



# *Twin Rivers Council*

# ROUNDTABLE REFERENCES



*September 2007*



# Skit Idea

## “A Good Citizen”



*Personnel: Den leader; five scouts.*

**Den Leader:** OK, boys, that was a good lesson in citizenship from Mr. Smith. What are your thoughts?

**SCOUT 1:** *(holding up a poster with a math problem on it):* Well, first you identify the problem, big or small.

**DEN LEADER:** Great! (Ask next boy: How about you?)

**SCOUT 2:** *(unrolling a roll of paper with a list on it):* Then you gather the facts and make sure you have them all.

**DEN LEADER:** Wonderful! Anyone else?

**SCOUT 3:** *(holding a tray with several containers of liquid of various colors):* In every case, there's sure to be more than one possible solution.

**DEN LEADER:** You boys really learned a lot today.

**SCOUT 4:** *(takes one container off the tray and holds it up):* If you study hard, you'll reach the right conclusion.

**DEN LEADER:** OK, boys, but what's the next step?

**SCOUT 5:** Action! You make the decision to be a good citizen; then you go and do it!

**DEN LEADER:** Great! But what's the action part?

**ALL:** Obey the laws, respect the rights of others; be fair and honest; help your community, state or nation be a better place; learn about our country; vote on Election Day.

**DEN LEADER:** You boys did learn how to be good citizens!

**Song Idea**  
**“The Farmer’s Day Off”**



*Tune: “The Bear Went Over the Mountain”*

The farmer went into the barnyard  
So early in the morning  
To take care of his livestock;  
A shock came without warning.

The chickens were cleaning the pigpen,  
The cat was cleaning the stable,  
The pigs were milking the milk cows,  
As fast as they were able.

The ducks were feeding the chickens,  
The goats were spreading fresh hay.  
The farmer yelled out: We’ll, I’ll be!  
I’ll take a break today!

## Game Idea Milking Contest



*Materials: Cardboard cutout cow, two latex gloves, rubber bands, duct tape, small bucket, tarps on floor.*

Make pinholes in the fingertips of the gloves. Fill one glove with water, tie it shut with a rubber band, and secure it to the cow with tape. (Adult may need to hold the “udder” in place.) To “milk,” hold a finger on the glove and squeeze the tip. Set a time limit for each “milker.” Have the other “udder” ready. As long as the glove is not squeezed, water will not leak.

## Game Idea Nut Pitching



*Materials: Peanuts in a shell, a dishpan, two bowls or pans of widely different sizes that will fit into a dishpan.*

**Be sure that no one is allergic to peanuts!!**

Set up the bowls, one inside the other, and place both in the dishpan. Let players take turns trying to throw three nuts into the center (smallest) bowl. Putting some water in the largest pans will make the target float, which will make the game more interesting. Score 5 points for nuts that are thrown and stay in the center bowl, 3 points for nuts landing in the larger bowl and 1 point for nuts landing in the dishpan.

## Activity Idea

### CD Farm Animal Puppets



*Materials: Old CDs, felt or craft foam, thin cardboard, sticks (tongue depressors, dowels, tomato stakes), wiggle eyes, markers, glue, tape, scissors.*

Cover CD with appropriate color material for animal to be made. Cut out head, ears and legs for the animal and glue to the cardboard and then to CD. Glue on wiggle eyes and draw other features with markers. Decorate as desired. Glue or tape a stick on the back.

Write a play or a skit for the puppets. A skit may be a series of jokes or riddles about farm animals. Or, sing a farm-related song with the puppets as performers.

# Activity Idea

## How to Properly Fold the American Flag



Special care should be taken that no part of the flag touches the ground. The Flag is then carefully folded into the shape of a tri-cornered hat, emblematic of the hats worn by colonial soldiers during the war for Independence. In the folding, the red and white stripes are finally wrapped into the blue, as the light of day vanishes into the darkness of night.

This custom of special folding is reserved for the United States Flag alone.

