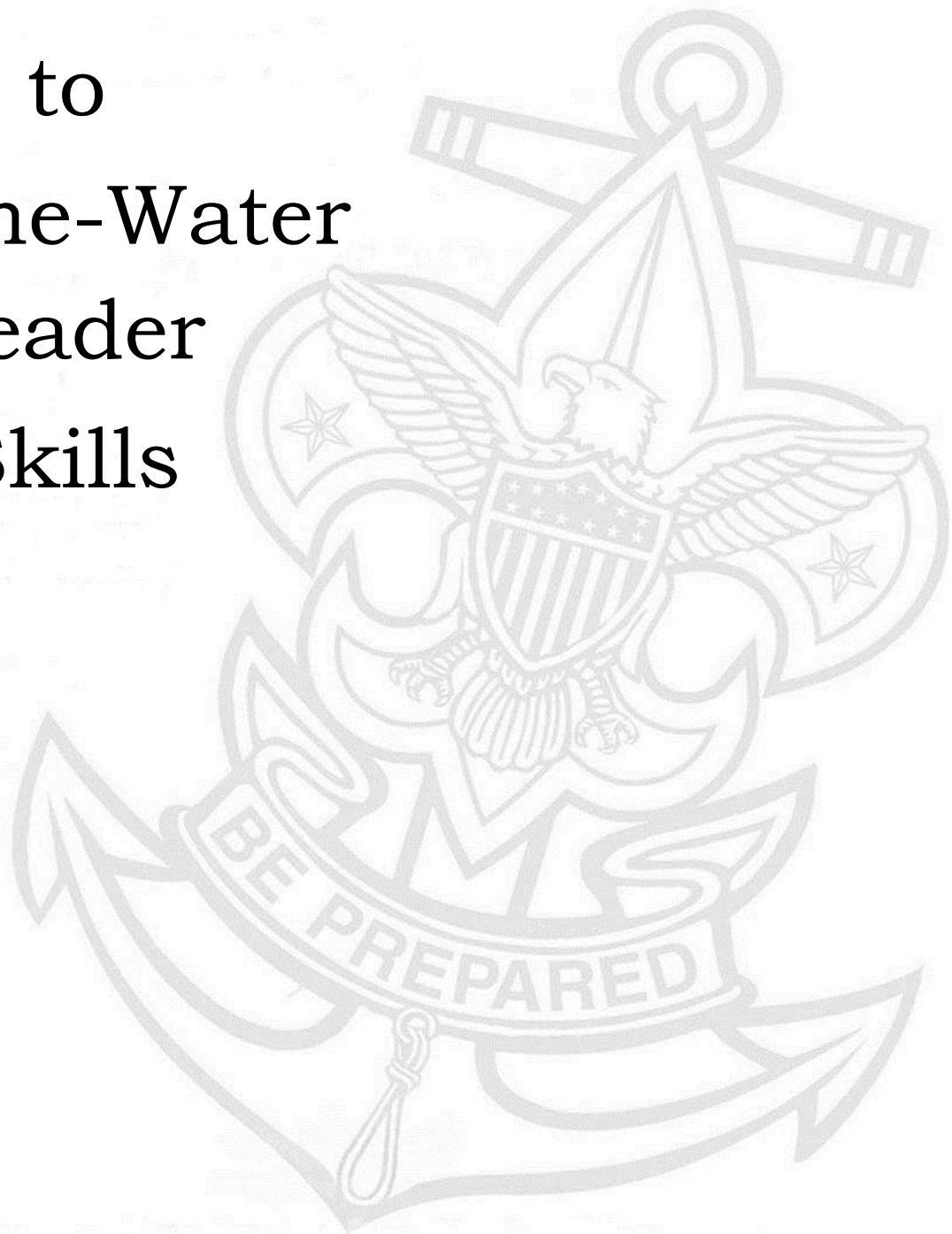


Introduction
to
On-the-Water
Leader
Skills



Boy Scouts of America
National Sea Scout Support Committee

Contents

INTRODUCTION 3
Financing the Course..... 3
Scheduling the Course 3
Training Techniques 4
Course Structure 4
Course Prerequisites 5
COURSE ORGANIZATION 5
Sample Schedule for a Weekend Course 6
Course Site Selection and Physical Arrangements 8
PROMOTING THE COURSE 8
THE TRAINING TEAM..... 8
Selection..... 8
Responsibilities 8
IOWLS LESSON PLANS 9
APPENDIX A: Operational Risk Management & Green, Amber, Red (ORM/GAR)..... 10
APPENDIX B: Resouces – Sea Scout MOUs and MOAs 15
APPENDIX C: Bibliography..... 21

INTRODUCTION

Welcome to Introduction to On-the-Water Leader Skills training. This program gives adult leaders an introduction to resources and on-the-water skills they need to assist Sea Scouts in achieving Ordinary rank.

The material and training presented in Introduction to On-the-Water Leader Skills closely follows the *Sea Scout Manual*, the *Guide to Safe Scouting*, and the ANSI (Approved American National Standard) standards for on-water vessel activities and are meant to serve as an adult training outline. In addition, participants will be given access to lesson plans and support materials that will enable them or their youth to teach Apprentice and Ordinary advancement requirements.

Regardless of the program being run – small boats, paddlecraft, SCUBA, larger vessels - using these skills sessions in conjunction with the *Sea Scout Manual* and *Guide to Safe Scouting*, trainers can be sure new Skippers and adult leaders are exposed to requirements through Ordinary rank.

Hands-on participation makes the best learning tool, so participants should leave the training experience knowing they can show their Sea Scouts how to accomplish necessary skills while fulfilling rank requirements. Back home, we want Skippers, mates and adult leaders to feel comfortable working with and instructing their Sea Scouts. From raising a flag to setting an anchor, they should feel confident in helping their youth officers plan and carry out their own ship outings and exciting programs using these skills.

