

Troop 182 - Board of Review Guidelines

Central to the Scouting experience is the advancement process - earning badges of rank (Scout, Tenderfoot, Second Class, First Class, Star, Life and Eagle), as well as merit badges for different skills and activities. A key component of the advancement process is the Scout's participation in Boards of Review (BOR).

This document¹ was developed to meet several needs: A) to help parents prepare their Scouts for their BOR, B) to guide parents serving as members of the Troop's BOR, and C) to provide Scouts who would feel more comfortable knowing more about the plan for their BOR with an overview and samples of the questions which may typically be asked.

Purpose of a Board of Review:

The purpose of the BOR, and the role of the members on the BOR is to:

- Discuss with the Scout their perspectives on the meaning of the rank they are about to be awarded, and assess if there are any questions on the Scout's readiness to assume the next rank
- Serve as a final opportunity for the troop to confirm the Scout has completed the requirements for the rank in spirit and in principle; the formal review of completion of requirements will have already been accomplished
- See how positive an experience the Scout is having in the unit
- Encourage the Scout to progress further in rank, and to take on increased leadership roles within the troop and in his life overall

Additionally, the BOR provides "quality control" on advancement within the troop, it provides an opportunity for the Scout to develop and practice those skills needed in a interview situation, and it is an opportunity for the Scout to review his accomplishments.

The BOR is NOT a retest; the Scout has already been tested on the skills and activities required for the rank. The BOR is an opportunity to review of the Scout's attitudes, accomplishments and his acceptance of Scouting's ideals.

Composition of a Board of Review:

The Troop's BOR consists of three to six members of the Troop Committee and parents of Scouts. Relatives or guardians may not serve as members of a BOR in which their Scout is participating. The Troop leaders (Scoutmaster, Assistant Scoutmasters) should not participate in a BOR unless necessary.

Mechanics of a Board of Review:

The BOR will meet in a quiet spot. Another Scout or adult will request that the Scout come to the BOR. The Scout should be in uniform. The BOR will introduce themselves to the Scout.

¹ This document has been adapted to meet Troop 182's needs from a version written by Ray Klaus, Saddleback District, Orange County Council, BSA

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The BOR members are invited to ask questions of the Scout (see the sections appropriate to each rank).

The questions should be open-ended, offering an opportunity for the Scout to speak about his opinions, experiences, activities, and accomplishments.

The BOR should avoid questions which only require a simple one or two word answer. If an answer is too brief, the members of the BOR should follow up with a, "Why?" or, "How can that be done?" to expand the answer.

The questions need not be restricted to Scouting topics; questions regarding home, church/temple, school, work, athletics, etc. are all appropriate.

The Scoutmasters will let the board know of any "out-of-bounds" areas prior to the meeting (e.g., if a Scout is experiencing family difficulties due to a divorce, it would be prudent to avoid family issues.)

The time for a BOR should be from 15 to 30 minutes, with the shorter time for the lower ranks. When all members have had an opportunity to ask their questions, the Scout is excused from the room. The BOR members then consider whether the Scout is ready for the next rank; the board's decision must be unanimous.

Once the decision is made, the Scout is invited back into the room, and the BOR informs the Scout of their decision. If the Scout is approved for the next rank, there are general congratulations and hand shakes all around, and the Scout is encouraged to continue advancing.

Every effort should be made by the BOR to allow a Scout to move on to the next rank. There must be significant and compelling reasons for the BOR to prevent the Scout from advancing to the next rank. If there are issues which prevent the Scout from advancing to the next rank, the board must detail the precise nature of the deficiencies. A discussion should be held with the Scoutmaster to review the issue.

A member of the BOR and the Scoutmaster should meet with the Scout regarding the deficiencies, and the course of action needed to correct them. The Scout must be told specifically what must be done in order to be successful at the next BOR. Typically, an agreement is reached as to when the Scout may return for his subsequent BOR.

