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White Stag

Your Troop, Your Scoutmaster and YOU

The training you have received during WHITE STAG is not intended to replace or distort the training given by your Scoutmaster. WHITE STAG is intended to be an addition to, and totally support, your Scoutmaster in his desire to strengthen the troop's program and leadership. The WHITE STAG staff feels that we have accomplished this goal

Your Scoutmaster recognizes the need for trained junior leaders. He also recognizes that WHITE STAG can benefit and support his goals for achieving balanced leadership within the troop. With himself and his junior leaders trained in basically the same format –all working together—only good results can and will happen.

For the reasons above, it is most important for you, a WHITE STAG leader, to sit down with your Scoutmaster at the POST COURSE MEETING. At this time you can discuss what you have learned, and both of you feel it can best be used to serve your troop.

Remember, not only do you serve with your Scoutmaster, but also with your fellow junior leaders and patrol members. You set the example.

DO YOU WANT TO BE A

WHITE STAG STAFF MEMBER ?

Remember during the week looking at your Troop Guide or another staff member and thinking, "Gee, it would be neat to be on the White Stag Staff!"

How do you suppose this staff was selected? Answer: They applied for the position and were selected.

Not all Scouts who apply are selected to serve on staff, but you can be sure that anyone who has the determination and desire to apply will be heard and interviewed.

Here is what is expected from a White Stag staff member.

1. September - October: Submit your application
2. November: Prepare a 5 - 7 minute presentation on a topic you select.
Participate in an interview with a panel of adult staff members and senior youth staff.
3. January: Participate in a staff orientation meeting.
4. February, March, April, and May: Attend one staff development weekend each month.
Requires preparation and practice of your presentations at home.
5. June or August: Arrive four (4) days early for pre-course set up of camp.
6. July or September: Return for post-course meeting with participants and Scoutmasters.

As you can see, White Stag doesn't just happen one week in June. It takes a lot of time and commitment.

If you think you have the desire, determination and spirit, please send in your completed application and become one of those selected to serve on the White Stag staff.

The 11 Skills of Leadership

Congratulations! You have completed the first part of your training toward becoming a WHITE STAG SCOUT. The second part, which lies ahead, is the most challenging and exciting!

As has been explained to you, you must now put the skills you learned during WHITE STAG week into practice in your home troop and patrol. In this way you will demonstrate that you truly have the skills and spirit of a WHITE STAG SCOUT.

During the training week, your WHITE STAG Troop staff presented the Eleven Skills of Leadership – all equally necessary for you to become a truly effective leader. By now you should realize that each skill relates to, and is dependent on, each of the other skills.

As you return to your troop, the opportunities for leadership will challenge you to use your new skills to different degrees and in different combinations. But for now, let's review them in the order they were presented by your Troop Staff

Knowing and Using the Resources of the Group

Communicating

Understanding the Needs and Characteristics of the Group

Representing the Group

Effective Teaching

Evaluating

Counseling

Sharing Leadership

Planning

Controlling Group Performance

Setting the Example

Leadership Skills Highlights

Knowing and Using the Resources of the Group

The resources of the group are the tools necessary for the group to accomplish tasks and to be prepared to accept new challenges.

- Resources include all those things necessary to do a job: tools and equipment, camping gear, Scouting literature, etc.
- Resources also include people, because people have knowledge and skills,

--- **Knowledge** is what a person learns through familiarity or experience. It's what you know.

--- **Skill** is the ability to use what you know,

- The leader also is a resource because he can use his knowledge of the group's resources to organize work. He can select the right tools for the job and draw on the knowledge and skills of group members to get things done.
- To serve as a resource, a leader must know his own resources and those of other members of the group. Also, he must know the other resources available to the group.
- When the leader uses the knowledge and skills of group members to get a job done, they gain experience and improve their skills. They develop a positive attitude toward using a skill.

--- **Attitude** includes the desire to do something (*motivation*) and the belief that you can do it (*confidence*).

- Knowing the resources of the group develops understanding among members of the group. They learn about each other's abilities.
- Knowing the resources of the group helps point out strengths and weaknesses in the group's knowledge and skills. It helps the leader set learning objectives for effective teaching to enhance the group's resources.

Knowing and using the resources of the group is an important skill in forming a group. It is a starting point for understanding.

Communicating

Communicating is the skill of getting and giving information. Communicating is an important skill of leadership --- not only what you communicate, but how.

There are four elements in communicating:

- **Receiving.** We receive information through the five senses:

* Hearing * Seeing * Feeling * Tasting * Smelling

Asking questions, seeking clarification, and summarizing what you have received are useful in making the communication process two-way. The methods of giving information are equally important in getting information.