Financing the Course

The course director must consider the vessel, the venue, available time, and the participant pool when planning the course. Items that may need to be budgeted include:

- Course handouts
- Fuel
- Food
- Slip fees
- Any other items necessary for course success

It is assumed that many of the items necessary to conduct the course will not have to be purchased. Ideally, experienced Skippers or mates will be using Sea Scout experience and equipment to run the course. Any participant fees should be reasonable.

Scheduling the Course

This schedule of skills sessions and other events can be taught over a weekend, beginning on Friday evening, all day Saturday, and Sunday until evening, or as a series of two one-day weekend sessions. This course also presents the opportunity to implement a mentor program using more experienced trainers to work one-on-one with new leaders at a time that may be more convenient for them, teaching one skills session at a time if necessary. The mentoring program can also be used to train all adult leaders in same unit at one time.

If this program is taught in modular units, be sure appropriate records are maintained.

AREAS OF FOCUS

Be aware that Introduction to On-the Water-Leadership Skills focuses on the knowledge and skills necessary to help a youth achieve Ordinary rank, but it does not cover all advancement requirements. The program does not encompass practical swimming skills, although it does briefly address Safe Swim Defense and Safety Afloat. These procedures should be covered in more detail separate and apart from this course either by certified instructors or online at my.scouting.org.

Training Techniques

Introduction to On-the-Water Leader Skills training helps leaders gain confidence in their ability through hands-on, practical application of skills and proven methods of influencing growth in positive ways to achieve the purposes of the Boy Scouts of America.

This course uses familiar techniques to help convey the fun and fellowship of Scouting, to demonstrate the knowledge Skippers, mates and adult leaders need to fulfill their roles successfully, and to reinforce safety issues. Participants will feel reassured knowing that others have the same interests, needs, and concerns in delivering the best possible Sea Scout program to their ships.

In this course, each participant will be exposed to the resources and experiences a youth needs to reach Ordinary rank. It is not the intent that they demonstrate proficiency.

Course Structure

This course can be conducted by the council, district, multiple districts, area or a group of experienced Sea Scout leaders with permission from their district or council training chair. Participants can include Skippers, mates, committee members or other registered Scouters over the age of 21.

This course has classroom components as well as vessel components. For the on-the-water skills instruction, it is recommended that two instructors teach and monitor two to four participants. This will ensure that each participant has a hands-on, small-group experience and actually learns how to accomplish the skill.

If the course is running multiple vessels, crews can be combined for the classroom portions of the training.

The delivery of this course is flexible enough to be offered as needed to new leaders who join existing ships, and for newly organized ships on a regularly scheduled, year-round basis.

Course Prerequisites

- Registered as a member of Boy Scouts of America and over the age of 21
- Completed online training at my.scouting.com: BSA Safe Swim Defense, BSA Safety Afloat, BSA Hazardous Weather
- Completed NASBLA approved Safe Boating Course

Comments and questions regarding Introduction to On-the-Water Leader Skills are welcome and should be addressed to:

Director, Sea Scouts
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079

COURSE ORGANIZATION

A sample schedule for a weekend course is included, but the course is specifically designed to be flexible in delivery so participants can achieve specific objectives appropriate to the ship and vessels in which their unit operates. For example, in the same council, three different ships may operate a paddleboard or kayak program, a traditional sailing program built around a nominal 30' sloop, and a retired Coast Guard motor vessel 80' feet long. Skills instruction will be remarkably different for individuals in those ships. "One size fits all" is inappropriate and the course must be tailored to meet the needs of the participants.

In addition to lessons covering selected Apprentice and Ordinary skills, the ANSI standard checklists for sail, power and human powered (paddlecraft) vessels are included in the materials for this course so participants can assess their skills and the skills of the youth in their ship.

In 2016, the United States Coast Guard (USCG) funded a study on how to further safety standards for boating. The result was a coming together of many industry leaders to create a comprehensive standard for ensuring the competence of an entry level vessel operator.

The standards were reviewed and approved by the American National Standards Institute (ANSI) who is a member organization of the International Standards Organization (ISO). Sea Scout training and advancement, for the most part, meet and exceed the new standards.

Remember, there is not one schedule that must be run for every course. A course director may run three courses and each should be different based upon the knowledge level of the participants taking the course. If you have a group of experienced sailors that know nothing about the Sea Scout program, you will need to adjust they type of classroom teaching they receive. If you are running the course using trailered vessels, you will want to discuss how to trailer, launch and load safely. A paddlecraft course will have many different requirements for

vessel operation, but IOWLS is built around Sea Scout advancement and the ANSI standards, so lesson content should remain the same as for the other types of programs.

It is imperative that course directors know the skills and knowledge of the participants prior to setting the schedule for the course so they can adjust to the needs of the learners.

