and crew officers' meetings. Presides at crew meetings.

**Administrative Vice President**—responsible for membership and recognition.

**Program Vice President**—responsible for surveying members' interest in program activities and scheduling activities.

**Secretary**—keeps records, takes minutes, handles correspondence.

**Treasurer**—maintains the crew funds.

**Youth Activity Chair**—appointed by the crew president to chair a crew activity or project. Each chair serves through completion of his or her appointed task and is then reappointed to chair or assigned to work on upcoming scheduled crew activities.

## KEY FACTORS FOR SUCCESSFUL CREW OPERATIONS

- I. Use of Resources.** Conduct the *Program Capability Inventory (PCI)*. This is an inventory of information about adults as related to the chartered organization and parents who are willing to provide program help to the crew. This program help could involve their hobbies, special skills, contacts, facilities, and ideas (*PCI*—addendum B).
- II. Parental Involvement.** Parents should be encouraged to become involved in Venturing activities whenever possible. Suggestions might include:
  - Serve on crew committee.
  - Provide transportation, equipment, chaperoning, counseling, and planning to support activities.
  - Assist in citizenship, service, outdoor, fitness, leadership, and social activities.
- III. Youth Input.** Have each crew member complete the *Venturing Activity Interest Survey*. Conduct *Venturing Activity Interest Surveys* on a regular basis to allow you to check for the interests of new members (see addendum D).
- IV. Youth Leadership.** Youth officers are elected and trained to lead, plan, and make decisions regarding the implementation of crew programs and activities. They should serve long enough to have successful experiences. The crew president should appoint a committee to draft the crew bylaws (see appendix of *Venturing Leader Manual* for suggested crew code and bylaws).

**V. Hold Regular Crew Meetings.** Discuss important business first. The rest of the time should be reserved for a planned activity. These activities could be learning new skills (i.e., CPR, rappelling, first aid, computer programming, etc.) or preparing for a high-adventure trip or activity (see addendum F for *Sample Regular Crew Meeting Agenda*).

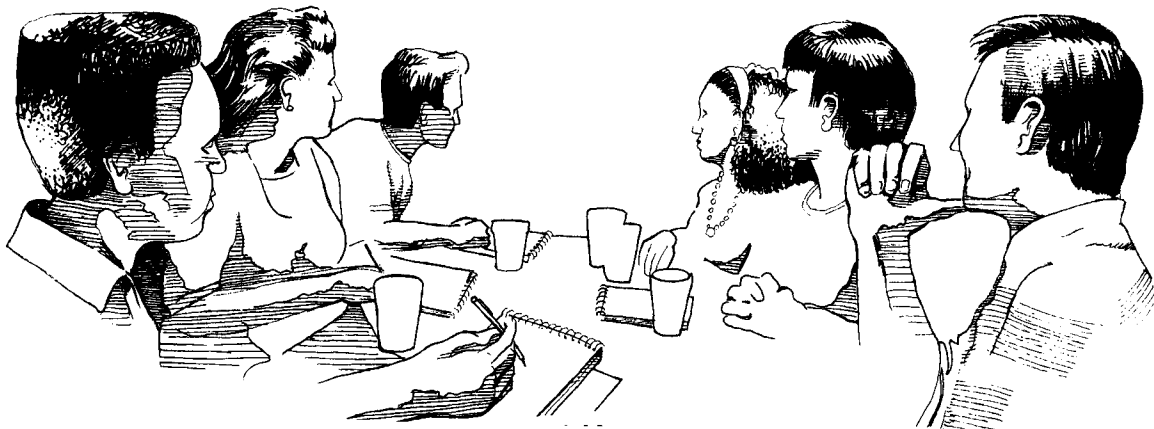
Crew meetings are conducted by the president. A detailed, written agenda should be developed for each meeting. The program vice president and activity chairman make reminder phone calls to program presenters or consultants. The president should ensure that all crew meetings start on time. All meetings should have an opening and closing, and use the Pledge of Allegiance, the Venturing Oath, or a prayer. Guests should be introduced and made to feel welcome.

**VI. Training and Developing Youth Officers—the Crew Officers' Seminar.** The seminar is a training and planning session for newly elected officers. It is led by the Advisor, the youth president, and the associate Advisors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership of their crew. The seminar agenda is found in addendum I.

**VII. Venturing Leadership Skills Course.** This course is designed for all crew members. It can be led by the crew Advisor or other adults, or the crew officers.

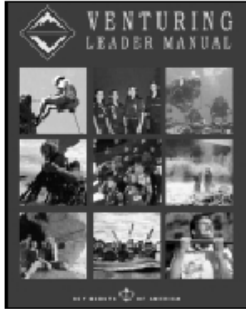
**VIII. Well-Rounded Program.** Use the six experience areas as a guide in planning programs that will help maintain interest and meet goals and objectives of the Venturing program. A variety of program helps have been developed to assist you in developing and carrying out an effective program. The following program helps can be found in addendum H:

1. Cooperative Games
2. Problem-Solving Initiative Games
3. How to Buy a Car
4. Job Interviews



# PROGRAM HELPS AND RESOURCES

Below are the most commonly used materials available from your BSA local council service center or that can be purchased from the BSA Distribution Center by calling 800-323-0732.



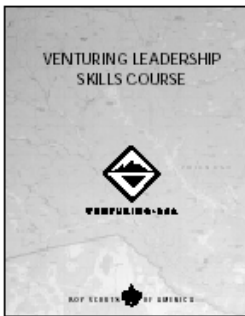
***Venturing Leader Manual.*** Provides crew leaders with all necessary information on program planning, leadership, resources, and policies. No. 34655C, \$8.50.

