The council activities chair and his or her staff should conduct this session.

As you prepare for this session, find creative ways to share how district and council activities provide memorable, “mountaintop” experiences for many Scouts and leaders, and dramatically capture the attention of the entire Scouting community.

The council activities chair introduces the faculty for this session.

Ask participants: Has anyone recently purchased tickets to a show or play? How was it? Was it what you expected?

Ask around the room: What was the most exciting event you have attended lately? Have one or two participants tell why or how the event was exciting. Did it leave them feeling proud? Patriotic? Inspired?

Tell participants: This is what our role in Scouting is, as members of the council or district activities committee. We are responsible for creating and promoting activities and ceremonies to inspire Scouts, leaders, parents, and the general public to want to participate in and support Scouting.

We have the opportunity to bring alive the slogan, Do a Good Turn Daily, by involving Scouts in service projects that help others while helping our young people to develop in stature and become responsible members of the community.


Using page 11 of the handbook, help participants get a quick overview of the tasks of the district activities committee.
COUNCIL ACTIVITIES

Discuss with the group how the council and its districts work together. Use pages 9–12 of the Activities and Civic Service Committee Guide.

Present your council’s plan of council-level activities for the next year to year and a half.

THE EVENT COMMITTEE

Using page 21 of the Activities and Civic Service Committee Guide, prepare in advance an event committee poster showing the various tasks that must be covered to produce quality events. Pages 19, 20, and 22 describe each position.

Place your premade poster on an easel or tape it to a wall. Distribute 8½” × 11” copies to the participants. Discuss each position and its importance.

HALFWAY BREAK

Take a break—your first hour probably is over.

PLANNING

Refer to the Camporee Guide, No. 33571. Point out that the responsibility for planning, promoting, and conducting a camporee will vary according to your council and district organization plan. Define how this is carried out in your council.

Using the Camporee Guide, review the following:

☒ What is a camporee? See page 1.

☒ Organizing to get the job done. See pages 2–6. Quickly form nine buddy or work teams. Assign each team a position description from the Camporee Guide. Allow five to eight minutes for teams to review their assigned committee position. Have each team report to the total group.

☒ Competitive games and activities. Explain how a series of games and activities can be combined into a major camporee-wide event for interpatrol/intertroop competition. Suggest the use of teams of eight to 12 Scouts.

Using the same work teams as above, assign each team one activity from pages 10–20 of the Camporee Guide. Allow groups five to eight minutes to review their activity and understand how to set it up.

☒ Review all aspects of the camporee. Include a review of your council’s plan of budget and control for this type of event.
STAGING RECOGNITION MEETINGS

Refer to Staging Recognition Meetings, available through any BSA local council. Discuss the types of events like these held in your council and its districts.

Using Staging Recognition Meetings as a guide, review the following:

- Recognition meetings, page 3
- How to have an outstanding recognition meeting, pages 4–13
- Execution techniques, pages 14–24
- Potluck-style dinners, pages 26–32

CIVIC SERVICE ACTIVITIES

Tell participants: One of the important objectives of Scouting is to foster the spirit of citizenship through service to others. Community service projects can be carried out at the unit, district, and council levels. Community service projects should be in response to real needs and concerns of the community, not make-work or make-believe needs.

HOW TO BE SURE A PROJECT TEACHES CITIZENSHIP

Display three large flip charts or chalkboards, one marked “unit,” one marked “district,” and the third marked “council.” Carry out a group brainstorming exercise in listing community needs and concerns that might suggest an appropriate Scouting service project or “Good Turn” project. For each need or concern, determine whether it might best lend itself to a unit, district, or council activity. Then add it to the appropriate list.

How a community service project is carried out is far more important than the nature of the project itself in determining whether young people learn citizenship. Review the six criteria that will help ensure that a project actually teaches the qualities of good citizenship. (See pages 26–27 of the Activities and Civic Service Committee Guide.)

1. Be Real—The Project Must Be Real to Youth Members. It must deal with situations that youth can see, that they can understand, or in which they can easily become interested.

2. Be Clearly Defined—Youth and Their Leaders Must Know What They Are Going to Do.

3. Know Your Purpose—Youth Must Know Why They Are Doing the Project if they are to learn good citizenship from the project.

4. Be Democratic—Youth Members Must Be Directly Involved in Selecting, Planning, and Implementing the Project.
5. Be Informed—Youth Should Be Involved in Gathering First-hand Information Related to the Project.

6. Be Action-Oriented—Youth Must Take Some Meaningful Action as a Result of the Project and Be Able to Understand the Results.

**A CHALLENGE**

“You Provide the Mountaintop”

Tell participants: The ‘mountaintop’ experiences for many Scouts and leaders are the special activities that dramatically capture the attention of the whole Scouting community: a national jamboree, a Scout color guard at a city hall ceremony, or presentation of the Award of Merit to leaders at a district recognition dinner. Your efforts help make these great events happen in the lives of Cub Scouts, Boy Scouts, Venturers, and leaders.