The Nature of the Questions:

On the following pages are typical BOR questions for each rank. The questions for the lower ranks are simpler and generally deal with factual information about the Scout's participation in the Troop, and his approach to applying the skills he has learned toward earning the next rank. The questions for the higher ranks are less factual, and generally seek to aid understanding of how Scouting is becoming an integral part of the Scout's life. Remember: it is not the point of a BOR to retest the Scout. However, questions like, "Where did you learn about ..." or "Why do you think it is important for a [rank] Scout to have this skill?" are valid.

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If a Scout appears nervous or anxious about the Board of Review, it might be appropriate to ask one or two questions from the list for a lower rank, to help "break the ice" and establish some rapport. In general, within a rank, the questions are arranged from "easiest" to "most difficult".

For each rank, there is a question about advancing to the next rank. The purpose of this question is to encourage advancement, but it should not be asked in a way that pressures the Scout. [Note: If the BOR is for the Life rank, and the Scout is at or near his 17th birthday, some pressure towards Eagle may be in order. At the very least, be certain that the Scout realizes that his time is running out.]

More questions are provided than can typically be accommodated in the time suggested. The BOR will need to select the questions which are appropriate for the particular Scout and his experiences.

These questions are intended to only serve as a guide. BOR members should freely add to, or remove from, these lists as they feel appropriate.

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What Every Scout Should Know

Scout Oath:

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

Scout Law:

A Scout is ...
Trustworthy,
Loyal,
Helpful,
Friendly,
Courteous,
Kind,
Obedient,
Cheerful,
Thrifty,
Brave,
Clean,
Reverent.

Scout Motto:

Be Prepared.

Scout Slogan:

Do a good turn daily.

Outdoor Code:

As an American, I will do my best to --
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors, and
Be conservation-minded.

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Tenderfoot Rank

This is the Scout's first experience with a BOR. The process may require some explanation on the part of the Board.

The first few questions in the BOR should be simple. The BOR should try to gain a sense of how the Scout is fitting in to the Troop, and the Scout's level of enjoyment of the Troop and Patrol activities.

Encourage advancement to 2nd Class. Point out that the Scout may have already completed many of the requirements for 2nd Class.

The approximate time for this Board of Review should be 15-20 minutes.

Sample Questions:

1. When did you join our Troop?
2. How many Troop meetings have you attended in the last two months?
3. What did you do at your last patrol meeting?
4. Tell us about your last Troop campout.
5. How would the first aid skills you must know for Tenderfoot help on a campout?
6. Where did you learn how to fold the American flag? Tell us about your first experience with this skill.
7. How would you avoid poison oak (poison ivy, sumac)?
8. Where did you go on your hike? How did you choose the location?
9. If you were on a hike and got lost, what would you do?
10. Why do we whip or fuse the ends of a rope?
11. What is the "Buddy System" that we use in Scouting? When do we use it?
12. Why do you think there are physical fitness requirements (push-ups, pull-ups, etc.), and a retest after 30 days, for the Tenderfoot rank?
13. What does it mean to a Tenderfoot Scout to "Be Prepared"?
14. Do you feel that you have done your best to complete the requirements for Tenderfoot? Why?
15. What "good turn" have you done today?
16. Please give us an example of how you obey the Scout Law at home (school, church)?
17. What do you like best about our Troop?
18. What does it mean for a Scout to be "Kind"?
19. Do you have any special plans for this summer? The Holidays?
20. When do you plan to have the requirements completed for 2nd Class?

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2nd Class Rank

This is the Scout's second BOR. The process should be familiar, unless it has been some time since the BOR for Tenderfoot.

Questions should focus on the use of the Scout skills learned for this rank, without retesting these skills. The BOR should try to perceive how the Scout's patrol is functioning, and how this Scout is functioning within his patrol.

Encourage work on the remaining requirements for 1st Class; many of the easier ones may have already been completed.

The approximate time for this BOR should be 15-20 minutes.