## Video Tapes

**New Crew Fast Start**, AV-03V013, \$14.95.

**Briefing the Organizing Committee** (best fast start for adult leaders), AV-03V011, \$14.95.

**Youth Protection: Personal Safety Awareness**, AV-09V027, \$15.95.



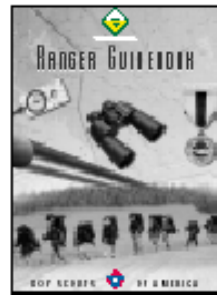
***Venturing Leadership Skills Course.*** A set of modules to teach leadership skills to all crew members. No. 34340A, \$5.00.

**Passport to High Adventure**, publication A4310, \$13.95. This is a great resource for planning short or long high adventure events and trips for the Varsity Team. It give you ideas for high adventures and takes you through the steps to plan them. It also has a index of high adventure camps and bases throughout the United States.

**Guide to Safe Scouting**, publication A34416C, \$3.40. A must have in order to conduct safe activities.



***Combination Venturer/Ranger Handbook.*** No. 33494, \$10.95. Provides detailed information on Venturing Bronze, Gold, and Silver awards, including requirements and award applications. The Ranger section is the primary source of information for all Venturers working on the Ranger Award. This is an excellent resource for planning and developing outdoor crew activities.



***Sea Scout Manual.*** Designed for all adult/youth leaders and youth members of Sea Scouting ships. The manual is an excellent resource for planning and developing Venturing crew aquatic activities. No. 33239C, \$12.95.

## ADDENDA

**A** Parent Permission Sample Form

**B** Program Capability Inventory (PCI)

**C** Program Planning Form

**D** Venturing Activity Interest Survey

**E** Suggested Program Activities

**F** Sample Regular Crew Meeting Agenda

**G** Activity Planner

**H** Sample Program Helps from Venturing Publications:

1. Cooperative Games
2. Problem-Solving Initiative Games
3. How to Buy a Car
4. Job Interviews

**I** Crew Officers' Seminar Agenda

# PARENT PERMISSION SAMPLE FORM

## Sample

### PARENT PERMISSION

(For Venturers and guests, under 21 years of age, participating in a Venturing crew trip or activity)

\_\_\_\_\_ has my permission to participate in  
(Venturer or guest)

\_\_\_\_\_ on \_\_\_\_\_  
(Activity or trip) (Date)

I know of no health or fitness restriction(s) that preclude participation. In the event of illness or injury occurring to my child while involved in this activity, I consent to X-ray examination, anesthesia, medical, or surgical diagnostic procedures or treatment that is considered necessary in the best judgment of the attending physician and performed by or under the supervision of a member of the medical staff of the hospital furnishing medical services. (It is understood that in the event of a serious illness or injury, reasonable efforts to reach me will be attempted.)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone numbers where I can be reached during the time of this activity:

Home ( ) \_\_\_\_\_ or Work ( ) \_\_\_\_\_



# PROGRAM CAPABILITY INVENTORY

Venturing Crew No. \_\_\_\_\_ Organization \_\_\_\_\_

**Instructions**  
 Each year our Venturers need adult volunteers to serve as Advisors, program consultants, and helpers with transportation, chaperoning, counseling, and planning. We would like to know in which areas of interests, hobbies, or contacts you would be willing to help our Venturers.

If they decide to call on you for help, an appointment will be made with you well in advance. Thank you for your willingness to assist our Venturers and please return this PCI form to: \_\_\_\_\_

(Please complete.)

Date: \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone (home) \_\_\_\_\_ - \_\_\_\_\_ (business) \_\_\_\_\_ - \_\_\_\_\_

Occupation \_\_\_\_\_ Position \_\_\_\_\_

**Yes! I would be willing to help in the areas designated below:**

### Hobbies AND SKILLS

- |                   |                  |                      |                       |                    |                    |
|-------------------|------------------|----------------------|-----------------------|--------------------|--------------------|
| Backpacking _____ | Canoeing _____   | Equestrian _____     | Orienteering _____    | Sailing _____      | TRAINING _____     |
| Basketball _____  | COACHING _____   | First Aid _____      | Outdoor Living _____  | Scuba Diving _____ | Water Skiing _____ |
| Bicycling _____   | Cooking _____    | Fishing _____        | History _____         | Shooting _____     | Other _____        |
| Bowling _____     | COUNSELING _____ | Marksmanship _____   | Photography _____     | Snow Skiing _____  |                    |
| Camping _____     | CREATING _____   | Mountaineering _____ | PROMOTING _____       | Softball _____     |                    |
| Caving _____      | Diving _____     | ORGANIZING _____     | PUBLIC SPEAKING _____ | Swimming _____     |                    |

### MEMBERSHIPS

Please list your clubs, associations, fraternal groups, etc.:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### CONTACTS

Please list people that you would be willing to ask to share their careers, hobbies, or skills:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SPECIAL PROGRAM ASSISTANCE

- |   |  |
|---|--|
| ___ I have a station wagon ___ van ___ or truck ___.            | ___ I can help with leadership skills.             |
| ___ I have a workshop.  | ___ I can help with _____ (Career information)     |
| ___ I have family camping gear ___ RV ___ or pop-up camper ___. | ___ I can help with _____ (Vocational information) |
| ___ I can make contacts for special trips and activities.       | ___ I can help with community service projects.    |
| ___ I have access to a cottage ___ or camping property ___.     | ___ I can help with fundraising projects.          |
| ___ I have access to a boat ___ or airplane ___.                |  |

# PROGRAM PLANNING FORM

To be used for Program Capability Inventory recap.