- **Giving.** We send, or give, information effectively by

* Using the five senses * Eyeballing the group

* Speaking clearly

* Writing clearly

* Using feedback

* Summarizing

- **Retrieving.** We retrieve or recall information in many ways, including memorizing, memory-joggers, abbreviations, and repeating.

Note-taking is the best retrieval method. It provides a permanent record.

- Interpreting. How information is interpreted, or filtered, can cause a lack of communication.

Information filters between the sender and the receiver include

* Motivation * Conflict * Experience * Distractions * Attitude

Communicating is an important skill in forming a group. By getting and giving information, group members learn about each other, pass information back and forth, and learn what really is going on. Effective two-way communication is critical to the use of all the skills of leadership.

Understanding the Needs and Characteristics of the Group

Each individual member of the group has certain needs and characteristics. They help identify who the person is, what he is like, what he likes to do, what his needs are.

- A leader should understand his own needs and characteristics. This helps him understand his own motivation and suggests ideas for personal growth.
- A leader should understand the needs and characteristics of each member of the group. This helps the leader deal with each person as an individual, treat him with respect, and help him grow.
- Understanding needs and characteristics provides help in program planning and in getting things done. By matching challenges to each individual's needs and characteristics, the leader involves group members and increases their motivation to do a good job.
- Understanding needs and characteristics, being sensitive to the feelings of each individual in the group, creates trust and builds confidence.

Understanding the needs and characteristics of the group is an important skill in forming the group.

Recognizing the needs and characteristics of others helps to bring the group together.

Representing the Group

When a leader represents his group, he must know its resources and understand the needs and characteristics of its members. Are they ready, willing, and able to do a job? Do they have the knowledge, skills, and attitude necessary? How will they feel about the leader's decisions when he is representing them?

The leader represents the group in two situations:

- **Without consultation**—when he doesn't have the opportunity to consult them about a decision
- **With consultation**—when he can meet with the group and talk things over

Even when the leader doesn't have a chance to consult the group, he must always make decisions based on his understanding of the group.

The leader can represent the group in two ways:

- He must represent the group's decision exactly.
- He uses his own judgment with the permission of the group.

He must always balance the group's decision with his own.

The "Reaction Scale" (see handout) is a useful guide to recognizing the feelings of the group. The "What Would You Do!" chart is helpful in seeing the balance between the group's decision and the leader's view.

The leader wears two hats:

- He represents the views of the group to others—as a patrol leader to the patrol leaders' council.
- He represents the views of others to the group—as a member of the patrol leaders' council to the patrol, or as senior patrol leader representing the decisions of the Scoutmaster to the patrol leaders' council.

With a knowledge of resources, skill in communicating, and an understanding of the needs and characteristics of the group, the leader is prepared to represent: the group. Representing the group links a patrol to the troop and the troop with the patrol, through the patrol leaders' council. It is a practical example of democracy in action. The group has both rights and responsibilities. Reaching decisions between different viewpoints and representing the group helps the group work together and improves understanding.

Effective Teaching

Effective teaching is a process to increase the knowledge, skills, and attitudes of the group and its members.

- **Knowledge** is what a person learns through familiarity or experience. It's what you know.
- **Skill** is the ability to use what you know.
- **Attitude** includes the desire to do something (*motivation*) and the belief that you can do it (*confidence*).

The focus is on learning, not teaching. **For teaching to be effective, learning must take place.**

The steps of effective teaching include

- **Learning objectives.** Decide what to teach. Knowing the resources of the group and reviewing the knowledge, skills, and attitudes of the group can suggest subjects. Understanding the needs and characteristics of the group can suggest ways to teach. Set specific objectives of what the participant should be able to do when the presentation, demonstration, or session is over.
- **Discovery.** Help the participant find out what he really knows. Help him find out what he doesn't know and give him a reason to want to learn. Determine how much of the subject you need to cover.

Make it as interesting as you can. Get his attention.

- **Teaching-Learning.** The participant learns by hearing, seeing, and doing. Tell him, show him, and then let him try it. Good communications skills are vital. Keep it two-way to be effective.
- **Application.** Make the learning real. Let the participant practice the skill on his own.
- **Evaluation.** Check the application. How did he do! How did you do! Did learning take place!

Use the six questions of evaluating while you are presenting the subject to measure the participant's progress and your own.

If learning is not complete, **recycle** the process. Use the techniques of teaching-learning and application to help get the skill across.

Be on the alert for **mini-discoveries**. As you use effective teaching, there are many little discoveries. Each time you and the participant realize that something is worth teaching and learning, a discovery takes place. These are sometimes called "aha!" moments. That's when the light bulb goes on. Use them, and apply the techniques of effective teaching to make sure that learning takes place.