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### *How to fold the Flag*

#### Step 1



To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

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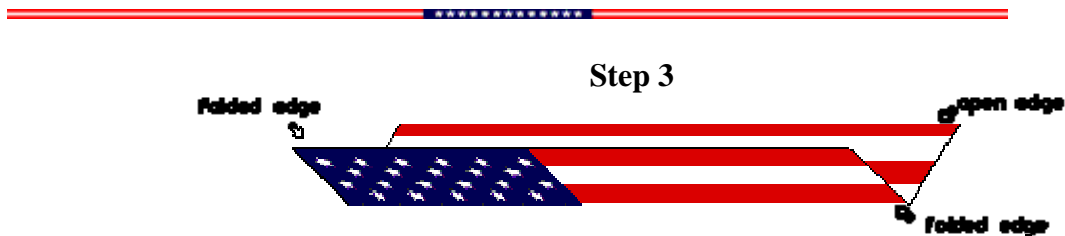
#### Step 2



Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.

# Activity Idea

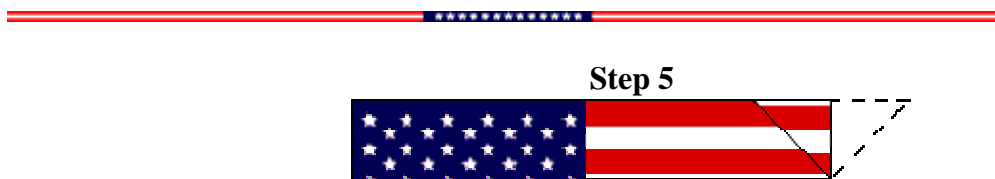
## How to Properly Fold the American Flag (continued)



Fold the flag **again** lengthwise with the blue field on the **outside**.



Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.



Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

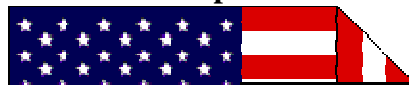
# Activity Idea

## How to Properly Fold the American Flag (continued)



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Step 6



The triangular folding is continued until the entire length of the flag is folded in this manner.

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Step 7



When the flag is completely folded, only a triangular blue field of stars should be visible.

# Reference Material



## **Capitol Building Tours Info**

(518) 474-2418  
Empire State Plaza  
Concourse 1  
Albany, NY 12242

## **Washington Park Playhouse**

Box office (518) 434-0776

## **The Egg**

(518) 473-1845  
PO Box 2065  
Albany, NY 12220

## **Palace Theatre**

(518) 465-3335

## **Proctors**

(518) 346-6204  
432 State Street  
Schenectady, NY 12305

# Activity Idea

## Izzy Dizzy Relay Race



In the Izzy Dizzy Relay Race each team is assigned three poles in a row. The players must race down the row and back making a full circle around each pole every time they pass it!

# Activity Idea

## Human Obstacle Race



Three boys are placed as human obstacles in line with team, at intervals of ten yards; the first in position of attention, the second in leap-frog position and the third in straddle position. Players are required to run around the first boy, leap over the second and crawl between the legs of the third; then run around an object, returning and tagging the next player, who repeats. For variety include a somersault.



# Project COPE

## What Is Project COPE?

Since its founding in 1910, the Boy Scouts of America has offered its members an outdoor program stressing personal fitness. Project COPE is an acronym for Challenging Outdoor Personal Experience. It comprises a series of outdoor challenges, beginning with basic group initiative games and progressing to more complicated low-course and high-course activities. Some of these events involve a group effort, whereas others test individual skills and agility. Participants climb, swing, balance, jump, and rappel as well as think through solutions to a variety of challenges. Most participants find that they can do much more than they initially thought that they could.

Project COPE is an exciting outdoor activity that can attract and keep older boys in Scouting. It is designed to meet the needs of today's youth who are seeking greater physical and mental challenges. The underlying goals of a Project COPE course are consistent with the methods of Scouting. Group activities are ideal for emphasizing the patrol method and developing leadership. Individual activities help promote personal growth. Participation is entirely voluntary.

### *History and Background*

The 1979 Dalajamb International Encampment in Sweden provided a number of challenging events of great interest to Scouts from the United States. Foremost among them was the pioneering course constructed by a group of veteran Swedish Scouts. This course was laid out in a heavily wooded area and utilized terrain elevations as part of the design. Bridges were built across ravines of varying widths and depths. Zip lines were hung for traversing the ravines, and novel constructions were used for climbing.