NAME	PHONE	OCCUPATION	HOBBY	CONTACT

### CREW COMMITTEE SUGGESTIONS

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### EQUIPMENT AND FACILITIES

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### CHARTERED ORGANIZATION SUGGESTIONS

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### CONSULTANTS

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# VENTURING ACTIVITY INTEREST SURVEY

Complete the following. Your responses will be used to help develop the program of activities throughout the year, so it is very important that you provide complete responses.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. What specific interests do you have that you would like to see our crew pursue during this year? \_\_\_\_\_

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2. Do you have any ideas or suggestions for activities that would address these interests? \_\_\_\_\_

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3. Consider for a moment the six experience areas (citizenship, service, leadership, social, outdoor, and fitness). How would your interests fit into any of these areas? \_\_\_\_\_

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# VENTURING ACTIVITY INTEREST SURVEY—ALPHA LIST

Please check those activities, tours, projects, and seminars that you would like the crew to plan as part of its program for the year.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Airport tour                     | <input type="checkbox"/> Fishing                   | <input type="checkbox"/> Recognition dinner             |
| <input type="checkbox"/> Auto mechanics                   | <input type="checkbox"/> Gourmet cooking           | <input type="checkbox"/> Recycling center               |
| <input type="checkbox"/> Automobile plant/dealership      | <input type="checkbox"/> Government official       | <input type="checkbox"/> Shooting sports meet           |
| <input type="checkbox"/> Backpacking                      | <input type="checkbox"/> Halloween party           | <input type="checkbox"/> River rafting                  |
| <input type="checkbox"/> Barbecue party                   | <input type="checkbox"/> Ham radio                 | <input type="checkbox"/> Road rally                     |
| <input type="checkbox"/> Beach party                      | <input type="checkbox"/> Hiking trail cleanup      | <input type="checkbox"/> Rock climbing/rappelling       |
| <input type="checkbox"/> Bike hike                        | <input type="checkbox"/> History, study the town's | <input type="checkbox"/> Sailing                        |
| <input type="checkbox"/> Block party                      | <input type="checkbox"/> History, trace family     | <input type="checkbox"/> Saving money                   |
| <input type="checkbox"/> Bowling                          | <input type="checkbox"/> Hobby smorgasbord         | <input type="checkbox"/> Scholarships                   |
| <input type="checkbox"/> Buy a car, how to                | <input type="checkbox"/> Horseback riding          | <input type="checkbox"/> Scuba                          |
| <input type="checkbox"/> Camping trip                     | <input type="checkbox"/> Hunter education          | <input type="checkbox"/> Senior citizens, assistance to |
| <input type="checkbox"/> Canoeing                         | <input type="checkbox"/> Ice-skating party         | <input type="checkbox"/> Skating                        |
| <input type="checkbox"/> Car wash                         | <input type="checkbox"/> Industry, local           | <input type="checkbox"/> Ski weekend                    |
| <input type="checkbox"/> Career clinic                    | <input type="checkbox"/> Intercrew activities      | <input type="checkbox"/> Slide show, plan a             |
| <input type="checkbox"/> Cave exploring                   | <input type="checkbox"/> Job interviewing skills   | <input type="checkbox"/> Snorkeling/scuba diving        |
| <input type="checkbox"/> Child care                       | <input type="checkbox"/> Leadership skills         | <input type="checkbox"/> Spaghetti dinner               |
| <input type="checkbox"/> Christmas party                  | <input type="checkbox"/> Lifesaving, swimming      | <input type="checkbox"/> Sports medicine                |
| <input type="checkbox"/> Civil defense                    | <input type="checkbox"/> Military base trip        | <input type="checkbox"/> Sports safety                  |
| <input type="checkbox"/> College or university visit      | <input type="checkbox"/> Morality, ethics          | <input type="checkbox"/> Sports tournament              |
| <input type="checkbox"/> College panel discussion         | <input type="checkbox"/> Mountaineering            | <input type="checkbox"/> State capitol, visit           |
| <input type="checkbox"/> Communications                   | <input type="checkbox"/> Movies                    | <input type="checkbox"/> Summer jobs clinic             |
| <input type="checkbox"/> Community cleanup activity       | <input type="checkbox"/> Music listening           | <input type="checkbox"/> Swim meet                      |
| <input type="checkbox"/> Conservation project             | <input type="checkbox"/> Newsletter writing        | <input type="checkbox"/> Swimming party                 |
| <input type="checkbox"/> Cooking                          | <input type="checkbox"/> Orientation flight        | <input type="checkbox"/> Television station             |
| <input type="checkbox"/> Court session                    | <input type="checkbox"/> Orienteering              | <input type="checkbox"/> Tennis clinic                  |
| <input type="checkbox"/> Cruise, sailing                  | <input type="checkbox"/> Outdoor living history    | <input type="checkbox"/> Train trip                     |
| <input type="checkbox"/> Cycling/mountain biking          | <input type="checkbox"/> Pancake breakfast/supper  | <input type="checkbox"/> United Way, support the        |
| <input type="checkbox"/> Dance                            | <input type="checkbox"/> Parents' night            | <input type="checkbox"/> Watercraft                     |
| <input type="checkbox"/> Diet and nutrition               | <input type="checkbox"/> Part-time jobs clinic     | <input type="checkbox"/> Waterskiing                    |
| <input type="checkbox"/> Disabled citizens, assistance to | <input type="checkbox"/> Photography               | <input type="checkbox"/> Weather bureau                 |
| <input type="checkbox"/> Drug abuse/alcoholism            | <input type="checkbox"/> Physical fitness          | <input type="checkbox"/> Wilderness survival            |
| <input type="checkbox"/> Easter egg hunt for children     | <input type="checkbox"/> Planetarium               | <input type="checkbox"/> Winter camping trip            |
| <input type="checkbox"/> Emergency preparedness           | <input type="checkbox"/> Plants and wildlife       | <input type="checkbox"/> Winter sports                  |
| <input type="checkbox"/> Family picnic                    | <input type="checkbox"/> Play, produce a           | <input type="checkbox"/> Other _____                    |
| <input type="checkbox"/> Family sports day                | <input type="checkbox"/> Power station             | _____   |
| <input type="checkbox"/> Fashion show                     | <input type="checkbox"/> Progressive dinner        | _____   |
| <input type="checkbox"/> Fire safety                      | <input type="checkbox"/> Project COPE              | _____   |
| <input type="checkbox"/> First aid training               | <input type="checkbox"/> Public speaking           | _____   |