Sample Questions:

1. How many Troop meetings and activities have you attended in the last 3 months?
2. What did you do at the last Troop meeting?
3. Tell us about a service project in which you participated.
4. Where did you go on your last Troop campout? Did you have a good time? Why?
5. Why is it important to be able to identify animals found in your community?
6. Tell us about the flag ceremony in which you participated.
7. What is in your personal first aid kit?
8. What have you learned about handling woods tools (axes, saws, etc.)?
9. How are a map of the area and a compass useful on a campout?
10. Have you ever done more than one "good turn" in a day? Ask for details.
11. Have you earned any merit badges?

If "Yes": Which ones? Why did you choose them? Who was your counselor?

If "No": Encourage getting started, and suggest one or two of the easier ones.

12. Did you attend summer camp with our Troop last summer?

If "Yes": What was your best (worst) experience at summer camp?

If "No": Why not?

13. Do you plan to attend summer camp with our Troop next summer?

If "Yes": What are you looking forward to doing at summer camp?

If "No": Why not?

14. What suggestions do you have for improving our Troop?
15. How do you help out at home, church/temple, school?
16. What class in school is most challenging for you? Why?
17. One of the requirements for Tenderfoot is to participate in a program regarding drug, alcohol and tobacco abuse. Tell us about the program in which you participated.
18. How is it possible to live the Scout Oath and Law in your daily life?
19. What does it mean to say, "A Scout is Trustworthy"?
20. When do you expect to complete the requirements for 1st Class?

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1st Class Rank

By this point the Scout should be comfortable with the BOR process.

The Scout should be praised for his accomplishment in achieving 1st Class (particularly if he joined Boy Scouts less than a year ago). In achieving the rank of 1st Class, the Scout should feel an additional sense of responsibility to the troop and to his patrol.

The 1st Class rank will produce additional opportunities for the Scout (Order of the Arrow, leadership, etc.).

Merit badges will begin to play a role in future advancement to the Star and Life ranks. Encourage merit badge work if it has not already begun.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. On average, how many Troop meetings and activities do you attend each month?
2. What part of Troop meetings are most rewarding to you?
3. What is the Scout Slogan? What does it mean for a 1st Class Scout?
4. Tell us about your last campout with the Troop. Where did you go? How did you help with meal preparation? Did you have a good time? (If "No", why not?)
5. If you were in charge of planning and preparing a dinner for your next campout, what would you select?
6. As a 1st Class Scout, what do you think the Star, Life, and Eagle Scouts will expect from you on an outing?
7. Does your family do any camping? What have you learned in Scouts, that you have been able to share with your family to improve their camping experiences?
8. Why do you think that swimming is emphasized in Scouting?
9. Why is it important for you to know how to transport a person who has a broken leg?
10. Why is it important for you to be able to recognize local plant life?
11. What did you learn about using a compass while completing the orienteering requirement?
12. What does it mean to say, "A Scout is Courteous"?
13. Why are merit badges a part of Scouting?
14. The Scout Law says "a Scout is Reverent." What did you do the last time you put this into practice? Who encouraged you or went with you?
15. What is your most favorite part of Scouting? Least favorite?
16. How does a Scout fulfill his "Duty to Country"?
17. How do you define "Scout Spirit"?
18. What is the Order of the Arrow? What is the primary function of OA?
19. Who was Lord Baden-Powell?
20. When do you think you might be ready for Star Scout?

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Star Rank

With the Star rank, emphasis is placed upon service to others, merit badges, and leadership. Scout skills remain an important element for the Star Scout; however, the emphasis should be on teaching other Scouts these skills.

Explore how the Star scout can assist with leading his patrol and troop. Attempt to understand how the Scouting philosophy is becoming part of the Scout's life.

Often the Star rank is a place where Scouts "stall out". Encourage the Scout to remain active, and participate fully in his patrol and troop. If the Scout appears to be looking for additional opportunities, suggest leadership positions such as Den Chief or Troop Guide.

The approximate time for this Board of Review should be 20 minutes.

