



Life Long Leadership (L³)

***Handbook on the Leadership
Secrets of the Thunderbirds***

BSA Troop 50

www.troop50thunderbirds.com

March 2013 Edition

**THIS LEADERSHIP HANDBOOK
IS WRITTEN FOR THE
THUNDERBIRDS OF TROOP 50.**

Those who came before.

Those who are with us now.

Those who have yet to come ...

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Scoutmaster Emeritus, Troop 50, November
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COMMITMENT

On my Scout Honor I, _____ will commit myself to do my best in discharging my duties as a leader in Troop 50. I will study this handbook and apply its principles of leadership to the best of my ability. Any parts of this handbook that I do not understand, I will discuss with my parents and my Scoutmaster.

WHAT IS LEADERSHIP?

Leadership means different things to different people.

In Troop 50 it is defined as:

***THE PROCESS OF INFLUENCING THE ATTITUDES,
BEHAVIOR OR ACTIVITIES OF A SCOUT OR GROUP OF
SCOUTS TOWARDS THE ACHIEVEMENT OF A GOAL.***

It is hard work! There is little public reward for being a good leader. However, there is always the personal satisfaction of knowing that you accepted the responsibility of being a leader and that you did your best. Many times you will be the only one who knows how much work it took or how tough the job really was.

Good leaders look for opportunities to let others know when they have done a job well. So, when you see one of your Scouts doing a job well, be sure to tell him how much you appreciate his efforts and how it helps make Troop 50 an even better troop.

In this handbook, we will talk about two words and how they apply to leadership:

1. ACCOUNTABILITY, and
2. RESPONSIBILITY.

ACCOUNTABILITY AND RESPONSIBILITY

ACCOUNTABILITY has to do with how well you complete a task or perform an obligation imposed on you by someone else.

RESPONSIBILITY relates to how well you complete a task or fulfill a commitment you have made to yourself.

There is a big difference in the meanings of these two words, but they are often used to mean the same thing. When a leader in Troop 50 accepts RESPONSIBILITY for a given assignment, he must deliberately choose to do so because HE wants to see a job done well and wants to see Troop 50 remain a great troop. While someone else may hold you accountable, only YOU can be truly RESPONSIBLE for yourself. No one can make you do so. It must come from within. YOU must want to be RESPONSIBLE to make it work. Leaders are rewarded for being responsible; after all, accountability comes with the job.

Some Scouts believe being a leader will cause you to lose friends. But if your friend is not willing to help you do a good job as his leader, what kind of friend is he?

LEADERSHIP POSITIONS

The principal leadership positions of Troop 50 are described briefly below:

SPL: The Senior Patrol Leader does the following:

1. Runs troop meetings.
2. Runs troop campouts.
3. Runs PLC meetings.
4. Is accountable to the Scoutmaster.
5. Is accountable to every Scout in Troop 50.

QM: The Quartermaster does the following:

1. Takes care of troop gear – all of it.
2. Supervises loading the troop trailer.
3. Supervises unloading the troop trailer.
4. Supervises the proper storage of troop gear in the QM storage shed and makes sure the shed is locked.
5. Supervises the annual gear clean-up and inventory on Scout Sunday weekends.
6. Provisions patrols for quartermaster cooking, including: collection of money and purchase and distribution of food to patrols.
7. Inventories chuck boxes for adequate provisions before every campout.
8. Works with patrol QM's and adult QMs.
9. Is accountable to the Scoutmaster.
10. Is accountable to SPL and Scouts of Troop 50.

SCRIBE: The Scribe does the following:

1. Takes roll at every meeting and campout.
2. Takes minutes of PLC meetings and keeps the Troop 50 Log Book.
3. Keeps track of attendance by patrol and reports the results at each PLC meeting.
4. Helps the SPL and QM with written administration.
5. Promptly submits an attendance report to the Scoutmaster on attendance after each event.
6. Is accountable to the Scoutmaster.
7. Is accountable to the SPL and the Scouts of Troop 50.