## SUGGESTED PROGRAM ACTIVITIES

The following are specific elements that your Venturing crew leaders might use when planning a well-balanced program around Venturing's six experience areas.



**CITIZENSHIP:** Develop a better understanding of America's governmental systems. Learn the rights and expectations of citizenship. Encourage a pride in our American heritage.

Plan programs to learn more about your community, county, state, or nation. Learn about the judicial system by attending a court in session. Visit the local jail or prison. Find out how the jury system works in your community. Participate in a local "get out and vote" effort. Plan trips to your state capital or local military installations. Find out how an American citizen acquires a travel visa. Help local service clubs and veterans' associations with holiday events. Hike historical trails or visit local historical sites.



**LEADERSHIP:** Prepare to give leadership and to fulfill our responsibility to American society and to the peoples of the world. Create opportunities for decision making and goal setting, and for developing confidence and independence of judgment.

Use the *Venturing Leadership Skills Development Course* to develop and plan monthly forums for both youth and adults. Plan discussion groups that would involve representatives of various banks, newspapers, advertising groups, and secretarial associations for a question-and-answer session. Study the effect of private enterprise on the community, state, and nation. Review taxation, political involvement, and regulation of business. Learn about federal and local programs to aid small businesses. Read and study world trade and the national economy.



**SERVICE:** Gain a respect for the basic rights of others. Develop the skills and desire to help others and set goals for a life of service.

Provide personal assistance to charities, community organizations, the disadvantaged, elderly, and disabled. Support community projects planned by professional business organizations, and assist public service groups with programming

projects. Learn to use other types of equipment such as a Braille typewriter and to transcribe books or letters for those with sight disabilities. Landscape public property, clean up a cemetery, conservation work, paint, repair, or assist a charity.



**OUTDOOR:** Develop a degree of self-reliance based on courage, initiative, and resourcefulness. Understand and appreciate the wise use of resources and the protection of our environment.

The *Venturing Leader Manual* provides detailed plans for preparing for activities such as hiking, backpacking, rappelling, rock climbing, sailing, caving, and camping. Plan camps and weekend activities in winter and summer. Plan a bicycling outing using computers to detail the route, schedule of events, and competition scores. Have an outdoor equipment outfitter demonstrate the use of equipment and clothing. Orienteering, road rally, swimming, canoeing, golfing, or ice-skating.



**FITNESS:** Improve mental and emotional fitness. Enhance physical fitness and an appreciation for recreation, and prepare for a lifetime of fitness.

Plan programs on self-defense, nutrition, and exercise. Learn aerobic exercises for use by office workers, study first aid, CPR, review working conditions, lighting, noise and stress challenges. Offer fitness programs to community centers. Team handball, flag football, Venturing olympics sport, minimarathon, field hockey, or softball.



**SOCIAL:** Instill stable personal values firmly based on religious concepts. Develop skills in dealing with all people and encourage a sense of family and community responsibility.

Plan parents' night programs, open houses, and family activities to include tours of Venturing chartered organizations. Plan parent/Venturing activities, hold a fashion show with elementary school children and senior citizens. Have a year-theme party for a community social activity or a senior citizens center. Scavenger hunt, entertainment, party, recognition night, campfire program, family picnic, or mall shopping.

# SAMPLE REGULAR CREW MEETING AGENDA

3 Min.	<b>1. Call to Order and Introduction of Guests</b>	_____ Crew President
10 Min.	<b>2. Old Business</b>	_____ Crew President
	A. Secretary reads minutes of previous meeting	
	B. Treasurer reports	
	C. Crew officer's report	
10 Min.	<b>3. New Business</b>	_____ Crew President
	A. Discussion by crew members on matters that need a decision	
	B. Registration of new members	_____ Administrative Vice President
	C. Promotion of upcoming events	_____ Program Vice President
	D. Crew Advisor comments	_____ Crew Advisor
45 Min.	<b>4. Crew Activity* Program</b>	_____ Youth Activity Chair
	A. Remind Venturers about materials needed, requirements, or what to bring and wear, etc.	
	B. Introduction of presenters	
	C. Carry out plan or conduct the activity	
2 Min.	<b>5. Announce Date, Place, and Time of Next Meeting</b>	_____ Crew President
5 Min.	<b>6. Closing</b>	_____ Assigned Member
	<b>7. Refreshments and Fellowship by Crew Members</b>	

**After the meeting:** Advisor and crew president confirm plans for the next officers' meeting. Crew president follows up with next meeting; youth activity chair to double-check all arrangements.