Sample Schedule for a Weekend Course

FRIDAY	
1800:	<ul style="list-style-type: none"> • Review course objectives • Review course schedule • Introduce the Vessel Safety Examination (VSE) checklist (Ordinary 5.b) and complete a tour of the vessel (if appropriate)
2000:	<ul style="list-style-type: none"> • Pass out and review ANSI standards checklist applicable to the course. • Introduce the instructional resources that have been prepared for the participants in the course. • Create duty roster for tomorrow’s sail (navigator, deck hands, lookout, 30 to 60 minute rotations) and discuss duties for each position.
2200:	<ul style="list-style-type: none"> • Prepare for rest
2300:	<ul style="list-style-type: none"> • Lights out
SATURDAY	
0600:	<ul style="list-style-type: none"> • Reveille • Prepare breakfast
0645:	<ul style="list-style-type: none"> • Breakfast • Cleanup
0745:	<ul style="list-style-type: none"> • Review Flag Etiquette (Ordinary 1.c)
0800:	<ul style="list-style-type: none"> • Colors
0810:	<ul style="list-style-type: none"> • Knots: Pass out 3 foot length of line to each participant. Review the use of and practice the knots they will be using during the day’s on-water time: bowline, figure eight, overhand, square, cleat hitch, clove hitch, and sheet bend. • Review IOWLS Lesson Plan AP 5.c, ORD 5.e: Radio. • Review IOWLS Lesson Plan ORD 11.b, c: Duties of a Lookout, Relative Bearings. • Review IOWLS Lesson Plans ORD 5.c: Station bills and ORD 5.d: Drills. • Review process involved in setting and weighing anchor (Ordinary 8.d).
1000:	<ul style="list-style-type: none"> • Prepare to get underway. • This time on the water should mirror what a new Sea Scout’s experience would be where the facilitators focus on having participants practice skills through direction while having fun in a boat.
1200:	<ul style="list-style-type: none"> • Set anchor. • Lunch (Something simple – sandwich, chips, fruit) • Weigh anchor.

1300:	<ul style="list-style-type: none"> Practice man overboard drill. If possible, every participant should have time at the helm during a drill. Have fun, and become comfortable with the vessel. Practice tacking, jibing, setting and weighing anchor as time allows. (Don't forget a mid-afternoon snack – cheese, crackers, fruit, etc.)
1700:	<ul style="list-style-type: none"> In slip, prepare dinner.
1800:	<ul style="list-style-type: none"> Dinner Clean up.
Sundown:	<ul style="list-style-type: none"> Retire colors.
2000:	<ul style="list-style-type: none"> Debrief the day: what worked well, what needs work, etc. Review ANSI standards and check off all the skills that were met during the day's sail. Introduce ORM/GAR (Mandatory, Appendix A) Review MOUs/MOAs (Appendix B) Guided discussion: What to do on local waters, Sea Scout friendly vendors, local resources, where to get more training (America's Boating Club/USPS, USCGAux, USSail, et al), Sea Scout events, etc. Prepare watch schedule for tomorrow's sail: 1200-1600
2200:	<ul style="list-style-type: none"> Prepare for rest.
2300:	<ul style="list-style-type: none"> Lights out
SUNDAY	
0600:	<ul style="list-style-type: none"> Reveille Prepare breakfast
0645:	<ul style="list-style-type: none"> Breakfast Cleanup
0800:	<ul style="list-style-type: none"> Colors
0810:	<ul style="list-style-type: none"> Scout's Own (Interfaith Worship)
0830:	<ul style="list-style-type: none"> Review IOWLS Lesson Plan ORD 10.b: Measuring Courses and Bearings. Review IOWLS Lesson Plan ORD 10.c: Measuring Speed. Review IOWLS Lesson Plan ORD 10.f: Dead Reckoning and Deck Log. Review IOWLS Lesson Plan ORD 10.g: GPS Navigation. Plan and plot the course for the day and fill in deck log.
1100:	<ul style="list-style-type: none"> Prepare and eat lunch – grab and go – sandwich, chips, cookie, fruit. Prepare to get underway.
1200:	<ul style="list-style-type: none"> Underway - Note: The sail should follow the course that the participants have established. (Don't forget a mid-afternoon snack – cheese, crackers, fruit, etc.)
1600	<ul style="list-style-type: none"> In slip, debrief the day: what worked well, what needs work, etc. Review ANSI standards and check off all the skills that were met during the day's sail. Clean boat, pack up gear.
1800	<ul style="list-style-type: none"> Optional: Introduce participants to a local eatery favored by your youth. Relax, network, and enjoy then head home.

Course Site Selection and Physical Arrangements

This course requires access to water and vessels, which could be the council camp facilities; a marina; a short-term camp area; state, national, or municipal park; or similar area. It is imperative that the vessels used in the training reflect the program of the participant units.

Other necessary site considerations include lodging, parking, refrigeration and storage area for food, a source for adequate drinking water, first-aid station, and if possible, toilet and bathhouse facilities.

PROMOTING THE COURSE

When a need is identified, a course should be scheduled as soon as is practical. In areas where there are limited numbers of units, councils may want to collaborate. Contact a council or area/flotilla commodore to help promote your course.

THE TRAINING TEAM

Selection

The Scout Executive, council training committee, or team assigned to leadership training is responsible for the training team for this course, and seeing that the instructor staff is trained and that the course is planned and conducted effectively. If a multiple-council course is being planned, or a leader mentoring program established, they will likewise be accountable to the council and the same selection procedures. The council should also select a professional staff adviser to help and serve as liaison to the course and its needs. The staff can include professional “guest” trainers as well as the council’s most experienced and competent Sea Scout trainers.

Responsibilities

A leader and the appropriate number of competent instructors will be assigned to each lesson. More importantly, the vessels that are to be used must be sea-worthy and have current Vessel Safety Check credentials. Appropriate gear and materials must be collected, and the proper techniques with safety foremost in mind practiced to set a good example. What the participants see, hear, and do while attending this course will be taken back to their ships and duplicated by them, to the best of their abilities, in their ship outings. It is essential that this course set a top-quality example and give accurate information. Staff members should not use shortcuts or poor presentation techniques that will ultimately surface in the quality of training that ship leaders give our youth.

Once the course is completed, the course director must issue training cards and make sure the training is recorded properly in BSA records for each participant. The Training Code for this course is pending.

IOWLS LESSON PLANS

Participants can access the following lesson plans and supplemental materials at seascout.org/adult-training/iowls.