PL: Patrol Leaders do the following:

1. Know what is going on in the Troop and what your patrol is expected to do.
2. Communicate – help them understand what the patrol’s job is. Keep your patrol informed at all times.
3. Know your patrol resources. This means you know what every member of your patrol does best.
4. Know your patrol needs. This means you know where every member of your patrol needs help, and are ready to help them.
5. Know how to teach Scouting skills to the members of your patrol.
6. Conduct the Patrol Corners section of each meeting in an orderly manner in order to accomplish your assigned tasks.
7. Assure that your patrol does a good job of planning, especially in the following areas: duty rosters, menus, camp activities and games.

8. Make sure your patrol chuck box is clean and properly provisioned, taking special care to see that it is not mistreated during loading and unloading or during campouts.
9. Be sure all patrol members are notified of all upcoming meetings and events by phone.
10. LEAD BY EXAMPLE and be scrupulously FAIR when assigning duties.
11. Is accountable to the Scoutmaster.
12. Patrol Leaders are accountable to the SPL and to every Scout in Troop 50.

Now, that's an awful lot of responsibility for a young fellow, and much easier said than done. The truth is, Patrol Leaders hold what is undoubtedly the most difficult -- *and yet most important* -- job in the Troop.

You were elected Patrol Leader, right? So that makes you the boss of everyone, right? Well, no, it doesn't. You were elected to serve as the temporary head of your patrol. The emphases here are on "service" and "temporary"... Bring a servant's heart to your tenure as Patrol Leader. And never forget the struggles and challenges of leadership when someone else assumes your post after you leave office.

To be able to influence the Scouts in your patrol to go where they need to go (*i.e.*, "leadership"), you are going to have to earn and maintain their respect. And that starts with treating them with respect.

SO, NOW MR. PATROL LEADER, MAKE IT HAPPEN!

EARNING YOUR REPUTATION

While one can be elected, appointed or anointed to a particular position of leadership, no one can be elected, appointed or anointed as a true leader. That reputation must be earned through hard work, excellence and experience.

The next few paragraphs are offered to those who want to earn the reputation of being regarded as a LEADER. Perhaps by studying the leadership principles taught in this handbook and applying them in your daily life as opportunities arise, you will be able to earn your own reputation as a leader in Troop 50. After all is said and done, that is the purpose of this handbook and the L³ Course, which is taught by no other Boy Scout troop.

You may be a newly elected Patrol Leader in a patrol that has just gained several new members requiring a lot of direction. You may find yourself the Patrol Leader of a patrol in which you are the youngest or shortest member! Or perhaps you've been elected Scribe only to discover that your predecessor left the troop records in shambles. In any event, your leadership will almost surely be greatly needed. **BY ALL MEANS, SEIZE THIS OPPORTUNITY** and earn the reputation of being a LEADER in Troop 50! One way you can do that is by setting a good example.

LEAD BY EXAMPLE

This basic principle of leadership is perhaps the most time-honored and important principle of good leadership. However, one must lead by GOOD example; otherwise, the results will be disastrous and you will have a patrol of bad examples for the troop.

Believe it or not, and whether you like it or not, as an elected Patrol Leader, you have automatically become an example for every Scout in the troop as well as every adult who observes the troop. So be the best example you can be by applying the following principles:

1. Obey the rules so your patrol will obey the rules.
2. Make an effort! Leadership is hard work. If you work hard, your patrol will also.
3. Be the one to get things started. That shows initiative and commitment. The longest journey starts with the first step. Take it! And then the *next* one ...
4. Act with common sense and show good judgment.
5. Know the job. It is a lot easier to lead when you know what to do and how to do it.
6. Be positive! As Henry Ford once said,

***"Think you can or think you can't,
and either way you'll be right!"***

PLANNING

Good leadership requires planning in advance. So, plan ahead by doing the following:

1. Be sure you understand the task you are attempting to achieve.
2. Involve the other members of your patrol in the planning process.
3. Consider different ways to do the task. Talk it up in your patrol.
4. Once you've talked everything over, make a decision about how you want to get it done.
5. Don't forget to think through what you and your patrol will need to accomplish the plan, and figure out where you can get everything and who is going to get it.
6. **DON'T KEEP THE PLAN A SECRET!** Write it down, step by step.
7. Execute the plan, working together!
8. Evaluate the result. See the 10th LEADERSHIP SECRET DISCUSSED MORE FULLY BELOW.