Sample Questions:

1. How many Troop outings have you attended in the last three months?
2. Tell us about the last service project in which you participated.
3. What does it mean for a Star Scout to "Be Prepared" on a daily basis?
4. How have the Scout skills that you have learned helped you in a non-Scouting activity?
5. How many merit badges have you earned? What was the most difficult (fun, challenging, important to you, etc.)?
6. Which is more important: Becoming a Star Scout, or learning the skills prescribed for a Star Scout?
7. Why do you think a Scoutmaster's Conference is required for advancement in rank?
8. Why are Troop Courts of Honor important?
9. What leadership positions have you held outside of your patrol? What challenges did they present? What are your personal leadership goals and objectives?
10. How would you get a Scout to do an unpleasant task?
11. What extracurricular activities do you participate in at school?
12. What responsibilities do you have at home?
13. What is our "Duty to God"?
14. What does it mean to say "A Scout is Loyal"?
15. How are the Scout Oath and Law part of your daily life?
16. What is the Outdoor Code? Why is it important?
17. If the Scout is a member of the Order of the Arrow:

When did you complete your "Ordeal", "Brotherhood"?

What does membership in the OA signify?

18. Have you received any special awards or accomplishments in school, athletics, or church/temple?
19. When do you plan on achieving the Life rank?

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Life Rank

The Life rank is the final rank before Eagle. The Life Scout should be fully participating in the Troop, with emphasis being placed on leadership in the unit, as well as teaching skills and leadership to the younger Scouts.

Merit Badge work should be a regular part of the Scout's career. Scouting values and concepts should be an integral part of the Scout's daily life.

At this point, the Scout is starting to "give back to Scouting" through leadership, training of other Scouts, recruiting, keeping Scouts active in the program, etc.

Explore suggestions for improving the program.

The approximate time for this Board of Review should be 20 - 30 minutes.

Sample Questions:

1. What is the most ambitious service project with which you have assisted? Where?
2. What has been your best and worst camping experience in Scouting?
3. What merit badges have you earned that you really liked and why?
4. What are your hobbies?
5. Of the merit badges you have earned, which one do you think will be of greatest value to you as an adult? Why?
6. Why do you think that the three "Citizenship" merit badges are required for the Eagle Rank?
7. What is your current (most recent) leadership position within the Troop? How long have you held that position? What particular challenges does it present? What is Leadership?
8. Do you have any brothers or sisters who are in Scouts (any level)? What can you do to encourage them to continue with Scouts, and to move forward along the Scouting Trail?
9. How do you choose between a school activity, a Scout activity, and a family activity?
10. Why do you think that Star and Life Scouts are required to contribute so much time to service projects? What service projects are most rewarding to you? Why?
11. Why do you think that a BOR is required for rank advancement?
12. How has Scouting prepared you for the future?
13. What does it mean to say, "A Scout is Reverent"?
14. What does "Scout Spirit" mean to a Life Scout?
15. Why do you think that Scouting for Food is referred to as a "National Good Turn".
16. The Scout Oath includes duties to ourselves as well as to God, country and other people. What duties do we have to ourselves?
17. If the Scout is a member of OA:
What role does OA play in Scouting?
What honor do you hold in OA?
What is the difference between Scout "ranks" and OA "honors"?
18. Have you begun to think about an Eagle Service Project? What are you thinking about doing? When?

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Eagle Palms

Eagle Palms are awarded for continued leadership and skills development (merit badges) after the Eagle Rank has been earned. The purpose of this BOR is to ensure that the Eagle Scout remains active within the Troop, contributes to the leadership of the Troop, and assists with the growth of the other Scouts.

The approximate time for this Board of Review should be 15 minutes.

Sample Questions:

1. As an Eagle, have the Scout Oath and Law gained new meaning for you? How?
2. Why is it important to developing and identifying leadership? How do you do this?
3. Since earning your Eagle, what merit badges have you earned?
4. Since earning your Eagle (last Palm), in what service projects have you participated?
5. How do you plan to continue your involvement with Scouting?
6. What would you say to a Life Scout who is only minimally active within his unit, and who does not seem motivated to continue along the Scouting Trail?
7. If a Life Scout was having difficulty selecting an Eagle Service Project, what would you suggest to him?
8. What is the primary role of the Scoutmaster?
9. How have you begun to "... give back to Scouting more than Scouting has given to you".