AP IDEALS 1.a, Ship Admission Ceremony

AP IDEALS 1.b, Scout Oath, Scout Law, Sea Promise

AP IDEALS 1.d, Proper Boarding of a Scout Vessel and Landship

AP ACTIVE MEMBERSHIP 2.b, Uniforms

AP SAFETY 5.a, Coast Guard Approved Life Jackets

AP SAFETY 5.b, Visual Distress Signals

AP SAFETY 5.c, ORD SAFETY 5.e, Radio

AP SAFETY 5.d, ORD SAFETY 5.b, Safety Rules

AP MARLINSPIKE SEAMANSHIP, ORD 6.b, c MARLINSPIKE SEAMANSHIP

AP BOAT HANDLING 7.a, 7.b, Boat Handling, Parts and Types of Boats

AP BOAT HANDLING 7.c, Heaving Line

ORD IDEALS 1.a, Symbolism of the Sea Scout Emblem

ORD IDEALS 1.b, Brief History of the U.S. Flag

ORD IDEALS 1.c, Flag Etiquette

ORD LEADERSHIP 3.a, 3.b, ILSS & Quarterdeck Training

ORD LEADERSHIP 3.c, Activity Chair; ORD CRUISING 14.a, Planning

ORD SAFETY 5.c, Station Bill & 5.d, Planning for Drills

ORD SAFETY 5.g.i, Galley, Planning

ORD SAFETY 5.g.iv; Galley, Food Preparation

ORD MARLINSPIKE SEAMANSHIP 6.a, Rope

ORD MARLINSPIKE SEAMANSHIP 6.d, Heat-Sealing Synthetic Line, Whipping Plain-Laid Line

ORD GROUND TACKLE 8.a, b, c

ORD NAVIGATION 9.a-d, Navigation Rules

ORD NAVIGATION 9.e, Lights; 9.f, Sound Signals

ORD PILOTING AND NAVIGATION 10.a, Measuring Position

ORD PILOTING AND NAVIGATION 10.b, Measuring Courses and Bearings

ORD PILOTING AND NAVIGATION 10.c, Measuring Speed

ORD PILOTING AND NAVIGATION 10.d, e. Time ORD PRACTICAL DECK SEAMANSHIP 11.a,
Watches and Bell Time

ORD PILOTING AND NAVIGATION 10.f, Dead Reckoning and Deck Log

ORD PILOTING AND NAVIGATION 10.g, GPS Navigation

ORD PRACTICAL DECK SEAMANSHIP, 11.b, c, f.docx

ORD ENVIRONMENT 12.a Placard; 12.b Aquatic Nuisance Species

ORD WEATHER 13

APPENDIX A: Operational Risk Management & Green, Amber, Red (ORM/GAR)

Time Frame

20 minutes

Resources

A copy of GAR (Green, Amber, Red) for each participant

Learning Objectives

- Apply concepts of Operational Risk Management to decision-making in ship operations.
- Determine the usefulness of the Green Amber Red strategy for decision-making in ship operations.

Lesson Plan

1. When lightning crackles across the sky and the smell of ozone is heavy in the air, you don't need to be told it's time to seek shelter. When borderline dangers arise, however, the decision might not be so clear. Perhaps you've become exhausted. The weather might be turning bad. A companion might be feeling ill, or you may simply be having a miserable time. Should you push on despite the growing adversity? Should you devise a new plan? Should you terminate the adventure altogether and just go home? A mark of a wise sailor is their willingness to stop or turn back if the course becomes hazardous, since they know that such a decision can spell the difference between a safe and satisfying outing and a foolhardy flirtation with disaster.

Operational Risk Management (ORM) asks and answers these questions:

- What hazards exist?
- How can the mission be completed safely?

The ultimate goal is to reduce mishaps, injuries and damage.

In mission analysis you consider:

- Accept no unnecessary risk.
- Accept necessary risk only when the benefits outweigh the costs.
- Make risk decisions at the appropriate level.
- Risk assessment should include those who are involved. The assessment will be more accurate, will be more adaptable to change, and it leads to ownership of the risk management by the team.
- The result is a significant reduction in incidents.

ORM is just as critical in execution as it is in planning.

How does this relate to Sea Scouts? We know that youth learn by participating in analysis and decision making. This is an opportunity for them to take a significant role in operational safety. This type of analysis is a valuable life skill. At the same time,

remember, nothing absolves adult leaders of the responsibility to override the youth decision if necessary.

Green-Amber-Red Model: The Coast Guard uses a simple, quick, but effective risk analysis model affectionately called GAR. This model can easily be applied to Sea Scout activities. GAR involves evaluating six categories, each with a possible score from 0 (low to no risk) to 10 (high or catastrophic risk) to create an overall score for a mission or operation. Using the U.S. Coast Guard's Risk Calculation Worksheet: Calculating Risk Using the GAR (Green, Amber, Red) Model can help you determine when it is time to stop or turn back.

Using GAR helps you answer:

- Are the risks acceptable or unacceptable?
- Can we modify our plan to reduce risk?
- Are there any safeguards missing?
- What new options should we consider?

As you're planning a cruise or activity, talk with your shipmates about situations that might cause you to change or terminate your trip. Don't head off until you agree that you are *all* willing to stop anytime hazards develop, and that you will not be afraid of deciding to alter your activities for the sake of everyone's safety and happiness.

Dangerous situations can develop slowly or quickly, and from just about any source. The fact that they often are unexpected is part of what makes them dangerous. Here are some of the most common:

Bad Weather

Weather is the outdoor condition that can vary the most, and thus it can have great effects on your safety. Be sure to check the latest weather forecast before you leave the dock.