\*Note: Conduct activity planned by committee and consultants using the activity planner. See addenda E and H for sample crew activity programs.



# ACTIVITY PLANNER

Filled in by Officers

Activity \_\_\_\_\_

Activity Chairman \_\_\_\_\_

Consultant \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Phone \_\_\_\_\_

Place \_\_\_\_\_ Date \_\_\_\_\_

Officers' comments \_\_\_\_\_

**Check Experience Areas**

- Leadership
- Outdoor
- Fitness
- Service
- Social
- Citizenship

Filled in by Activity Committee

Committee members \_\_\_\_\_

DETERMINE THE ACTIVITY (Call a committee meeting, discuss the event, make the plan)

What is to be accomplished? \_\_\_\_\_

IDENTIFY THE RESOURCES

Equipment and facilities needed \_\_\_\_\_

Cost and how activity is paid for \_\_\_\_\_

Manpower required \_\_\_\_\_

CONSIDER ALTERNATIVES

How can activity be accomplished? \_\_\_\_\_

What are alternate plans? \_\_\_\_\_

REACH A DECISION—MAKE THE PLAN  
—DELEGATE RESPONSIBILITIES

Job to be done

Assigned To

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Follow up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

CARRY OUT THE PLAN—CONDUCT THE ACTIVITY

Just before the activity, double-check all arrangements and conduct the activity to the best of your ability, using your committee and consultant.

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After the activity be sure and thank everyone involved and leave things clean and in good order.

EVALUATE THE ACTIVITY

Did the members like it? \_\_\_\_\_

Number participating \_\_\_\_\_ Venturers \_\_\_\_\_ friends \_\_\_\_\_ adults \_\_\_\_\_

Should we repeat this activity? yes  no  why? \_\_\_\_\_  
\_\_\_\_\_

How well did the plan work? \_\_\_\_\_  
\_\_\_\_\_

How can we improve the activity? \_\_\_\_\_  
\_\_\_\_\_

What were costs? To the crew \_\_\_\_\_ cost per person \_\_\_\_\_

Attach all receipts or bills for the activity.

Signed \_\_\_\_\_ date \_\_\_\_\_

Activity Committee Chair

Fill out and return this report as you plan, execute, and evaluate your activity. Turn the completed report in to the vice president for program for inclusion in the crew's activity file.

Filled in by Activity Committee

# COOPERATIVE GAMES

## WHAT ARE COOPERATIVE GAMES?

Cooperative games emphasize participation, challenge, and fun rather than defeating someone else. Cooperative games emphasize play rather than competition. Cooperative games are not new. Some of the classic games we participated in as children are classic because of the play emphasis. There may be competition involved but the outcome of the competition is not losing and sitting out the rest of the game. Instead, it may involve switching teams so that everyone ends up on the winning team.

## OUTDOOR ACTIVE GAMES

### Sardines

This can be played anywhere, indoors or out. The goal is similar to "Hide and Seek," except that "it" hides first. Everyone else then tries to find "it." When someone finds "it" they hide in the same spot. The game ends when everyone finds "it's" hiding spot.

### Blob Tag

A variation of "tag," the persons who are caught join hands with the "it" person to form a blob. As more people are caught, the blob becomes larger. It is probably a good idea to limit the playing area so that the blob does not have to chase people through the neighborhood.

### British Bulldog

The playing area is a rectangular open field with well-defined boundaries. One person stands in the middle and is the bulldog. Everyone else stands on one end outside the boundary. When the bulldog is ready, they yell, "British bulldog, one, two, three." Everyone must run from one end of the field to the other. The bulldog must grab people, lift them off the ground and yell, "British bulldog, one, two, three." The caught person then becomes a bulldog also. Eventually everyone will become a bulldog.

Variation: Instead of lifting people off the ground the bulldog can simply hold on while yelling.

### Toss the Bird

This is a tag game with a twist. The "bird" can be a knotted towel or some other soft object suitable for throwing. You can have as many as you think are necessary. The point of this is that you can't be tagged if you are holding a bird. People can toss the bird(s) to each other to help "protect" each other from being caught. Obviously you will want to have fewer birds than you have people who are being chased. More than one person can be "it."

—from *The Bottomless Bag*

### Caterpillar

Each person lies down on their stomach, side to side, with their arms straight out in front. The person on the end begins to roll over the top of the row of bodies until he or she gets to the end. This can be done as a race, with two teams competing to get to a predetermined point.

—from *New Games*

### Eeny-Einy-Over

Remember this classic game? Here's a reminder. All you need is a large building—churches work best—and a medium-size ball. The game begins with two teams, one on each side of the building. One team has the ball and throws it over the building while yelling "eeny-einy-over." The throwing team then runs around the building and tries to tag members of the receiving team. Tagged people join the other team. The receiving team tries to avoid being tagged, of course, and also can throw the ball at members of the throwing team. If they hit anybody the hit persons switch teams. Players are safe when they reach the other side of the building. The game ends when everyone is on the same team.

Variation: Players are safe only when they do a complete revolution of the building.

### Flying Dutchman

The group forms a circle and holds hands, with one pair remaining outside the circle. Holding hands, the couple on the outside walks the perimeter of the circle. They choose a point in the circle to break the handhold of two people. When that happens the outside couple runs around the circle in one direction and the couple whose handhold was broken runs in the opposite direction. The couple who loses the race back to the open spot is "it" for the next round.

