Welcome to Venturing

This booklet illustrates how using the Venturing program planning process can get your Venturing crew up and running and off to a successful start. It also will provide information to help you when you first meet with youth.

Details on crew operations, program planning, and elected youth officer training can be found in the Venturing Leader Manual, No. 34655B.

Getting Started

There are several things you need to know:
• What is Venturing, 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?

Program Goals

Venturing has four specific goals for Venturers:
1. To gain practical experience in a special interest, a skill, or leadership
2. Engage in a program of activities centered on the following areas: social, leadership, fitness, service, outdoor, and citizenship
3. To experience positive leadership from adults and youth and to have an opportunity to lead others
4. To learn and grow in a caring environment

The Venturing Program

Venturing is for young adults ages 14 to 20 who, along with adult leaders, are registered with the Boy Scouts of America.

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

The program is carried out through a Venturing crew. Its purpose is to provide experiences that will affect the positive development of youth at a critical stage in their lives and to prepare them to become responsible and caring adults.

The crew is led by elected youth officers. Young adults join to gain insight through fun-filled programs and hands-on activities provided by the chartered organization, adult committee member volunteers, youth member parents, and other consultants from the community.

Venturing Methods

• Leadership. All Venturers are given opportunities to learn and apply proven leadership skills. A Venturing crew is led by elected crew officers. The Venturing Leadership Skills Course is designed for all Venturers and helps teach in an active way to effectively lead.

• Group activities. Venturing activities are interdependent group experiences in which success depends on the cooperation of all. Learning by doing in a group setting provides opportunities for developing new skills.

• Adult association. The youth officers lead the crew. The officers and activity chairs work closely with Advisors and other adult leaders in a spirit of partnership. The adults serve in a “shadow” leader capacity.

• Recognition. Recognition comes through the Venturing advancement program and through the acknowledgement of a youth’s competence and ability by peers and adults.

• The ideals. Venturers are expected to know and live by the Venturing Oath and Code. They promise to do their duty to God, help strengthen America, to help others, and to seek truth and fairness.

• High adventure. Venturing’s emphasis on high adventure helps provide team-building opportunities, new meaningful experiences, practical leadership application, and lifelong memories to young adults.
• Teaching others. All of the Venturing awards require Venturers to teach what they have learned to others. When they teach others often, Venturers are better able to retain the skill or knowledge they taught, they gain confidence in their ability to speak and relate to others, and they acquire skills that can benefit them for the rest of their lives as a hobby or occupation.

Crew Leadership and Responsibilities

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

Adult Leadership

• The Advisor is an adult volunteer age 21 or older who is selected by the chartered organization and has responsibility for
  1. Attending crew meetings
  2. Training youth officers to plan and coordinate the program
  3. Conducting the program capability inventory
  4. Helping youth plan and implement activities
• The crew committee is composed of adult members— from parents, chartered organization members, and other interested adults—who support the crew program. Their responsibilities are as follows:
  The chair conducts monthly committee meetings and coordinates crew efforts.
  The treasurer advises the youth treasurer and assists with fund-raising activities.
  Committee members assist youth activities chairmen to 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 may be one-time participants.

Youth Leadership

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

• The president is the key youth leader and works closely with the Advisor and leadership team to plan crew and crew officers’ meetings. The president presides at crew meetings.
• The administrative vice president is responsible for membership and recognition.
• The program vice president surveys members about their interests to help plan program activities. This vice president also schedules activities.
• The secretary keeps records, takes meeting minutes, and handles correspondence.
• The treasurer maintains the crew’s funds.
• The youth activity chair is 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 crew activities.

Getting Your Crew Up and Running (Crew Program Planning Process)

A. Hold a briefing meeting for key adults from the chartered organization. Identify other interested adults at the meeting to serve as members of the crew committee.

• Conduct the program capability inventory (PCI; see addendum B) and discuss plans to expand the PCI to include other adults—members of the chartered organization, friends, associates, and so on.
• Secure commitment for help and support.
• Plan the first three-month program. Select program activities for each scheduled crew meeting. Appoint an adult committee member or adult consultant for each activity.

B. Invite youth to the crew’s first meeting. Discuss the purpose and focus of the crew program. Review the potential for the program based on the resources from the program capability inventory, the chartered organization, and the crew committee.

During its first three months, a crew should:
  1. Elect crew officers.
  2. Critique the first month’s activities.
  3. Conduct the elected crew officers’ seminar (see addendum H)
  4. Review and adopt the crew program schedule for the remainder of the year.