Fatigue

Sailing often requires quick coordination and sharp thinking. You have neither when you are overly tired, and that increases your susceptibility to injury and illness. If conditions on the water cause you to have an extremely long day, make sure you give the ship time to refresh with food, relaxation, and sleep before pressing on the next day.

Insufficient Time

An ideal cruise plan will include plenty of time for every activity, plus a few hours of leeway in case a ship falls behind schedule or finds additional things to see and do along the way. However, once you've filed a float plan and noted when you expect to arrive, allow ample time to return on schedule. If that means omitting some of your planned activities, then do it. Allow time to meet your deadline without taking risks or becoming exhausted.

Inadequate Food or Water

A group enjoying time on the water will burn up lots of calories, and they'll need plenty of food and water to replenish their energies. Going without food or water is not only uncomfortable, it also can impair a ship's ability to sail and think.

Low Morale

When trip goals are not accomplished, when poor judgment of distances and time leads to exhaustion, and when clothing and equipment do not keep ship members warm and dry, morale can collapse. Time on the water is for enjoyment, not for suffering and unhappiness. Rectify the situation if you can, but if not, consider abandoning the sail and trying again after conditions improve.

Youth and adults are responsible for situational awareness – changes in weather, changes in attitude, health of crew, etc. Just as plans are critical to the potential success of an event, be ready to change plans based on new information or situations. Situational awareness is a vital component of good decision making.

2. Pass out a copy of the GAR Risk Calculation Worksheet to each participant. Use the worksheet to evaluate the cruise conditions planned as part of the weekend course.

Risk Calculation Worksheet

Calculating Risk Using GAR Model (GREEN-AMBER-RED)

To compute the total level of risk for each hazard identified below, assign a risk code of 0 (For No Risk) through 10 (For Maximum Risk) to each of the six elements. This is your personal estimate of the risk. Add the risk scores to come up with a Total Risk Score for each hazard.

SUPERVISION

Supervisory Control considers how qualified the supervisor is and whether effective supervision is taking place. Even if a person is qualified to perform a task, supervision acts as a control to minimize risk. This may simply be someone checking what is being done to ensure it is being done correctly. The higher the risk, the more the supervisor needs to be focused on observing and checking. A supervisor who is actively involved in a task (doing something) is easily distracted and should not be considered an effective safety observer in moderate to high-risk conditions.

PLANNING

Planning and preparation should consider how much information you have, how clear it is, and how much time you have to plan the evolution or evaluate the situation.

TEAM SELECTION

Team selection should consider the qualifications and experience level of the individuals used for the specific event/evolution. Individuals may need to be replaced during the event/evolution and the experience level of the new team members should be assessed.

TEAM FITNESS

Team fitness should consider the physical and mental state of the ship. This is a function of the amount and quality of rest a ship member has had. Quality of rest should consider how the ship rides, its habitability, potential sleep length, and any interruptions. Fatigue normally becomes a factor after 18 hours without rest; however, lack of quality sleep builds a deficit that worsens the effects of fatigue.

ENVIRONMENT

Environment should consider factors affecting personnel performance as well as the performance of the asset or resource. This includes, but is not limited to, time of day, temperature, humidity, precipitation, wind and sea conditions, proximity of aerial/navigation hazards and other exposures (e.g., oxygen deficiency, toxic chemicals, and/or injury from falls and sharp objects).

EVENT or EVOLUTION COMPLEXITY

Event/Evolution complexity should consider both the required time and the situation. Generally, the longer one is exposed to a hazard, the greater are the risks. However, each circumstance is unique. For example, more iterations of an evolution can increase the opportunity for a loss to occur, but may have the positive effect of improving the proficiency of the team, thus possibly decreasing the chance of error. This would depend upon the experience level of the team. The situation includes considering how long the environmental conditions will remain stable and the complexity of the work.

Assign a risk code of 0 (For No Risk) through 10 (For Maximum Risk) to each of the six elements below.

Supervision	_____
Planning	_____
Team Selection	_____
Team Fitness	_____
Environment	_____
Event/Evolution Complexity	_____
Total Risk Score	_____

The mission risk can be visualized using the colors of a traffic light. If the total risk value falls in the GREEN ZONE (1-23), risk is rated as low. If the total risk value falls in the AMBER ZONE (24-44), risk is moderate and you should consider adopting procedures to minimize the risk. If the total value falls in the RED ZONE (45-60), you should implement measures to reduce the risk prior to starting the event or evolution.

GAR Evaluation Scale
Color Coding the Level Of Risk

10 - 20	30 - 40	50
GREEN (Low Risk)	AMBER (Caution)	RED (High Risk)

The ability to assign numerical values or “color codes” to hazards using the GAR Model is not the most important part of risk assessment. What is critical to this step is team discussions leading to an understanding of the risks and how they will be managed.

Appendix B: Resources – Sea Scout MOUs and MOAs

Time Frame

Minimum 30 minutes

Resources

Updated Sea Scout MOU/MOA list.

Objective

- Review current Sea Scout MOUs and MOAs and the benefits offered to Sea Scout ships.

Lesson Plan

Review MOUs that are most beneficial to getting a new unit up and running.