# Project COPE

## What Is Project COPE?

### (continued)

#### *Successful Experiment*

The National Council of the Boy Scouts of America was interested in programs, equal to the successful overseas and jamboree activities, that could be promoted on a nationwide basis. Project COPE was identified as having that potential because it offered older Scouts the kind of challenging and exciting program that encouraged them to return to summer camp and increased their tenure. An unexpected dividend was the use of Project COPE by youth and adults outside of Scouting. These groups found it an excellent tool for developing both team effort and individual achievement.

A Project COPE course provides an opportunity for each participant to achieve success as an individual and as a member of a patrol or team. The activities are not designed to be competitive or to be races against time. The objectives include building teams, solving problems, making decisions, and developing trust, communication, leadership, planning, and self-esteem as team members cooperate to achieve goals upon which they have agreed. The course is designed to foster personal growth among both youth and adult groups.

#### *Objectives*

Before implementing a course, the council should determine what it seeks to accomplish. Eight major goals are commonly associated with Project COPE activities:

1. Communication
2. Planning
3. Teamwork

# Project COPE

## What Is Project COPE?

(continued)



4. Trust
5. Leadership development
6. Decision making
7. Problem solving
8. Self-esteem

The council should decide which activities to incorporate into its program to accomplish the desired objectives. The council should incorporate all eight objectives, giving particular emphasis to one or two. Whatever the goals, the experience should be facilitated to accomplish them. Participants should be challenged to develop team goals for each activity. After several activities a reflection is accomplished through nondirective questioning that encourages participants to analyze how they did as a group and as individuals, how they could do better in future endeavors including life skills, and how the learning applies to school, jobs, and their future life.

### *Safety*

National promotion of Project COPE enables the Boy Scouts of America to establish standards designed to meet Scouting's needs and concerns for safety within a strong network. Each COPE facility is inspected at least twice annually—once by a regional inspection team and once by a council inspection team. The safety of Scouts, leaders, and staff is imperative. Mere concern about safety is not sufficient. This concern must be demonstrated by a director and staff members who are knowledgeable and personally skilled in the respective course activities, who are effective teachers, and who are constantly alert to safety procedures and participant needs. Prospective staff members must be carefully screened. A qualified staff must be assembled with enough

# **Project COPE**

## **What Is Project COPE?**

### **(continued)**



members to ensure that continuation of the program does not depend on one or two people. Standards for Project COPE are stringent so that the experience will be both safe and successful.

#### ***National Camping School Project COPE Section***

Project COPE directors are trained through weeklong training at a National Camping School or at Philmont Scout Ranch during the annual Boy Scouting conferences. A currently trained Project COPE director must be on site whenever the COPE course is being operated. Over a period of at least three days, COPE directors are empowered to train COPE instructors who are at least 18 years of age. A Project COPE director may also supervise a climbing tower, but is not authorized to train climbing instructors.



# Common Sports Injuries

## **Abrasions, lacerations, scrapes and road rash**

Abrasions are very common sports injuries that are usually caused by a fall on a hard surface. As the athlete falls or slides on the ground, friction causes layers of skin to rub off. The skin is composed of an outer layer (the epidermis) which provides protection, and a deep inner layer (the dermis), which provides the firmness and flexibility of the skin. Abrasions typically refer to an injury that removes these layers of skin.

Cyclists often refer to abrasions from crashes as "road rash." While a bike crash has the potential to cause a painful and severe abrasion, most abrasions are shallow scrapes that do not extend into the dermis and don't cause a great deal of bleeding. While there is often little or no blood loss from an abrasion, there can be a great deal of pain because of the many nerve endings that are exposed.

## **Treatment for Abrasions**

Conventional treatment of abrasions and road rash included treating the area by cleaning the wound with mild soap and water or a mild antiseptic wash like hydrogen peroxide, and then covering the area with an antibiotic ointment and a dry dressing. However, it has been found that the use of antiseptics such as hydrogen peroxide may actually cause harm to the tissue and interfere with the healing process.