When making a plan, gather your patrol and discuss possible solutions. Patrol Corners is one place to do this. Stay focused on your purpose and navigate the discussion toward finalizing the plan. Any germane suggestions are valid and should be considered, but keep the meeting on track. This kind of discussion is called "brain-storming" and gives all patrol members a chance to be part of the solution.

LEADERSHIP STYLES

Leadership styles or methods vary, but in general they are classified into the five types discussed below. It should be noted that no single style fits all situations best. A good Patrol Leader will seldom use only one style, but should choose the style(s) best suited to the situation at hand.

1. **Dictatorial** – This is where the leader dictates to his followers how the problem will be solved. This style is also known as autocratic. It always involves the leader telling everyone else what to do. While this style is appropriate in certain circumstances, such as in emergencies or when things have spun out of control, it should rarely be used in a Scout troop for the following reason: When the Patrol Leader dictates what is to be done, he necessarily leaves his patrol out of the planning and decision-making process; consequently, they will not feel responsible for the execution or outcome of the plan. After all, they weren't given the opportunity to choose to take such responsibility. There's that word again - RESPONSIBILITY...
2. **Persuading** – Persuasion refers to the art of convincing someone else to do what you want them to do. In other words, you're essentially selling your idea or solution to others. This approach can be effective in certain situations, but be careful not to be more persuasive than you are effective. If you talk others into doing things they really don't want to do, you're likely to find yourself surrounded by people who have not accepted responsibility for the task. Will they do a good job if that happens? You may win the battle but lose the war. So, be sure to consult with your patrol, delegate responsibility and test their level of "buy-in".

3. **Consulting** – Here you may ask your patrol for their ideas and suggestions on how to solve a given problem. Take the time to get all the best ideas you can from your patrol, as that will help you make the best decision. Often, it is a good idea to ask the person who made the suggestion to take responsibility for executing that part of the plan. This is called delegating, which gives each person a sense of responsibility and accountability for the plan and its successful execution. This will, in turn, encourage them to do a good job.

4. **Delegating** – Delegating means asking a Scout to take responsibility for a specific part of the plan as a "sub-leader" for that part. Proper delegation requires you to be as clear as possible in describing what the sub-leader is supposed to do, as well as what he's not supposed to do. In other words, set good boundaries with proper limits and guidelines on the task. Even though you have given part of the problem to another person, you are still the leader and must accept the ultimate responsibility for the job. Therefore, it is a good idea to check and see how things are coming along periodically.

5. **Joining** – This style of leadership involves the leader stepping down and becoming a part of your patrol. "Joining in" can be a very effective way to enhance your reputation as a leader, especially in a Scout troop. For one thing, it helps cut against the impression that you're too high and mighty for your underlings. But if carried too far or done too often, you may end up inadvertently compromising your authority as the leader. Regardless, you will still be held accountable by the SPL.

NEEDS OF THE PATROL

Your patrol needs many things to be successful. As Patrol Leader, it is your job to discover what these needs are and do your best to see that everything necessary for success is available to every member of your patrol. This is a big job, so let's think about the needs one at a time:

1. The basic needs of all people are: food, water, shelter and warmth. At home, these things are normally furnished by your parents – not so on a campout.
2. Each member of your patrol needs a sense of safety and security. No one likes to be bullied, and it must not happen.
3. Friends, order and a sense of belonging are patrol needs that must be filled also. Remember the 4th Scout Law, “a Scout is friendly”.
4. Recognition, self-respect, self-esteem and earned independence are all needs of the patrol. When someone does a job well, give him the recognition he has earned by telling him so -- out loud.
5. Lastly, people need to feel a sense of achievement, growth and self-confidence. In Scouting, we use Courts of Honor to recognize individual and group achievement and growth. Self-confidence may come primarily from accomplishing worthwhile goals, but being recognized as responsible, trustworthy and capable is also an essential component.

COMMUNICATIONS

WITHOUT COMMUNICATIONS, NOTHING WILL HAPPEN.