1. The **BoatUS Cooperative Partner Program** provides Sea Scouts, B.S.A. volunteers and members with discounted membership and services.
 - Earn 4% back when shopping at WestMarine
 - Discounts on fuel, overnight slips, and repairs at over 900 marinas nationwide
 - BoatU.S.Towing Service provides access to the largest network of on-the water commercial towing companies nationwide! With over 600 boats in over 290 ports, service is just a call away.
 - Marine insurance from boating experts
 - Subscription to the widest-read boating publication, BoatU.S. Magazine
 - To receive the 50% discount, mention our Cooperating Group ID number GA84646B when joining or renewing.
2. **West Marine Pro** is the wholesale division of West Marine. The Port Supply card gives Sea Scouts significant discounts on some equipment. <https://www.westmarinepro.com>
West Marine Pro 500 Westridge Drive Watsonville, CA 95076 USA & Canada - 1 800 621 6885 International - 1 831 728 4417

3. **United States Coast Guard Auxiliary**

What is the United States Coast Guard Auxiliary? (www.cgaux.org)

The Coast Guard Auxiliary is the civilian counterpart to the US Coast Guard. Formed in 1939, it has 32,000 members nationwide. The overarching mission of the U.S. Coast Guard Auxiliary is to contribute to the safety and security of our citizens, ports, waterways and coastal regions. The Auxiliary balances the missions of Recreational Boating Safety and Coast Guard Support with Maritime Homeland Security and other challenges that emerge as a result of our growing understanding of changes required in the post-9/11 era.

The Auxiliary is a complex organization with a broad mission. Auxiliarists can do anything the Coast Guard can do, except for law enforcement and military actions. The Auxiliary is a curious hybrid of a volunteer non-profit organization with a quasi-governmental agency.

At the local level, the Auxiliary is organized into flotillas. The scope of flotillas varies in

different parts of the country - in some areas, flotillas correspond to metropolitan areas, in others, to bodies of water, and in coastal areas where collaboration with active duty Coast Guard is common, to Coast Guard stations. While flotillas operate independently, and have a great deal of autonomy in choosing areas of focus, division level operations such as training exercises are common, and there is frequently a high degree of collaboration between flotillas within a division. There is also a high degree of collaboration between the Auxiliary (even at the flotilla level) and the active duty Coast Guard. For example, a flotilla wishing to conduct a safety patrol on a local lake must obtain orders from their Order Issuing Authority (OIA) which is normally the nearest Coast Guard Sector.

Flotilla meetings are typically “business” focused and are not intended as social events. While some flotillas occasionally sponsor social events, typically this is not the focus of a flotilla, beyond the camaraderie that comes from working together toward goals.

Auxiliary operations (especially on the water) must be conducted to Coast Guard training, equipment, procedures, and uniforms standards.

There is a memorandum of understanding (MOU) between Sea Scouts and the Auxiliary that provides a framework for cooperation.

Each flotilla is an independent unit that elects its leadership (Flotilla Commander) and reports to a division that in turn is part of a district (which corresponds to Coast Guard Districts). Auxiliary Flotillas and Divisions may become Chartering Organizations (or “sponsors”) for Sea Scout Ships. District supervision will oversee initial development of Auxiliary-sponsored Ships.

Because of the breadth of available missions, not all flotillas participate in everything; each chooses a few areas of focus that are relevant to their local communities and that are of interest to their members.

The most common focus areas are public education (teaching boater safety courses), vessel safety checks, and safety patrols.

The auxiliary has two different kinds of training - Public Education (PE) and Member Training (MT). PE has a broad set of boater safety offerings in extended courses and seminars. MT is much more complex and includes a great deal of training from the active duty side of the Coast Guard ranging from marine safety and environmental awareness to search and rescue. MT is not normally available to the public but may (at a flotilla’s discretion) be taught to Sea Scouts under the MOU.

Sea Scouts (and only Sea Scouts) may become full members of the Auxiliary at age 14. They will go through all membership application requirements including the PSI background check. They may pay dues after attaining full membership, but not as members of the Association.

There are some limitations—14-18 year olds, for example, may train as boat crew, but may not be Coxswain, Aircraft Commander or PWC operator qualified because of legal limitations.

How Can Involvement With a Local Squadron Help a Ship?

- Knowledgeable instructors
- Developed curriculum
- Education is aligned with Sea Scout advancement requirements.
- Education is designed to help adult leaders gain knowledge and skills from beginner to advanced levels.
- If the flotilla has an active boat crew program, and has facilities (vessels) with sufficient space, on the water training is a possibility.
- Sea Scouts can “shadow” a flotilla Vessel Examiner (VE) as the VE performs Vessel Safety Checks on Sea Scout vessels, or private citizen vessels owned by members of the public. These vessel safety checks are required for Sea Scout vessels and provide a structured opportunity for Sea Scouts to witness how they are performed, gaining knowledge of legal and preferred safety requirements.
- Members can provide wisdom and boating knowledge as members of a ship committee.

How Do I Approach My Local Flotilla?

The approach to the local flotilla will depend in part on their organization. Some divisions have appointed explicit Sea Scout liaisons whose job is to help Sea Scouts establish contact with the right people in the local flotilla and to advise both sides of the most productive opportunities for collaborating. Ask around your Sea Scout community to see if your division has such a person in place, and if so, proceed with their guidance.

If you can't find a liaison, you should start with the Flotilla Commander. If you aren't sure who your flotilla commander is, or even who your local flotilla is, start with the “Find a Flotilla” page at cgaux.org and use the “Inquiry Form” – It will be routed to the Commander and Vice Commander.

It's helpful if you have a specific request. One good way to start is to ask about boater safety training for your youth (They need it for advancement, after all.). Almost every flotilla is equipped to provide that and would be happy to help you out. That will give you a chance to develop a relationship. You might also find out where your flotilla will be operating boater safety booths (e.g., at local boat shows). That also represents an easy way to get to know some people in the flotilla and what their interests are. And of course you can always attend a flotilla meeting. Flotillas typically meet monthly and visitors are always welcome. This will give you a pretty clear idea of what the flotilla's primary activities and focus is.