—from *New Games*

### Slaughter

The arena is a circle about thirty feet in diameter with a clearly defined boundary. Two holes about a foot wide are dug out at opposite sides of the circle (substitutes for the holes are appropriate). Everyone takes off their shoes. Balls are placed in the holes, and each team, on their knees, forms a huddle around their own ball. At the signal, both teams try to move their ball into the other team's hole. As long as you're on your knees and within the boundaries of the circle, anything goes. The only other rule is that to neutralize the opponent you can drag your opponent outside of the circle. If any part of their body crosses the line they are out.

—from *New Games*

## INDOOR GAMES

### Positive Reinforcement

One person is selected to leave the room and should be out of earshot. The rest of the group chooses some action they would like the absent person to perform. When they are ready they call the person back in. The reinforcement means is clapping. By clapping louder or softer they influence the subject to do whatever they want.

—from *Games*

### Continuous Story

The rules are simple. One person creates a story line and everybody in turn adds a few sentences until the story is complete or everybody gets tired.

### If You Love Me

#### Won't You Please, Please Smile?

Everyone is seated in a circle with a volunteer standing in the middle. The volunteer sits in the lap of the seated person of his or her choice, looks them in the eyes and says, "If you love me won't you please, please smile?" The seated person responds by saying, "You know I love you but I just can't smile." This must be said without smiling. If he or she does smile, they become the person in the middle.

### Princess Uggawugga

The purpose of the game is to make your opponent laugh. In pairs, one person starts by saying, "Princess Uggawugga is dead, gone, and deceased." The other person responds by saying "How and when did she die?" The game continues with one person asking questions and the other responding until someone laughs.

### Word Whiskers

A word whisker is a time-filler word like "you know," "uh," "er," "em," etc. The object is to try to talk for 30 seconds without using a word whisker. Not talking for more than 3 seconds is also a word whisker.

—from *Games*

### Botticelli

One person is "it." "It" must think of the name of a person or fictitious character. This character is referred to by the initial of his or her last name (e.g., "Mr. F"). The players, in turn, ask "it" yes or no questions in order to discover the name of "it's" character. However, they must earn the opportunity to ask each question by asking "it" to name a character with the same initial in response to their questions. For example, "it" begins play with the statement, "I am thinking of a Mr. B." A player then asks "it" a question such as "Was Mr. B a president?" If "it" cannot name a president whose name starts with B, the player has earned the right to ask "it" one

yes or no question for a clue to the character's identity. However, if "it" is able to name a Mr. B who was a president that person forfeits the opportunity to question "it." The player who correctly guesses the name of "it's" character is the new "it."

—from *Games*

### Going to the Moon

This is a guessing/deductive game in which the first person establishes a word pattern for everyone else to figure out. He or she says, "I'm going to take (name an object)." Everyone else follows by repeating the same phrase but naming a different object with the same pattern. Patterns could include words that start with the same letter as the speaking person's name, words with double consonants, or words that begin with the last letter of the previous word.

—from *Games*

### Hawaiian Hand Clap

The players sit in a circle or a line and count off. Then they set up a 1, 2, 3, 4 rhythm by slapping their knees, clapping their hands, and snapping their fingers—first their right and then their left. Everyone does this in unison. Once the rhythm is established, the first player calls his own number on the first finger snap and someone else's number on the second finger snap. On the next sequence of finger snaps the person whose number was called must then say their own number and someone else's. If he or she misses their turn, says it too early, or says a nonexistent number they have to move to the end of the line. Everyone's number will change as they move up and down the line.

Variation: The people who miss can sit out instead of going to the end of the line. Everyone else always keeps their number for the whole game so that you have to remember which numbers are in and out.

### Peek-A-Who Name Game

Materials: One opaque blanket or sheet

Divide into two teams. Have people who are not on either of the teams hold the blanket up by the ends so that it is vertical or perpendicular to the ground. One team will gather on each side of the blanket. One volunteer from each team will crouch down on their knees behind the blanket. When the blanket is dropped each player tries to say the other person's name first. Whoever loses joins the other team. Eventually no one will be left on the losing team.

—from *The Bottomless Bag*

# PROBLEM-SOLVING INITIATIVE GAMES

## WHAT ARE INITIATIVE GAMES?

Initiative games are fun, cooperative, challenging games in which the group is confronted with a specific problem to solve. In Venturing we use initiative games for two reasons. First, initiative games demonstrate and teach leadership skills to Advisors, which helps to promote the growth of Venturers. Second, initiative games demonstrate a process of thinking about experiences that helps Venturers learn and become responsible citizens.

Happy playing!

## The Reversing Pyramid

Have ten people form a 4-3-2-1 horizontal pyramid (like bowling pins). Tell them to reverse the apex and base of the pyramid by moving only three people.

—from *The Bottomless Bag*

## Gimme a Leg to Stand On

The goal of this activity is to try to get your group to have a minimum of contact points with the ground. In other words, we want to find out how few legs and arms we have to use to maintain a balance point for, say, five seconds.

—from *The Bottomless Bag*

## Popsicle Push-Up

This is a variation of the standard one-person push-up. The easiest way to teach it is to start doing a four-person push-up. The first person should lie down on his or her stomach. The second person should lie down perpendicular to the first, with their feet and ankles over the lower back of the first. The third and fourth persons do the same thing, with the first person's feet over the lower back of the fourth so that the torsos form a square.