The steps of effective teaching do not always follow in precise order. Be flexible. Remember, learning will involve many discoveries, continuous evaluation, teaching-learning in several steps, and frequent applications--which will be evaluated, lead to further discovery, and so on.

Effective teaching is a skill critical in improving the knowledge, skills, and attitudes of the group and its members through a learning process. By effective teaching, a leader helps a group develop real ability to work together and to get the job done.

Evaluating

Evaluating helps measure the performance of a group in getting a job done and working together. It suggests ways in which the group can improve its performance. There are six basic questions to ask in evaluating:

- | | |
|-----------------------------|------------------------------|
| ● Getting the job done | ● Keeping the group together |
| --Was the job done! | --Did everyone take part! |
| --Was the job done right! | --Did they enjoy themselves! |
| --Was the job done on time! | --Are they ready for more! |

Evaluating also checks the balance between the job and the group. It helps the leader focus on how to work toward the objectives of getting the job done and keeping the group together.

The objectives are met by **working together**.

- Working together creates an awareness of one another.
- As group members work together to get a job done, they realize that they need each other to do a good job.
- That awareness helps bring them together.

Working together is also important because

- It helps us to get the job done.

- It strengthens the group.
- It helps us keep the group together.

The Par 18 Evaluation is a useful way to learn evaluating and measure group effort.

Evaluating is an important skill in measuring and improving the group's performance, By examining the balance between the group and the job, a Leader can learn how to help the group work together.

Counseling

Counseling is an important skill

- To help people solve problems
- To encourage or reassure people
- To help a Scout reach his potential

You cannot really solve a problem for another person. You can only help him reach his *own* solution.

Counseling can be effective when a person is

- Undecided (He can't or won't make a decision.)
- Confused (He hasn't enough facts or he has more facts than he can deal with.)
- Uninformed (He knows no solution.)
- Locked in (He knows no alternative way to go.)

Sometimes the person only thinks he has a problem. Counseling may help him discover this. It may clarify the true nature of the problem.

Counseling can be effective when a person has made a hasty decision and it's too late to change.

- He's worried about the decision. (Was it right')
- He's worried about the consequences. (What will happen!)
- He didn't consider all the facts.
- He misinterpreted the facts.
- We didn't consider the alternatives.

Counseling may give the person a chance to reconsider and decide what to do.

Counseling is often like *first aid*. It relieves minor aches and pains. It's what you do "until the doctor comes" The patient tells you "where it hurts," You can then get a more experienced counselor involved. It's important to remember that leaders are often approached with problems or they may spot problems. You have to help—you can't just let them suffer.

How do you know if there really is a problem!

- If someone comes to you, there is a problem. It may be big or small, but there is a problem.
- If *you* think there might be a problem, ask. Do it in such a way that the person will feel you may be willing and able to help.

Create a climate for counseling.

- Take the person aside, but don't make it obvious to the other members of the group. Aim for privacy and a feeling of confidence.
- Help him relax and take it easy. Perhaps he can't get started talking or he can't stop talking. No two people or problems are alike.
- Wait and see what this problem looks like.

Know and use the **six basics** of counseling:

- Listen carefully.
- Ask yourself, "Do I understand!"
- Summarize.
- Add facts.
- Check alternatives.
- Do not give advice.

Know the **five ways to respond**:

- Restate his words in your own words.
- Ask about his feelings on the matter.
- Show that you are listening.
- Ask a question now and then, but do not cross-examine.
- Encourage him to continue talking.

Remember to use the first-aid approach. If the problem is bigger than you can handle, refer it to a more experienced leader.

Counseling is a useful and important skill to help solve problems, to reassure members of the group, and to help each member of the group reach his full potential. Members of the group grow in both confidence and trust and the group's capability will be strengthened.

Sharing Leadership

Four styles of leadership generally are recognized:

1. **Telling (or ordering).** The leader alone identifies the problem, makes the decisions, and directs the activities. The leader might or might not involve the opinions of group members.
2. **Persuading (or selling).** The decision is still made by the leader. Having made the decision, the leader must "sell it" to the group to get cooperation.
3. **Consulting.** Group members participate and provide input. The leader may suggest a tentative decision or plan and get the group's reaction. Having consulted the group, the leader still makes the final decision, usually based on the group consensus. If consensus cannot be reached, the group is encouraged to note and follow the desires of the majority.
4. **Delegating.** The leader identifies the problem; sets certain guidelines, boundaries, or rules; and then turns the problem over to the group or one of its members. The leader accepts the decision of the group if it falls within the boundaries and guidelines established. While the leader's authority may be delegated, the responsibility must remain with the leader.