Reference:

http://auxbdeptwiki.cgaux.org/index.php?title=Boy_Scouts_of_America

4. United States Power Squadrons

What is the United States Power Squadrons® (USPS)? www.usps.org

USPS, formed in 1914, is a non-profit, boating educational and social organization dedicated to making boating safer and more enjoyable. Squadron members are boaters and boating families who enjoy participating with fellow members on the water and in

the classroom. USPS members have fun together, learn together, and boat together.

Local USPS squadrons offer boating safety courses on a regular basis to boaters in their communities. Successfully completing a USPS boating safety course meets the educational requirements for boat operation in all states. These courses are open to the public. USPS has educated more than 3 million boaters to date. In a cooperative program with the US Coast Guard Auxiliary, squadron members conduct courtesy Vessel Safety Checks of boats at the request of their owners. Squadron members also help the National Ocean Service keep our nautical charts accurate by reporting chart corrections, and our local squadrons participate in many other community improvement projects.

How Do I Understand My Local Squadron?

Each squadron is an independent group that operates within the structure of the national organization. The local “unit” is the squadron. Squadrons are organized into regional Districts. Districts are a subdivision of the National organization. While the mission of the overall organization is delivering boater education and increasing boating safety awareness, each local squadron has a degree of self interest in running as its own organization.

Each squadron will operate with a different mix of social, educational and boating activities. Each squadron will have different strengths and weaknesses. As with any organization, each squadron is concerned with providing for its own stability and sustainability. Therefore, recruiting, leadership and active membership are important to local squadrons, just as they are to ships. When a Sea Scout leader approaches a squadron for assistance, the person making the ask needs to be sensitive to this reality.

How Can Involvement With a Local Squadron Help a Ship?

- Knowledgeable instructors
- Developed curriculum
- Education is aligned with Sea Scout advancement requirements.
- Education is designed to help adult leaders gain knowledge and skills from beginner to advanced levels.
- Squadron members have boats that Sea Scouts can possibly crew or participate in Co-Op Charting activities.
- Members can provide wisdom and boating knowledge as members of a ship committee.

How Do I Approach My Local Squadron?

A starting point could be to request a specific training and offer to help plan/execute an activity for the squadron. A fully expressed partnership with your local squadron could have some or all of the following components:

- Squadron being the chartering organization for the ship
- Squadron members (who are not parents of Sea Scouts) sitting on the ship committee or registered as mates

- Ship committee, Skipper, mates or parents are active members in the squadron, possibly with adult leader positions
- Squadron helps the ship execute its program
- Ship helps the squadron execute its program

National Memorandum of Agreement between USPS and National Sea Scouts

- Youth can join Squadron for \$12 per year.
- Adults join at normal member pricing, approximately \$100 per year, varies by squadron.

Summary - Who To Ask About What?

You may have access to only one of the Auxiliary flotilla or Power Squadron, but if you are able to make contact with both, there are some things one is better at than the other.

- If you are looking for seamanship, navigation or sailing training, your best bet is USPS. That's at the core of what they do and they invest a lot in top quality materials.
- If you are looking for broad, general Sea Scout training, look into the Auxiliary's "Sailing Skills and Seamanship" course but be aware that not all flotillas have anyone qualified to teach it.
- If you are looking for basic boater safety training, either should be able to take care of that for you.
- If you're looking for vessel safety checks, either is fine, both do a great job.
- If you're looking for serious on-the-water training, your best bet is the auxiliary as that's at the core of what most flotillas do.
- If you are looking for marine safety and environmental protection, the auxiliary is your only source - but not all flotillas have that expertise. The auxiliary also has access to a wide variety of specialized training but again, not all flotillas have the expertise to teach them.
- If you are looking for a focused, 2-3 hour session on a particular topic, USPS has a rich set of seminars that cover a lot of boating topics. The auxiliary also has seminars, but the list is much shorter.
- If you are looking for a co-op charting type activity, USPS is a better bet. The Auxiliary can do that but it isn't an organized program.
- If you're looking for general purpose leadership material, with at least a slight military perspective, the Auxiliary has access to lots of that. What they call the "Deckplate Leadership Series" is very useful for Sea Scouts and a list of offerings is included in *Appendix O*.

Sea Scout MOU/MOA Categories of Interests
 (* = pending agreements)

<p align="center">Adventure Possibilities</p> <p>American Camp Association America Canoe Association *American Queen Steamboat Company *Interscholastic Sailing Association (ISSA) Koch Cup US Sailing</p>	<p align="center">Training & Certifications</p> <p>Building to Teach Divers Alert Network (DAN®) NAUI (National Association of Underwater Instructors) PADI (Professional Association of Dive Instructors) SDI (Scuba Diving International) US Coast Guard Auxiliary US Power Squadron</p>
<p align="center">US Government Agencies</p> <p>NOAA US Coast Guard US Navy</p>	<p align="center">Procurement Opportunities</p> <p>Boat U.S. Diversco Supply USA West Marine Pro *5.11 *LA Police Gear</p>
<p align="center">Marine Industry Volunteer Organizations</p> <p>NASBLA (National Association of State Boating Law Administrators) National Drowning Prevention Alliance National Safe Boating National Park Service</p>	<p align="center">Internship Opportunities</p> <p>*American Queen Steamboat Company Marine Technology Society *Marine Advanced Technology Education (M.A.T.E) NOAA *Passenger Vessel Association Ship Operations Cooperative Program</p>
<p align="center">Scholarship/Grant Opportunities</p> <p>Marine Technology Society *Passenger Vessel Foundation *Marine Advanced Technology Education (M.A.T.E) Blue Future Trident House Charities Scholarship Program.</p>	

APPENDIX C: Bibliography

Authoritative Sources:

- Sea Scout Manual, 2016 edition.
- United States Coast Guard: <https://www.uscg.mil/Mariners/>
- United States Power Squadrons Training Materials: <https://www.usps.org/>
- United States Coast Guard Auxiliary Training Materials: <http://www.cgaux.org/boatinged/>
- National Oceanographic and Atmospheric Association: <https://www.noaa.gov/>
- BoatUS: <https://www.boatus.org/courses/>
- Chapman, Charles Frederick and Eaton, Jonathan. Chapmans Piloting & Seamanship. Sterling Publishing Co., Inc. 2013.