While a severe abrasion should be seen and cleaned by a physician, you can do some things to promote healing. First, because abrasions can easily become infected, you should clean the area thoroughly and remove any dirt and debris. Ideally, you want to irrigate the area with a nontoxic surfactant such as 0.9 sodium chloride or Shur-Clens with a bit of pressure (use a syringe if possible). The area must be completely clean. If necessary, use a clean gauze to gently scrub the area. Do not scrub vigorously, as this can cause more tissue damage.

# Common Sports Injuries (continued)



Use a semipermeable dressing (Tegaderm, Bioclusive or Second Skin, for instance) to cover the wound and attach the dressing to dry healthy skin with adhesive tape. The dressing should be changed every few days. Keep the wound moist until it has healed. A moist environment promotes healing, improves tissue formation and protects the area from infection.

## **Ankle Sprain**

The most common of all ankle injuries, an ankle sprain occurs when there is a stretching and tearing of ligaments surrounding the ankle joint. The numerous ligaments around the ankle can become pulled and torn when the ankle is forced into a position not normally encountered.

## **Treatment of Ankle Sprains**

For immediate relief, follow the R.I.C.E. treatment plan. Rest, Ice, Compression and Elevation are the best immediate treatment for all pulls and strains. Many of the problems resulting from sprains are due to blood and edema in and around the ankle, therefore it is important to minimize swelling. After applying the ice, wrap the ankle in an ACE bandage to keep it supported and compressed. An anti-inflammatory can be helpful to reduce pain and inflammation for the first 7 to 10 days after the injury.

Gradually progress to full weight bearing over several days as tolerated. Range of motion exercises should be begun early in the course of treatment. One simple exercise is to draw the letters of the alphabet with your toes. Gradual progression to weight-bearing exercises should follow.

# Common Sports Injuries (continued)



Any ankle injury that does not respond to treatment in 1-2 weeks may be more serious. Always consult a physician for a thorough evaluation and diagnosis.

## **Blisters**

Blisters are quite common for anyone who regularly participates in sports. Most athletes just accept them as the price you pay to play, but there are measures to avoid them, or decrease the pain and risk of infection if you get one.

## **Cause**

Blisters typically develop when there is friction and irritation to the surface layer of the skin and cause it to separate from the second layer. Fluid fills in the space between these two layers. You get blisters most often on the soles of the feet and palms of the hands. The hands and feet often rub against shoes, socks or sports equipment and create friction and these moist, warm conditions are perfect for blisters.

## **Prevention**

To prevent blisters, the goal is to minimize friction. Appropriate footwear, and socks will help reduce blisters.

Make sure your shoes are the right size and shape. Wear socks made from synthetic blends. You also can apply petroleum jelly or talcum powder before exercise to reduce friction.

# Common Sports Injuries (continued)



## Care

If you get a blister, the goal is to keep the blister from getting bigger and avoiding infection. (Signs of infection include pus draining from the blister, very red or warm skin around the blister, and red streaks leading away from the blister). Small unbroken blisters that don't cause discomfort can be left alone to heal, because the best protection against infection is a blister's own skin. Large, painful blisters can be drained but don't remove the top layer of skin. First clean the blister with rubbing alcohol or antibiotic soap and water. Then sterilize a needle over a flame until the tip glows red; allow it to cool, and then puncture a small hole at the edge of the blister. Drain the fluid by applying gentle pressure. Put a bit of antibiotic ointment on the blister and cover with a bandage.

# Merit Badge Requirements

## Athletics



1. Show that you know first aid for injuries or illnesses that could occur while participating in athletic events, including sprains, strains, contusions, abrasions, blisters, dehydration, and heat reactions.
2. Explain the following:
  - a. The importance of the physical exam
  - b. The importance of maintaining good health habits, especially during training.
  - c. The importance of maintaining a healthy diet.
3. Select an athletic activity to participate in for one season (or four months). Then do the following:
  - a. With guidance from your counselor, establish a personal training program suited to the activity you have chosen.
  - b. Organize a chart for this activity and monitor your progress during this time.
  - c. Explain to your counselor the equipment necessary to participate in this activity, and the appropriate clothing for the season and the locale.
  - d. At the end of the season, discuss with your counselor the progress you have made during training and competition and how your development has affected you mentally and physically.
4. Do the following:
  - a. Give the rules for two athletic activities, one of which is the activity you chose for requirement 3.
  - b. Discuss the importance of warming up and cooling down.
  - c. Explain to your counselor what an amateur athlete is and the differences between an amateur and a professional athlete.
  - d. Discuss the traits and importance of good sportsmanship. Tell what role sportsmanship plays in both individual and group athletic activities.
5. Complete the activities in **FOUR** of the following groups and show improvement over a three-month period.
  - Group 1: Sprinting
    - a. 100-meter dash
    - b. 200-meter dash

