

As part of their Personal Achievement Program, our Scouts learn how to master a certain Challenge, a certain skill. For example, our Scouts learn to set up a tent. Different Challenges will take different amounts of time to master and as our Scouts progress, the Challenges become more difficult and comprehensive.

In their own time, our Scouts master a Challenge. In order to earn a Challenge in setting up a tent, Scouts need to learn which tent to use, where to set it up, why to set it up in a certain area, how to set it up, and how to do it quickly. A Challenge is comprehensive and representative of having mastered a skill, rather than simply being able to set up a tent once.



When our Scouts feel they have truly mastered the Challenge, they present their Challenge to their fellow Scouts. Our Scouts show they have done something and can do it in front of their fellow Scouts.

Scouts should be given a few minutes to set up and then begin their presentation. It is vital to ensure that the Scout has the attention of their fellow Scouts and that they are being respectful. Several Did and Do presentations will be going on at once and Scouts can choose which one to attend.

Evaluation and feedback are immediate. Demonstrations are evaluated based on appearance, quality of the presentation, and whether the Scout gave their best. Feedback is immediate.

Objective Evaluation

Whether the Scout can do what they said they could do and do it in a reasonable amount of time are objective criteria. It is obvious to everyone observing whether this part of the Challenge has been met.



Subjective Evaluation

Whether the Scout truly gave their best is a subjective criterion. Because their fellow teammates know the Scout being evaluated, they have a good idea whether the Scout truly gave their best. The

Scout presenting the Challenge is also asked whether they think they truly gave their best.

Standards of Evaluation

Standards for evaluating whether a Scout has successfully demonstrated having given their best and the appropriate level of proficiency to earn a Challenge are evaluated using realistic standards. While we are determined to grant recognition only to those who meet the standards appropriate for Challenges, by keeping the standards realistic we allow those who have given their best and met the standards expected to complete the Challenge. We are less concerned, in most instances, with how long something takes to achieve than whether it has been achieved. Completion of a Challenge permits the Scout and all others to know the Scout has successfully demonstrated the skills necessary to complete the Challenge. We take great pride that evaluation of Challenges includes fellow Scouts as evaluators and of demonstrations by the Scouts showing each other their skills.

Until Scouts begin earning Challenges, at the beginning of a Team, simple Challenges can be earned together during this time.