C. Survey youth members. As soon as possible, find out what the youth want to do. Complete the Venturing activity interest survey (see addendum D).

D. Brainstorm with youth. Initiate a discussion with youth members to reveal ideas that might not be on the survey. Include the entire crew.

E. Match youth activity interests with resources. Compile the Venturing activity interest survey results and match them with the program capability inventory (see addendum B). When a suggested Venturing activity matches a
resource from the PCI, you might have the basis for a possible program. The crew committee will need to find other resources for the remaining Venturing activity interests.

F. **Fill in the gaps.** Make sure that the program activities are balanced and include the six experience areas.

G. **Schedule activities.** Develop a 12-month program. (See addendum G for a sample annual crew program outline.) Be aware of conflicts with other community activities and avoid cancellations.

H. **Select youth activity chairpersons and adult consultants.** Appoint capable youth members for each activity and an adult consultant from the program capability inventory. The activity chairperson should use the activity planner (see addendum F) to complete the project.

I. **Monitor the program’s progress.** Keep tabs on the program’s development to help ensure success.

### Key Factors for Successful Crew Operations

A. **Use crew resources.** Conduct the program capability inventory (PCI). This is an inventory of information about adults related to the chartered organization and parents who are willing to provide program help to the crew. This program help may involve their hobbies, special skills, contacts, facilities, and ideas (see addendum B).

B. **Get parents involved.** Encourage parents to become involved in Venturing activities whenever possible. Suggestions might include:
- Serve on the crew committee
- Provide transportation, equipment, chaperoning, counseling, and planning to support activities
- Assist in citizenship, service, outdoor, fitness, leadership, and social activities

C. **Seek youth input.** Have each crew member complete the Venturing activity interest survey (see addendum D). Conduct the survey on a regular basis to check on the interests of new members.

D. **Guide 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.

E. **Hold regular crew meetings.** A minimum of two Venturing crew meetings should be held each month. Discuss important business first. Reserve the remaining time for a planned activity. These activities could be learning new skills (i.e., CPR, rappelling, first aid, etc.) or preparing for a high-adventure trip or activity (see addendum E).

The crew president conducts crew meetings. 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 a closing using the Pledge of Allegiance, the Venturing Code, Oath, or a prayer. Guests should be introduced and made to feel welcome.

F. **Train and develop 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 roadmap for the coming months and enables the officers to begin assuming leadership of their crew (see addendum H).

G. **Give recognition for achievement.** Young adults will expect to be rewarded for their accomplishments. The Venturing awards advancement program and scholarship opportunities are available to Venturers. Contact your local council service center for information and applications.

H. **Venturing Leadership Skills Course, No. 34340A.** This course is designed for all crew members. It can be led by the crew Advisor or other adults, or by the crew officers.
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. 34655B.

**Venturer Handbook.** Provides detailed information on Venturing Bronze, Gold, and Silver awards, including requirements and award applications. No. 33493.

**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. 33239B.

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

**Ranger Guidebook.** 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. No. 3128.
Addendum A  Parent Permission Sample Form
Addendum B  Program Capability Inventory (PCI)
Addendum C  Program Planning Form
Addendum D  Venturing Activity Interest Survey
                Venturing Activity Interest Survey—Alpha List
Addendum E  Sample Regular Crew Meeting Agenda
Addendum F  Activity Planner
Addendum G  Sample Annual Crew Program Outline
Addendum H  Crew Officers’ Seminar Agenda
Addendum I  Cooperative Games
Addendum J  Problem-Solving Initiative Games
Addendum K  How to Buy a Car
Addendum L  Job Interviews
Addendum M  Venturing Oath
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 son or daughter while involved in this activity, I consent to X-ray exam-
ination, 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 (______)________________________________
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 have a workshop.

___ I have family camping gear ___ RV ___ or pop-up camper ___.

___ I can make contacts for special trips and activities.

___ I have access to a cottage ___ or camping property ___.

___ I have access to a boat ___ or airplane ___.

___ I can help with leadership skills.

___ I can help with ___________ (Career information)

___ I can help with ___________ (Vocational information)

___ I can help with community service projects.

___ I can help with fund-raising projects.
# PROGRAM PLANNING FORM

To be used for Program Capability Inventory recap.