The challenge is to have all four people do a push-up at the same time. When they have done this, the goal is to add more people until you are doing a push-up with everyone in the group involved. (It is possible with some creative thinking.)

Variation: A more challenging alternative is to tell the group at the beginning that the goal is to get everybody off the ground with only their hands touching without telling them about any possible solutions like the four-person variation.

## The Great Egg Drop

The goal of this activity is to build a structure that will prevent an egg from breaking when it is dropped from a height of 8 feet. The only materials allowed are twenty straws and

30 inches of ½-inch masking tape. Try to do it with as few materials as possible!

—from *The Bottomless Bag*

## Traffic Jam

Materials: Something to mark spaces that individuals in the group stand on (There should be one more space than the number of people in the group.)

In this activity, half of the group stands in a row back to front facing the other half of the group who are also back to front, but, of course, facing the first group. It does not matter if you have an odd number of people in your group and one side has one more person than the other. Everyone should be standing on a marked spot. The empty spot should be in the middle between the two facing groups. The goal of the activity is for each group to exchange places. As you might expect, there are some restrictions on movement. First, only one person moves at a time. Second, a person may not move around anyone facing the same direction. Third, they may not move backward. Fourth, no one can move around more than one person on the other team at a time.

## Two by Four

Have eight people line up shoulder to shoulder, alternating male and female, with everyone facing the same direction. The object is to get all the females on one end and all the males on the other. If you prefer you can use some other identification to distinguish alternate people.

Yes, there are some rules. First, the goal is to solve the problem in the fewest possible moves, with a maximum of four moves. It's probably a good idea not to tell them the maximum until they've had a couple of successes at solving the problem. Second, all moves are made in pairs. A pair is you and anyone standing next to you. Third, when a pair moves out of the middle of the group, the empty spot they left must be filled by another pair. Fourth, pairs may not pivot or turn around. Fifth, there should be no gaps in the solution of the problem.

—from *Silver Bullets*

## Diminishing Load

The object is to move the group across an open area. To cross the area a person must be carried. The carrier must return and be carried himself. If a carried person touches the ground, the carrier(s) and the carried person have to return.

# HOW TO BUY A CAR

Many Venturers own cars or plan to buy one in the near future. This meeting will help them learn what to look for and provide information on registration, credit, and insurance.

Ask a car dealer or sales associate to help with this meeting. Most Venturers will buy used cars. Most car dealers will be delighted to create goodwill among young adults and should be willing to help. This subject could expand to seminar meetings. A mechanic might be asked to show the crew what to look for in a used car.

Try to hold this meeting at a car dealership or a used-car lot so that Venturers can "inspect" various cars.

## MATERIALS NEEDED

- Sample of a *Blue Book* containing used-car prices
- Information on safety inspections, contracts, and related items
- Several used cars to inspect (if a dealer can't be secured, cars of parents or crew members could be "inspected")

## SUGGESTED AGENDA

1. **Introduction.** What kind of car should you buy? Discuss price comparisons, economy, "glamour" versus utility, maintenance agreements, and what to look for when inspecting a car.
2. **Car inspection.** Form the crew into teams of two or three. Have them visually check three used cars and

select the one they believe is the best value. An inspection sheet could be printed using the outline below.

3. **Reports.** Each team reports on its choice of a best value. Ask the dealer to evaluate their choices.
4. **Review.** Have the dealer review the following:
  - Odometer law
  - *Blue Book* prices
  - Asking price
  - Terms of sale; financial considerations
  - Warranty (if any)
  - Safety inspection
  - How to get title and license
5. **Financing.** Discuss where to go for financing: banks, car dealer, finance company, credit union. Can Venturing-age youth get credit?
6. **Insurance.** What coverage is best? What does it cover? What are typical rates for Venturing-age youth? Cover how to make a claim; discuss appraisals and how settlements are made. What are state and local laws related to having insurance, minimum coverages, uninsured motorist coverage, and regulation of insurance companies?
7. **Questions and discussion.** Crew members with automobiles could discuss their experiences.

## CAR INSPECTION SHEET

Car \_\_\_\_\_ Model \_\_\_\_\_ Year \_\_\_\_\_

Price \$ \_\_\_\_\_ *Blue Book* Price \$ \_\_\_\_\_ Serial Number \_\_\_\_\_

Current Inspection Sticker \_\_\_\_\_ Mileage \_\_\_\_\_

Any Body Damage Noted \_\_\_\_\_

Evidence of Repairs \_\_\_\_\_

### Condition

Condition of:	Good	Average	Fair		Good	Average	Fair
Tires	_____	_____	_____	Seats	_____	_____	_____
Body	_____	_____	_____	Floor	_____	_____	_____
Doors	_____	_____	_____	Steering play	_____	_____	_____
Windows	_____	_____	_____	Pedals	_____	_____	_____
Paint	_____	_____	_____	Oil or water leaks	_____	_____	_____
Upholstery	_____	_____	_____				

# JOB INTERVIEWS

Applying for employment is a major interest of all Venturers, whether for part-time work after school or to start a career. This program is designed to help with the techniques necessary to a successful interview and to acquaint Venturers with what their prospective employers might want.

The session should have a role-playing format. Ideally some adults not known to crew members might serve as interviewers—parents, adults from the chartered organization, service club members, or friends of the Advisor. Coach the adults ahead of time to follow the interviewer's guide. If adults cannot be recruited, then pair up crew members, rotating the roles of job seeker and interviewer.