Advancement Requirement Lesson Plan	Reference Sources
AP IDEALS 1.a, Ship Admission Ceremony	Sea Scout Traditional Ceremonies
AP IDEALS 1.b, Scout Oath, Scout Law, Sea Promise	Sea Scout Manual, 2016 Edition
AP IDEALS 1.d, Proper Boarding of a Scout Vessel and Landship	Sea Scout Manual, 2016 Edition; Sea Scout Traditional Ceremonies
AP ACTIVE MEMBERSHIP 2.b, Uniforms	Sea Scout Manual, 2016 Edition
AP SAFETY 5.a, Coast Guard Approved Life Jackets	U.S. Coast Guard; Sea Scout Manual, 2016 Edition
AP SAFETY 5.b, Visual Distress Signals	U.S. Coast Guard; Sea Scout Manual, 2016 Edition
AP SAFETY 5.c, ORD SAFETY 5.e, Radio	U.S. Coast Guard; Sea Scout Manual, 2016 Edition
AP SAFETY 5.d, ORD SAFETY 5.b, Safety Rules	BSA Guide to Safe Scouting; Sea Scout Manual 2016 Edition
AP MARLINSPIKE SEAMANSHIP, ORD 6.b, c MARLINSPIKE SEAMANSHIP	Sea Scout Manual, 2016 Edition
AP BOAT HANDLING 7.a, 7.b, Boat Handling, Parts and Types of Boats	US Power Squadrons, Chapmans, Sea Scout Manual, 2016 Edition
AP BOAT HANDLING 7.c, Heaving Line	BoatUS, Sea Scout Manual, 2016 Edition
ORD IDEALS 1.a, Symbolism of the Sea Scout Emblem	Sea Scout Manual, 2016 Edition
ORD IDEALS 1.b, Brief History of the U.S. Flag	William Rea Furlong, Byron McCandless, and

	Harold D. Langley. <i>So Proudly We Hail: The History of the United States Flag</i> . Smithsonian Institution Press, 1981; Wikipedia
ORD IDEALS 1.c, Flag Etiquette	U.S. Flag Code, US Power Squadrons; US Navy, Sea Scout Manual, 2016 Edition
ORD LEADERSHIP 3.a, 3.b, ILSS & Quarterdeck Training	Sea Scout Tradition, Sea Scout Manual, 2016 Edition
ORD LEADERSHIP 3.c, Activity Chair; ORD	Sea Scout Manual, 2016 Edition
CRUISING 14.a, Planning	Sea Scout Manual, 2016 Edition; SEAL Syllabus
ORD SAFETY 5.c, Station Bill & 5.d, Planning for Drills	Sea Scout Manual, US Power Squadrons; US Coast Guard
ORD SAFETY 5.g.i, Galley, Planning	US Department of Agriculture, SEAL Syllabus
ORD SAFETY 5.g.iv; Galley, Food Preparation	Sea Scout Manual, 2016 Edition; BSA Introduction to Outdoor Leader Skills, 2016; Washing Dishes in the Backcountry, AMC Outdoors.
ORD MARLINSPIKE SEAMANSHIP 6.a, Rope	Sea Scout Manual, 2016 Edition; Current Industry Standards, https://www.usnetting.com/rope/selection-guide/
ORD MARLINSPIKE SEAMANSHIP 6.d, Heat-Sealing Synthetic Line, Whipping Plain-Laid Line	Sea Scout Manual, 2016 Edition
ORD GROUND TACKLE 8.a, b, c	Sea Scout Manual; 2016 Edition; BoatUS; US Power Squadrons
ORD NAVIGATION 9.a-d, Navigation Rules	Sea Scout Manual; US ColRegs, US Coast Guard
ORD NAVIGATION 9.e, Lights; 9.f, Sound Signals	Sea Scout Manual; US ColRegs, US Coast Guard; US Power Squadrons
ORD PILOTING AND NAVIGATION 10.a, Measuring Position	Sea Scout Manual, 2016 Edition; US Power Squadrons
ORD PILOTING AND NAVIGATION 10.b, Measuring Courses and Bearings	Sea Scout Manual, 2016 Edition; US Power Squadrons
ORD PILOTING AND NAVIGATION 10.c, Measuring Speed	Sea Scout Manual, 2016 Edition; US Power Squadrons
ORD PILOTING AND NAVIGATION 10.d, e. Time ORD PRACTICAL DECK SEAMANSHIP 11.a, Watches and Bell Time	Sea Scout Manual, 2016 Edition; US Navy

ORD PILOTING AND NAVIGATION 10.f, Dead Reckoning and Deck Log	Sea Scout Manual, 2016 Edition; US Power Squadrons
ORD PILOTING AND NAVIGATION 10.g, GPS Navigation	Sea Scout Manual, 2016 Edition; US Power Squadrons
ORD PRACTICAL DECK SEAMANSHIP, 11.b, c, f.docx	Sea Scout Manual, 2016 Edition; US Navy
ORD ENVIRONMENT 12.a Placard; 12.b Aquatic Nuisance Species	Boat US; US Fish and Wildlife, https://www.fws.gov/fisheries/ans/index.html ; EPA, https://www.epa.gov/vessels-marinas-and-ports/aquatic-nuisance-species-ansPA ,
ORD WEATHER 13	NOAA, Sea Scout Manual, 2016 Edition