



The Dulaney District Advancement Committee Venturing News

22 July 2015

Venture Crew Leaders of Dulaney District:

The following is excerpted from the National Advancement News, March-April and May-June issues:

1. Tiers of Adventures Defined:

Venturing now challenges its crew members to take on “tiers of adventure” through new experiences they may not discover outside of Scouting. These adventures provide a laboratory for developing and refining leadership skills and tests a Venturer’s growth as a leader. They form the core of the new Venturing recognition system with participation in at least seven required adventures. The Venturer will be expected to lead an adventure and serve as a mentor for another Venturer leading an activity.

Activities are classified according to levels of readiness and skills as Tier I, II, or III adventures. Tier I adventures require the least amount of planning, preparation, and skills, and can be fulfilled in less than a day. Tier II adventures, accomplished in less than four days; require some planning and preparation, and a desirable skill. A good example is organizing and running a Special Olympics event. Tier III adventures require at least four days duration and extensive planning, preparation, and skill development prior to participation. Organizing a sports camp for Scouts with disabilities would be a good example of this type of activity. The use of Tier II and Tier III adventures is important because of the degree of planning and preparation required to organize and carry them out.

Elaborating and Classifying Tiers of Adventure:

One focus of a Venturing Advisor is to help the Venturer mature and grow in his or her ability to plan, execute, and evaluate a challenging activity. The Advisor is consulted to confirm the tier of adventure being implemented. The Advisor has the final word, for example, as to whether a single-day organization-intensive activity meets the expectations for a Tier II or Tier III adventure.

Keep in mind that not all Venturers will experience some activities in the same way. Consider the example of a council-operated, six-day Venturing camp which might, on the surface, look like a Tier III adventure. If the only preparation or planning needed to participate is to show up at camp and hang out, it would be classified as a Tier I adventure. However, if a member of the crew organized the transportation, consulted with the camp leadership to organize the program, and coordinated the fundraising for the crew’s participation in the Venturing camp, it might meet the threshold of a Tier II or Tier III adventure.

Differentiating Tier II from Tier III:

The fundamental difference is in the level of preparation, planning, and gathering resources to carry out the adventure. Generally, a Tier II adventure lasts from two to four days and a Tier III adventure lasts for four days or more.

When an event of fewer than four days is considered a Tier III adventure, it should reflect these criteria:

- The planning needed to carry out a shorter event is comparable to that of a longer event.
- The preparation needed to implement the activity is similar to the preparation needed to implement a longer event.
- The opportunity to challenge the activity chair and the members of the crew is similar as to the actions taking place during an activity of longer duration.

2. What Makes Venturing Boards of Review Different?

One of the benefits of the new Venturing recognition program is to help Venturers open doors in terms of scholarships, jobs, and education. It also can be used to leverage individual actions so they are magnified to inspire others. To assist with these goals, Venturing offers a unique type of board of review experience that is required for the Discovery, Pathfinder, and Summit awards.

The term “unique” is used because Venturing boards of review are not the same as Boy Scout boards of review. The goals of a Venturing board of review are to empower youth Venturers to determine their own quality of experience and to encourage them to continue in their personal development as well as to gather input to bring back to the crew on how to improve the crew’s program. That’s right! Youth Venturers sit on Venturing boards of review, which distinguishes Venturing from Boy Scout boards of review. It adds a component of excitement and enthusiasm that is unique to the Venturing advancement program.

But that’s not the only difference. The Venturing board of review should be conducted to allow the Venturer to relive and become excited again about the adventures and different activities he or she participated in to earn the award being reviewed. In listening to these stories, the board of review will learn how the candidate completed the award requirements, and gained insight not only into the participant’s achievements and growth but also the unit’s program. Information from the Venturing boards of reviews can directly contribute to the crew’s improved program. Venturing boards of review are learning experiences for the Venturer before the board, the youth members on the board, and the Venturing crew itself.

Thus the approach and goals of the Venturing boards of review are very different from experiences Scouters have had with Boy Scout boards of review. Because of that, a short guidebook was developed to help crews conduct boards of review. The district and council are involved with Summit boards of reviews and the guide assists those advancement committees as well. You can find the Venturing Board of Review Guide, No. 512-940 at the www.scouting.org/advancement page in the General Resources section. Remember: Make Venturing boards of review fun and rewarding experiences, so every Venturer will look forward to the experience.

3. District Advancement Committee Needs:

With the advent of the new Summit Award, the Dulaney District Advancement Committee will require the addition of at least one, and possibly two new members concerned specifically with Venturer Advancement. The Summit Award will require a final review process similar to what is now used for the Eagle Scout Award. Thus, we will need someone specifically knowledgeable with the Venturing program and the requirements of the Summit Award to organize and conduct the final advancement review process. Volunteers are requested to contact Rick Shaw, information below.



4. Goal Setting and Time Management—Skills for Project Success:

A new training syllabus, Goal Setting and Time Management, provides the Venturer with practical guidance about how to prioritize tasks and to use time well for significant projects. This course is a requirement for the Discovery Award; however, the Venturer can complete it at any time, whether working on the award or not. The small group approach used in this training can be adjusted to accommodate any number of participants, so it can be presented as a workshop for single or multiple crews or broken into shorter segments and presented at crew meetings or Venturing forums or roundtables.

While it is highly suggested that this course be taught by the more experienced Venturer or by adult volunteers participating in the program, crew members are encouraged to deliver the training. As is the case with any learning opportunity, teaching a skill or leading a training session helps the presenter “learn twice.”

Although this training is designed to help the Venturer lead the crew’s adventure while a participant in the program, it also helps develop skills that will last a lifetime, specifically how to:

- Model ways to set priorities.
- Make use of planning tools.
- Organize tasks by category.
- Schedule time appropriately.
- Perform work in a timely manner.

The Venturer also learns ways to identify and be aware of external time wasters and is given time for self- reflection on an important personal question: “How do you spend your own time?”

The syllabus is available online at:

www.scouting.org/filestore/venturing/pdf/Goal_Setting_Time_Management.pdf.

5. Venturing Summit Award Service Project Workbook:

The Venturing Summit Award Service Project Workbook (No. 512-938) is designed to help the candidate plan and evaluate the Summit Award project. The workbook, available at www.scouting.org/venturing, contains instructions on how to use the workbook and helps the Venturer carry out the planning aspects of the project. Spaces are provided for properly documenting required approvals from the project beneficiary, designated Venturer representative, and the crew advisor.



The workbook specifies planning and execution aspects which will be evaluated, including:

- **Service:** A valuable action, deed, or effort carried out to meet a need.
- **Scope and Complexity:** The scale of the project; the level of effort and planning involved.
- **Leadership:** Leading others toward a shared vision.
- **Life Goal Connection:** Making the most of the experience, including what is important to you.

The candidate will be asked several questions relating to these areas to ensure that the focus of each is in line with that of the project goals. Funding may be an aspect of the project for the Venturer so information about proper fundraising also is included.

After leading other members to complete the project, it is time for reflection. The Venturer reflects upon the four areas as they relate to the candidate's project and personal focus.

Look for a copy of the Venturing Summit Award Service Project Workbook and more information at www.scouting.org/venturing .

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Yours in Scouting;

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