It's important to recognize that no single leadership style is "best." Each depends on the individual situation, the experience of the group members, and the tasks to be done. As leadership styles move from "telling" to "delegating," the group's participation increases. When group members share in decision making, they gain a clearer understanding of the job to be done. The leader's flexibility in the use of different leadership styles will help the group succeed.

Planning

Planning is needed in almost everything we do. For simple tasks, planning is simple and we do it almost unconsciously. For more complicated jobs, careful planning helps guarantee success.

There are six steps in planning. They are

- Consider the task.
- Consider the resources.
- Consider the alternatives.
- Write the plan down.
- Put the plan into action. (Do it.)
- Evaluate.

Decisions are made after each step.

"A Planning Guide" provides step-by-step details of the planning process.

Planning is an important skill in helping the group to work together. The leader involves the group members in decisions, gains their commitment, and helps guarantee success by "living the experience in advance." In planning, the leader considers resources and looks for learning opportunities to help improve the knowledge, skills, and attitude of the group.

Controlling Group Performance

A Leader influences the performance of the group and of individual members through his actions.

- Control is needed.

--A group needs control like an engine needs a throttle—to keep it from running itself into the ground.

--A group works together best when everybody is heading in the same direction.

--If a plan is to be properly carried out, someone must lead the effort.

- Control is a function that the group assigns to the leader in order to get the job done.
- A Leader should use his influence and his example to control group performance all the time, in whatever the group is doing.

A leader should concentrate his attention

- On the entire group, being sure to recognize every individual's efforts
- On certain members, those unfamiliar with the skills or those needing improvement in work habits
- (In controlling more than one group) on the largest group or the group with the more important job

A leader controls the work schedule, the quality and quantity of work, the delegation of tasks to others, and himself—is he doing his job of leading as well as he knows how!

Five actions a leader takes to control the performance of the group are

- * Observing * Instructing * Helping * Inspecting * Reacting

Setting the example is the most effective way of controlling the group.

Controlling the group is an important way to increase the group's effectiveness in working together and getting a job done. By his actions and by his example, a leader influences the performance of the group. In the process, he helps group members learn. He considers the resources and the needs of each individual as well as the needs and resources of the group. By his own example, he sets the standards for performance.

Setting the Example

Setting the example is the most important leadership skill. By setting the example, you show others the way. You lead by saying "follow me."

Six things you can do to set the example are

- **Follow instructions.** Do things the Scouting way. Be guided by the Scout Oath and the Scout Law in everything you do.
- **Try hard.** Do more than follow instructions. Always try to do your best.
- **Show initiative.** President Theodore Roosevelt, one of America's most dynamic leaders, had a motto that serves a leader well: "Do the best you can, with what you have, where you are—and do it now."
- **Act maturely.** There's a time for business and a time for fun. A good leader knows the difference. Using good judgment helps you gain the respect of others.
- **Know your job.** Have the "big picture" of the job in mind, but be sure you know how to do the Little details. Learn the skills of Scoutcraft and the skills of Leadership. Work at them. Use the skills of leadership. Apply what you have learned. Evaluate how you are doing. Always look for ways to improve.
- **Attitude, attitude, attitude.** If your attitude is positive, your group will be positive. If you're gloomy, your group will always see the dark side of things. Even when (or especially when) things are difficult, your mood can make all the difference to the group. Your opinion has a real impact.

Scoresheet for Evaluation of Controlling Group Performance

Patrol _____ Name _____

Using the guide below, rate your patrol leader on how well you feel he did in controlling your patrol's performance on its assigned tasks.

Methods of Controlling Group Performance	Score	Notes
1. Observing group operations in progress		
2. Instructing to meet the needs of the situation		
3. Helping group members needing help		
4. Inspecting completed work		
5. Reacting to the quality of work		
Score for control		

Score for the effectiveness of the patrol in the accomplishment of tasks

Add the *Score for control* to the *Score for accomplishment*

Scoring for Use of Methods of Controlling Group Performance	Scoring Points
Patrol leader satisfactorily used control techniques.	5
Patrol leader consciously tried to use techniques.	3
Patrol leader used some control techniques.	1
Patrol leader did not use control techniques.	0
Scoring for Accomplishment of Tasks	Scoring Points
Patrol accomplished all phases of the task.	10
Patrol accomplished most phases of the task.	8
Patrol accomplished only a few phases of the task.	6
Patrol accomplished none of the tasks.	0

Reflection on Leadership Skills

Preparing for the Reflection

Review the leadership skill presentation, You should use the key points as references in the reflection.