A fact, true indeed. So what must a good leader do? He must learn to do a good job of communicating to his patrol so that good things will happen. Some rules for good communication are as follows:

1. Transmit a clear message so that the receiver knows what you mean. *Verstehen sie?* How many of you understood that? Only those who speak Deutsch did. That would not be a good way to communicate to anyone else, would it? So, make sure you're speaking the right language! The basic rule of effective communication with your patrol is called K.I.S.S. In other words, KEEP IT SIMPLE SCOUTS! Even if you use words that everyone understands, you still may not communicate effectively. The listener may perceive that you said something else entirely. So how do you test to make sure the listener heard what you meant? One good way is to ask him to say it back to you.
2. Sometimes, listeners don't hear or understand what you said because:
 - (a) The listener doesn't care (lack of motivation);
 - (b) There is a conflict in the information (someone else said something different);
 - (c) The listener doesn't like what you are saying and shuts you out;
 - (d) There are distractions like airplane crashes, tornado, earthquakes, tsunami, etc. or HE IS TALKING TO THE SCOUT NEXT TO HIM AND NOT PAYING ATTENTION, or
 - (e) The listener has an attitude (he thinks he already knows everything or hasn't accepted you as a leader). REMEMBER, ASK HIM WHAT YOU SAID!

REPRESENTING THE PATROL

As the Patrol Leader, another part of your job is to represent your patrol. In order to do a good job of representing your patrol, you must know the Scouts in your patrol, their capabilities and limitations, their likes and dislikes, their personalities and whether they are go-getters or lazy. You must be fair and truthful about them. Your personal likes and dislikes must be secondary to the interests of your patrol, for you are their leader and you must represent them. You will be called on to represent your patrol at the Patrol Leader's Council (PLC), Courts of Honor (COH), campfires, etc., as well as to the Committee, the SPL and the Scoutmaster. When representing your patrol in decision-making meetings, it is important that your patrol is fairly represented and that the decisions you make for it are in the best interest of its members. As the Patrol Leader, when you commit your patrol to do a task, it had better be one that they want to do or that you can persuade them to do. Otherwise it may not get done.

Your patrol has a personality of its own. The better you understand that personality and its associated strengths and weaknesses, the better you can represent your patrol to the outside world. The Patrol Leader must be able to truthfully represent the wants and interests of his patrol if he is to be a good leader.

RESOURCES

In order to achieve a goal or accomplish a task, resources are used. These resources may take on different forms: shovels, tents, chuck boxes and so on. A successful Patrol Leader understands the need for resources. He also understands that his MOST IMPORTANT RESOURCES ARE THE SCOUTS OF HIS PATROL AND THE COMBINED KNOWLEDGE THEY POSSESS. Many Patrol Leaders fail to understand how many resources are available from within their own patrol. To be a good Patrol Leader, it is important for you to know what your patrol resources are. FIND OUT! Who can read a map, take a compass bearing, build a fire, tie knots, pitch a tent, cook, do first aid and so on. As the Patrol leader, when you know the resources of your patrol, you and your patrol will have a better idea of what your patrol is capable of achieving.

When your patrol is given a task, your obligation as Patrol Leader is to ask what resources are needed and where they can be obtained. If all of the needed resources are available within your patrol – great. If not, here are some outside resources: The Leadership Patrol, the SPL, the Scoutmaster, the Committee, parents, teachers, the Scout Handbook, this handbook, the Scout Field Book, merit badge pamphlets, PL Handbook and words of wisdom to mention a few. SEARCH OUT AND USE RESOURCES!

TEACHING

Leaders are also teachers, whether they realize it or not. To help you do a more effective job of teaching as a leader, please answer the following three common-sense questions:

- 1. What does my patrol need to know?** In other words, what is the teaching objective? That is to say, when the session is over, what should the members of my patrol know or be able to do? Examples of good objective are: Each Scout should demonstrate his ability to build a cooking fire using only two matches, not merely acquire an appreciation of fires. Each Scout should be able to demonstrate how to pitch a tent, not just know the value of a tent properly pitched in rainy weather. Obviously, to be an effective teacher, you must know what you're teaching.
- 2. What does my patrol already know?** Answering this question requires observation, inquiry and discovery. A good leader keeps his eyes and ears open for tell-tale signs and events that will reveal what his patrol knows, what they don't know and what they need to know. You can learn a lot by watching how your patrol builds its cooking fire on a campout or how they handle KP after a meal. Pay attention, as you'll probably see some room for improvement.
- 3. What remains to be taught?** If the answer to the second question is that your patrol has mastered the learning objectives, you don't have anything to teach. Perhaps it's time to introduce more advanced techniques. Or maybe it's time for a review or a lesson on teaching others. When teaching a patrol or your fellow Scouts, ask those who have already demonstrated knowledge of the subject to help you teach those who haven't mastered it yet.