A personnel recruiter or someone from an employment agency might be invited to speak to the crew. If possible, have the speaker bring sample employment applications for crew members to review. Any tests, physical requirements, education, or training required by the organization might be featured. Look for organizations that might hire Venturing-age youth on a part-time basis.

If possible, the crew might meet for an evening in the personnel department of a large firm or an employment agency having testing facilities. People from the firm might be willing to demonstrate testing and interviewing techniques.

## MATERIALS NEEDED

Reproduce "Hints for Job Seekers" (below) for each crew member and the interviewer's guide for each interviewer.

## SUGGESTED AGENDA

- 1. Introduction to job interviews.** Crew members who have been interviewed might relate their experiences.
- 2. Hints for job seekers.** Someone involved in employment interviewing reviews techniques with the crew.
- 3. Sample interviews.**
- 4. Review of interviewing techniques.** Discuss how crew members might improve. Discuss
  - Where to look for a job
  - Making an appointment
  - Being prompt
  - How to find out about the organization
  - Dress and grooming
  - Getting references
  - Interview tips
  - Testing and resumes

## 5. Closing comments and questions.

## HINTS FOR JOB SEEKERS

1. Review your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.
2. Beforehand, learn as much as you can about the firm to which you are applying. Do not be afraid to ask questions about the company or the job.
3. Be prompt. Keep your appointment to the minute.
4. Do not take anyone with you when you apply for a job. The employer wants to talk to you.
5. Be neat, clean, and appropriately dressed. Do not overdress or wear showy clothes. Watch your posture. Do not slouch or yawn.
6. Answer all of the employer's questions accurately, honestly, frankly, and promptly. Never brag.
7. Be able to give a continuous record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reasons you left.
8. When asked, point out the valuable aspects of your training and past experience that will carry over to the job for which you are applying.
9. Be able to give as references the names of at least three responsible and reliable people who know you well.
10. Speak with confidence and enthusiasm. Do not bluff or exaggerate.
11. Avoid any arguments with your prospective employer. Do not criticize others, including past employers or associates.
12. Show proper respect for the person interviewing you. Do not act familiar or insolent with the interviewer.
13. Do not be discouraged if, during your first interview, you become nervous and fail to present yourself favorably. You will improve next time.
14. Even if the prospect of an immediate job is not evident, consider the interviewer's advice regarding future openings. Such suggestions sometimes lead to a job.
15. Follow up the interview with a thank-you letter.

## INTERVIEWER'S GUIDE

The following are typical kinds of information that an employer is interested in determining about a prospective employee, so that the employer can make a good decision about how the individual applying for the job might fit into the company.

1. Name, address, telephone, and Social Security number. (Also work permit information if prospect requires one.)
2. Any physical disabilities that might interfere with performance of the job for which prospect is applying.
3. Type of work applied for.
4. Training for this job, education, how much, when, where, and what type.
5. Experience in this or similar jobs.
6. Other employment, when, where, salary, reasons for leaving, and references. Which previous position the applicant liked best and why. Which previous position the applicant liked least and why.

7. Salary expected.
8. Date available to start work.
9. What hours prospect can work, if applicable.
10. Three character references.

## TYPICAL JOB INTERVIEW

Using the interviewer's guide, conduct a brief interview between a Venturer and a member of the activity committee, for the position indicated in the typical help-wanted ad. Cover "Hints for Job Seekers" in the interview.

### Typical Help-Wanted Ad

**COUNTER HELP**—Prepare food, wait on tables.  
Apply ABC EATERY, 123 Main, Monday–Friday,  
9–11 a.m.

# CREW OFFICERS' SEMINAR AGENDA

## WELCOME BY ADVISOR AND CREW PRESIDENT

Explain the purpose and objective of the seminar.

**I. DUTIES**—Review and discuss officer and Advisor roles and responsibilities:

Why they joined and what they expect to get from their participation.

**II. ACTIVITIES**—Discuss program planning process. Select one activity and practice steps in the planning process using the *Activity Planner* (addendum G).

Plan this activity using the following steps:

1. Determine the activity (what is to be accomplished)
2. Identify resources (equipment, costs, manpower)
3. Consider alternatives (brainstorm how to accomplish)
4. Reach a decision (what, when, where, make assignments)
5. Conduct the activity (share plan, follow up)
6. Evaluate the activity (determine if members liked it)

**III. SCHEDULING**—Plan and schedule a year's program. Review importance of all six experience areas reflected in the year's activities. Review *Program Capability Inventory* and *Venturing Activity Interest Survey* for capabilities and interests. Use the brainstorming method to list definite activities for the year. Put the twelve monthly calendars on the wall and write in dates of crew meetings, topics of selected activities or special events, and the names of activity chairs. Avoid conflicts with school, vacations, etc.; Before selecting activities, discuss their advantages and disadvantages and be sure activities are based on the six experience areas and crew goals. Decide which fund-raising activities are necessary.

**IV. MEETINGS**—Discuss format for crew meetings (see *Sample Regular Crew Meeting Agenda*—addendum F). Explain role of each officer, activity chair, and crew member. Develop sample agendas for meetings.

**V. BYLAWS**—Appoint a youth committee and chairperson with adult consultant to establish crew bylaws and code of conduct. Establish rules of conduct, attendance expectations, qualifications for participating in crew superactivities, dues, and allocation of funds from approved money-earning projects, etc.

**VI. CLOSING**—Congratulate officers. Reflect on and evaluate day's activities. Reinforce need to carry out each assignment and that their newly planned calendar of activities should be printed and distributed to all crew members, crew committee members, consultants, and parents.