# Merit Badge Requirements

## Athletics

### (continued)



#### Group 2: Long-Distance Running

- a. 3k run
- b. 5k run

#### Group 3: Long Jump OR High Jump

- a. Running long jump OR running high jump (best of three tries)
- b. Standing long jump OR standing high jump (best of three tries)

#### Group 4: Swimming

- a. 100-meter swim
- b. 200-meter swim

#### Group 5: Pull-Ups AND Push-Ups

- a. Pull-ups in two minutes
- b. Push-ups in two minutes

#### Group 6: Baseball Throw

- a. Baseball throw for accuracy, 10 throws
- b. Baseball throw for distance, five throws (total distance)

#### Group 7: Basketball Shooting

- a. Basketball shot for accuracy, 10 free-throw shots
- b. Basketball throw for skill and agility, the following shots as shown on the diagram
  1. Left-side layup
  2. Right-side layup
  3. Left side of hoop, along the key line
  4. Right side of hoop, along the key line
  5. Where key line and free-throw line meet, left side
  6. Where key line and free-throw line meet, right side
  7. Top of the key
  8. Anywhere along the three-point line.

# Merit Badge Requirements

## Athletics

### (continued)



#### Group 8: Football Kick OR Soccer Kick

- a. Goals from the 10-yard line, eight kicks
- b. Football kick or soccer kick for distance, five kicks (total distance)

#### Group 9: Weight Training

- a. Chest/bench press, two sets of 15 repetitions each
- b. Leg curls, two sets of 15 repetitions each

#### 6. Do the following

- a. Prepare plans for conducting a sports meet or field day that includes 10 activities, at least five of which must come from the groups mentioned in requirement 5. Outline the duties of each official needed and list the equipment the meet will require.
- b. With your parent's and counselor's approval, serve as an official or volunteer at a sports meet to observe officials in action. Tell your counselor about your responsibilities at the meet and discuss what you learned.

# Merit badge requirements

## Personal Fitness



If meeting any of the requirements for this merit badge is against the Scout's religious convictions, the requirement does not have to be done if the Scout's parents and the proper religious advisers state in writing that to do so would be against religious convictions. The Scout's parents also must accept full responsibility for anything that might happen because of this exemption.

1. Do the following:
  - a. Before completing requirements 2 through 9, have your health-care practitioner give you a physical examination, using the Scout medical examination form. Describe the examination. Tell what questions the doctor asked about your health. Tell what health or medical recommendations the doctor made and report what you have done in response to the recommendations. Explain the following:
    1. Why physical exams are important
    2. Why preventative habits are important in maintaining good health.
    3. Diseases that can be prevented and how.
    4. The seven warning signs of cancer.
    5. The youth risk factors that affect cardiovascular fitness in adulthood.
  - b. Have a dental examination. Get a statement saying that your teeth have been checked and cared for. Tell how to care for your teeth.
2. Explain to your merit badge counselor verbally or in writing what personal fitness means to you, including:
  - a. Components of personal fitness.
  - b. Reasons for being fit in all components.
  - c. What it means to be mentally healthy.
  - d. What it means to be physically healthy and fit.
  - e. What it means to be socially healthy. Discuss your activity in the areas of healthy social fitness.