CONTROL

Maintaining control over your patrol or any group of Scouts (or non-Scouts) is usually a tough job. How do you control a group comprised of members who are about your size and age? It would be nice to find a magic answer that works in every case, but there isn't one. However, there are certain rules that are recognized methods of controlling a group. By the way, the word "control" probably makes you think of a dictator. Perhaps it would be better to think of it in terms of helping the group to remain focused and continue moving in the right direction in order to accomplish the goal at hand. Sounds a lot like our definition of leadership, doesn't it?

1. **Observe:** The first rule is to OBSERVE what is going on. Praise good work and offer suggestions where things can be improved. Don't say "that's a stupid way to do it". Instead, try saying, "See if this way works better for you".
2. **Teaching and Helping:** Teaching and helping are techniques that a good leader uses to maintain control of his patrol. If you observe that your patrol knows what it is doing and are making progress, don't interfere. On the other hand, if they are not making progress, you may need to intervene and help get them back on track. But make sure your "help" is not taken as unduly harsh criticism. Your job is to do all you can do to make your patrol successful. Normally, this can't be accomplished with harsh criticism.

3. **Inspection:** Inspect as you observe and teach. By already knowing your patrol's resources and abilities, you should know what to expect and who to assign what task. Things must be done correctly, but you don't give a brand new Scout two matches and expect a good cooking fire.
4. **Be humble:** How you react to the performance of your patrol is an important controlling factor. Give sincere praise for the aspects that are done well and accept responsibility when the work needs to be improved. One way to do this is to say, "I guess I didn't explain it very well". It won't hurt you as the leader; in fact, it can only help. The Scout will usually be able to see that his work was not up to par, but rather than take the correction as a rebuke, he'll appreciate the gracious way in which you handled the situation and only be more determined to get it right the next time. Moreover, he will look up to you with appreciation and greater admiration.
5. **Be the Example:** The last and most effective technique for maintaining beneficial control over your patrol is to BE THE EXAMPLE. By this point in the Handbook and the L³ Course, nothing more needs to be said on the subject but ... JUST DO IT!

EVALUATING

Evaluation is the last LEADERSHIP SECRET covered in this handbook. Evaluating is a lot like inspecting and observing. In fact, you must do both in order to perform a good evaluation or critique.

The big difference is that an evaluation is done after the event with the sole purpose of improving the next event. It is very important for the leaders to understand that an evaluation is not an opportunity TO FIND FAULT OR BLAME a patrol or a Scout, but to make the next event better. There are six questions that should be answered in each critique:

1. Did your patrol get the job done?
2. Was it done on time?
3. Was it done well?
4. Did the whole patrol take an active part?
5. Does your patrol want to do more of the same?
6. Did they have a good time?

CONCLUSION

We have discussed 10 secrets of leadership in this short L3 Course, but there is one more secret that -

YOU MUST DISCOVER YOURSELF.

When you make this serendipitous discovery, you will be well on your way to becoming a GREAT LEADER!

When you think you know the last secret, go and discuss it with your Scoutmaster.

THUNDERBIRDISMS ON LEADERSHIP

- Self-centered, conceited individuals do not make good leaders, but they are great admirers of themselves.
- Scouts must learn early that working through hardship is an experience that influences them all the days of their lives.
- Successful Scouts will learn to deal with adversity and how to overcome mistakes.
- Good leaders never place their Scouts in places where their weaknesses will overcome their strengths.
- Good leaders never expect their Scouts to act beyond their wisdom and understanding.
- Scouts typically learn more from failure than they do from success.
- If it were easy to be a leader, everyone would be one.
- Unworthy goals lead to unworthy results.
- Leaders should always aim high, doing things that make a difference rather than taking the safe path of mediocrity.
- The harder a leader works, the luckier he gets.