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE</th>
<th>OCCUPATION</th>
<th>HOBBY</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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**CREW COMMITTEE SUGGESTIONS**

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**EQUIPMENT AND FACILITIES**

---

**CHARTERED ORGANIZATION SUGGESTIONS**

---

**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? __________________________________________________

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

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? __________________________________________________________
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.

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

Other ________________________
SAMPLE REGULAR CREW MEETING AGENDA

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

Activity ______________________________________________________________________________________________________

Activity Chairman _______________________________________________________________________________________________

Consultant ____________________________________________________________________________________________________

Address ______________________________________________________________________________________________________

____________________________________________________________________ Phone _________________________________

Place _______________________________________________________________ Date __________________________________

Officers’ comments _______________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________ ____________________________

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? _____________________________________________________________________________________________

_______________________________________________________________________________________________________________________________ ____________________________

Filled in by Activity Committee

Filled in by Officers
### REACH A DECISION—MAKE THE PLAN

--- 
**DELEGATE RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Job to be done</th>
<th>Assigned To</th>
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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.
## SAMPLE ANNUAL CREW PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity Chair</th>
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<tbody>
<tr>
<td>June 1</td>
<td>Crew Officers’ Meeting</td>
<td>Geoffrey Smarte</td>
</tr>
<tr>
<td>June 10–17</td>
<td>Colorado Trip</td>
<td>Robert Yarbrough</td>
</tr>
<tr>
<td>July 1</td>
<td>Crew Officers’ Meeting</td>
<td>Geoffrey Smarte</td>
</tr>
<tr>
<td>July 13–15</td>
<td>Gulf Sailing Trip</td>
<td>Joe Henning</td>
</tr>
<tr>
<td>August 1</td>
<td>Crew Officers’ Meeting</td>
<td>Geoffrey Smarte</td>
</tr>
<tr>
<td>August 22</td>
<td>Open House Plans</td>
<td>Bill Rogers</td>
</tr>
</tbody>
</table>
## SAMPLE ANNUAL CREW PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Crew Officers’ Meeting</td>
<td>Geoffrey Smarte, president</td>
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<td>September 6</td>
<td>Open House—Sign-up Meeting</td>
<td>Charles Holmes, Advisor</td>
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<td>September 21–23</td>
<td>Venturing Canoe Trip/Visit Council Camp</td>
<td>Bill Evans/Brad Harris</td>
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<td>October 1</td>
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<td>October 4</td>
<td>Overview of Telecommunications</td>
<td>Robin Hunt</td>
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<td>October 18</td>
<td>Community Night Watch</td>
<td>Elaine Carlberg</td>
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<td>October 22</td>
<td>Crew Officers’ Seminar</td>
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<td>November 8</td>
<td>Ethical Controversy Activity—</td>
<td>Jim Kaminski</td>
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<td>November 8 and 19</td>
<td>“Who Owns Your Knowledge”</td>
<td>Bill Ridge</td>
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<td>December 3</td>
<td>Hayride</td>
<td>Debbie Williams</td>
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<td>December 6</td>
<td>High School and College Curriculum</td>
<td>Shawn Flate</td>
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<td>January 5</td>
<td>Crew Officers’ Meeting</td>
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<td>January 10</td>
<td>Backpacking Trip</td>
<td>Carrie Walker</td>
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<td>January 24</td>
<td>Nature Walk</td>
<td>Maria Bamberger</td>
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<td>February 7</td>
<td>Crew Parents’ Night</td>
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<td>February 8</td>
<td>Ski Trip</td>
<td>Kathleen Conwell</td>
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<td>February 21</td>
<td>Ethics Forum: “Can Food and Water Be Denied?”</td>
<td>Tonia Badura</td>
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<td>March 11</td>
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<td>Brett Braitwaite</td>
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<td>April 1</td>
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<td>April 4</td>
<td>Radio Station with Remote News Coverage</td>
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<td>Superactivity Plans (Colorado Trip)</td>
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<td>May 13</td>
<td>Crew Family Picnic and Day Hike</td>
<td>Bill Lugg</td>
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<tr>
<td>May 23</td>
<td>Final Colorado Trip Plans</td>
<td>Shana McElroy</td>
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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 F).

   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 12 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 E). 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.
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 “its” 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 30 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.

---from Games

**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.

---from Games

**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 three 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” 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 “its” 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
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 1⁄2-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 __________ | |

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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.

ADDENDUM L
**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.

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**Typical Help-Wanted Ad**

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

As a Venturer, I promise to do my duty to God and help strengthen America, to help others, and to seek truth, fairness, and adventure in the world.