# Merit badge requirements

## Personal Fitness

### (continued)



- f. What you can do to prevent social, emotional or mental problems.
3. With your counselor answer and discuss the following questions:
- Are you free from all curable diseases? Are you living in such a way that your risk of preventable diseases is minimized?
  - Are you immunized and vaccinated according to the advice of your health-care provider?
  - Do you understand the meaning of a nutritious diet and know why it is important for you? Does your diet include foods from all food groups?
  - Are your body weight and composition what you would like them to be, and do you know how to modify them safely through exercise, diet and behavior modification?
  - Do you carry out daily activities without noticeable effort? Do you have extra energy for other activities?
  - Are you free from habits relating to poor nutrition and the use of alcohol, tobacco, drugs and other practices that could be harmful to your health?
  - Do you participate in a regular exercise program or recreational activities?
  - Do you sleep well at night and wake up feeling refreshed and energized for the new day?
  - Are you actively involved in the religious organization of your choice, and do you participate in its youth activities?
  - Do you spend quality time with your family and friends in social and recreational activities?
  - Do you support family activities and efforts to maintain a good home life?
4. Explain the following about physical fitness:
- The components of physical fitness.
  - Your weakest and strongest component of physical fitness.

# Merit badge requirements

## Personal Fitness

### (continued)



- c. The need to have a balance in all four components of physical fitness.
  - d. How the components of personal fitness relate to the Scout Law and Scout Oath.
5. Explain the following about nutrition:
- a. The importance of good nutrition.
  - b. What good nutrition means to you.
  - c. How good nutrition is related to the other components of personal fitness .
  - d. The three components of a sound weight (fat) control program.
6. Before doing requirements 7 and 8, complete the aerobic fitness, flexibility, muscular strength and body composition tests as described in the *Personal Fitness* merit badge pamphlet. Record your results and identify those areas where you feel you need to improve.

### **AEROBIC FITNESS TEST**

Record your performance on one of the following tests:

- a. Run/walk as far as you can in nine minutes.
- B. Run/walk one mile as fast as you can.

### **FLEXIBILITY TEST**

Using a sit-and-reach box constructed according to specifications in the *Personal Fitness* merit badge pamphlet, make four repetitions and record the fourth reach. This last reach must be held steady for 15 seconds to qualify. (Remember to keep your knees down.)

### **STRENGTH TESTS**

Record your performance on all three tests.

- a. **Sit-ups.** Record the number of sit-ups done correctly in 60 seconds. The sit-ups must be done in the form explained and illustrated in the *Personal Fitness* merit badge pamphlet.

# Merit badge requirements

## Personal Fitness

### (continued)



b. **Pull-ups.** Record the total number of pull-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the *Personal Fitness* merit badge pamphlet.

c. **Push-ups.** Record the total number of push-ups completed correctly in 60 seconds. Be consistent with the procedures presented in the *Personal Fitness* merit badge pamphlet.

### **BODY COMPOSITION TEST**

Have your parent, counselor or other adult take and record the following measurements:

a. Circumference of the right upper arm, midway between the shoulder and the elbow, with the arm hanging naturally and not flexed.

b. Shoulders, with arms hanging by placing the tape two inches below the top of the shoulders around the arms, chest and back after breath expiration.

c. Chest, by placing the tape under the arms and around the chest and back at the nipple line after breath expiration.

d. Abdomen circumference at the navel level (relaxed).

e. Circumference of the right thigh, midway between the hip and knee, and not flexed.

If possible, have the same person take the measurements whenever you are ready to be remeasured to chart your progress.

7. Outline a comprehensive 12-week physical fitness program using the results of your fitness tests. Be sure your program incorporates the endurance, intensity and warm-up guidelines discussed in the *Personal Fitness* merit badge pamphlet. Before beginning your exercises, have the program approved by your counselor and parents.

8. Complete the physical fitness program you outlined in requirement 7. Keep a log of your fitness program activity (how long you exercised; how far you ran, swam or biked; how many exercise repetitions you completed; your exercise heart rate; etc.). Repeat the aerobic fitness,

# **Merit badge requirements**

## **Personal Fitness**

### **(continued)**



muscular strength and flexibility tests every two weeks and record your results. After the 12th week, repeat all four tests, record your results, and show improvement in each one. Compare and analyze your preprogram and postprogram body composition measurements. Discuss the meaning and benefit of your experience and describe your long-term plans regarding your personal fitness.

9. Find out about three career opportunities in personal fitness. Pick one and find out the education, training and experience required for these professions. Discuss what you learned with your counselor, and explain why this profession might interest you.