- A good leader knows he is responsible for the welfare of his Scouts and acts accordingly.
- Leading Scouts is often a lonely job.
- Good leaders develop the skill of asking the right question at the right time.
- A leader who takes himself too seriously has lost his perspective.
- Scouts who are always busy are not always working.
- Scouts often have solutions for which there are no problems.
- Tolerate at great length mediocre Scouts who are loyal. Have no tolerance for Scouts who are competent but not loyal.
- Teachable skills are for developing Scouts. Learnable skills are for their leaders.
- The consequence for not training your Scouts is their failure to accomplish that which is expected of them.
- **Never ask a Scout to do anything you would not do.**
- **ALWAYS LEAD BY GOOD EXAMPLE!**
- **DON'T FORGET TO HAVE FUN!!**

TROOP CAMP SCHEDULE

DATE:.....

.....HRS. GATHER AT SCOUT HUT AND LOAD TRAILER
.....HRS. ARRIVE AT CAMP 1) FLAG POLE 2) CAMP SITES
SELECTED 3) SHELTER SET UP 4) WOOD
GATHERED

FRIDAY NIGHT

.....HRS. SACK LUNCHES AT CAMPFIRE
.....HRS. TAPS_

SATURDAY

0700.....HRS. REVEILLE
0705.....HRS. FIRES STARTED & COOKS AT WORK TO FEED
PATROLS
0715.....HRS. PERSONAL HYGIENE & CLEAN UP TENTS
0815.....HRS. BREAKFAST & CLEAN UP
0930.....HRS. CHUCK BOX INSPECTION
0940.....HRS. ASSEMBLY & FLAG CEREMONY
0945.....HRS. MORNING ACTIVITY

1200.....HRS. LUNCH PREPARATION & CLEAN UP
1300.....HRS. CHUCK BOX INSPECTION
1300.....HRS. ADULT STAFF AVAILABLE FOR BOR'S
1400.....HRS. AFTERNOON ACTIVITY

1630.....HRS. ASSEMBLY & FLAG RETREAT
1635.....HRS. SUPPER FIRES STARTED
1645.....HRS. SUPPER PREPARATION
1800.....HRS. SUPPER & CLEAN UP
1830.....HRS. CHUCK BOX INSPECTION. ADULT STAFF
AVAILABLE FOR BOR'S BEFORE CAMP FIRE
.....HRS. CAMP FIRE.....CAMP FIRE LEADER.....

2300.....HRS. TAPS

SUNDAY

0700.....HRS. REVEILLE
0705.....HRS. FIRES STARTED & COOKS AT WORK TO FEED
PATROLS
0830.....HRS. BREAKFAST & CLEAN UP
0900.....HRS. CHUCK BOX INSPECTION
0905.....HRS. ASSEMBLY & FLAG CEREMONY
0915.....HRS. CHAPEL/DEVOTIONAL.....LEADER
.....HRS. BREAK CAMP & POLICE AREA
.....HRS. DEPART FOR SCOUT HUT

TROOP MEETING AGENDA

Date: _____

Time	Topic
1900	Opening
1910	Roll Call – Scribe
1935	Patrol Corners Topic: _____
1950	Game: Leader: _____ Game Type (name): _____
2005	Demonstration: Leader: _____ Subject: _____
2025	Scoutmasters Minute
2030	Closing

DUTY ROSTER



DUTY

MEAL

MENUS

BREAKFAST

BREAKFAST

LUNCH

LUNCH

DINNER

DINNER

REMARKS

THE MAXIMUM AMOUNT THAT YOU CAN SPEND IS \$2.00 PER MEAL PER SCOUT. THEREFORE, FOR A TYPICAL CAMP LEAVING SATURDAY MORNING YOU WOULD PLAN 2 MEALS SATURDAY AND 1 MEAL SUNDAY. (3 MEALS X \$2.00 = \$6.00 PER SCOUT). REMEMBER, MONIES ARE DUE FOR FOOD TO THE SCOUT BUYING THE FOOD THE TUESDAY MEETING BEFORE THE CAMP

CHUCK BOXES

CHUCK BOXES WILL BE INSPECTED AFTER EACH MEAL!!!!!! IF YOUR CHUCK BOX DOES NOT PASS INSPECTION, YOUR PATROL LOSES THE PRIVILEGE OF CAMPING WITH THE TROOP ON THE NEXT CAMP OUT

Chuck Boxes should contain the following basic items

- 1.matches
- 2.soap
- 3.sanitizer
- 4.scouring brush
- 5.scouring pad
- 6.paper towels
- 7.cooking oil
- 8.foil
- 9.trash bags