Leading the Reflection

Gather the patrol members. Have everyone sit so they face each other. You should join the group. Do not stand while they sit. This is not a presentation but a discussion, and you are part of the process, Review the ground rules for reflection. (See “Leading the Reflection.”)

Steps to Follow—Questions for Reflection

Consider the following steps in leading a reflection on leadership skills.

1. Ask the patrol members to restate the most important points of the Leadership skill in their own words. Try to ensure that all patrol members understand the main points. Guide the discussion so that all the main points are covered and are translated into everyday Scout language without losing the meaning.

Questions might include

- Can someone describe the most important points in this morning’s leadership skill presentation!
- Can you put that into your own words! (For the “parrots” in the group)
- What do you think we mean when we say . . . ?
- What do you think we mean by . . . ?
- Does that make sense to you? How? Why?
- Does someone else see that differently? How? Why?
- Can you put that into different words that make it easier for you to understand?
- Why is that important?

2. Ask the patrol members to describe their feelings and reactions about using the skill. Questions might include

- How did you feel when you tried to use the skill?
- How did you feel as a member of the group when the leader was trying to use the skill?
- How can a follower—a group member—help the leader in learning to use a new skill? How do you feel about that as a follower? As a leader?
- What is the best part of this skill? How do you think it could be useful in working with your patrol?
- What is the most difficult part of the skill? Why? How could you make it easier to use the skill?

3. Ask the patrol members to suggest ways the skill could be applied at the junior leader training conference and in their own troop back home. Get them to be specific about their examples. Try to make sure all patrol members understand the examples. Questions might include

- Describe a way you could apply this skill in your patrol here at the junior leader training conference?
- What are some examples of ways you might have already used this skill at the junior leader training conference?
- What are some examples of ways you could apply this skill with your troop back home?

4. Suggest that each patrol member jot down the ideas that could be useful in their own troop. Also suggest they think about these ideas and then put two or three of them down as part of their personal conference goals.

5. Ask the patrol members how they feel about the subject covered in the leadership skill. Do they understand? Can they see how to apply it? Ask one or two patrol members (who seem to understand) to sum up what we have learned.

And do all of the above in no more than 10 to 15 minutes.

Developing Questions for Reflection

(This material has been adapted from Clifford E. Knapp, *Idea Notebook, Designing Processing Questions to Meet Specific Needs*. Dr. Knapp is an associate professor of education at Northern Illinois University.)

Our ultimate goal at the junior leader training conference is to help participants learn from their experiences. Scouts should understand how to apply the knowledge, skills, and attitudes they have learned at the conference to real situations in Scouting and in their own lives.

Staff members can improve their ability to process or debrief experiences by being clear about their objectives and by planning careful strategies to meet them.

Processing is a method for helping people reflect on their experiences and facilitating specific personal changes in their lives. The skill of processing primarily involves observing individuals, making assessments about what is happening, and then asking appropriate questions.

There are many personal and group growth objectives that can be achieved through the junior leader training conference. If the staff member has one or more of these objectives in mind, the observations, assessments, and reflection questions may be better directed toward achieving these ends. The underlying assumption is that if the staff member and the participants know where to go and how to get there, the participant is more likely to arrive.

The following questions, organized by specific objectives and behaviors, are designed to help staff members more effectively lead reflections on experiences for personal and group growth.

Communicating Effectively

1. Can anyone give an example of when he thought he communicated effectively with someone else in the group! (Consider verbal and nonverbal communication.)
2. How did you know that what you communicated was understood! (Consider different types of feedback.)
3. Who didn't understand someone's attempt to communicate?
4. What went wrong in the communication attempt!
5. What could the communicator do differently next time to send a clearer message?
6. What could the message receiver do differently next time to understand the message?
7. How many different ways were used to communicate messages?
8. Which ways were most effective? Why?
9. Did you learn something about communication that will be helpful later? If so, what?

Expressing Appropriate Feelings

1. Can you name a feeling you had at any point in completing the activity? (Consider mad, glad, sad, or scared.) Where in your body did you feel it most?
2. What personal beliefs were responsible for generating that feeling? (What was the main thought behind the feeling?!)
3. Is that feeling a common one in your life?
4. Did you express that feeling to others? If not, what did you do with the feeling?
5. Do you usually express feelings or suppress them?
6. Would you like to feel differently in a similar situation? If so, how would you like to feel?
7. What beliefs would you need to have in order to feel differently in a similar situation? Could you believe them?
8. How do you feel about the conflict that may result from expressing certain feelings?
9. How do you imagine others felt toward you at various times during the activity! Were these feelings expressed?
10. What types of feelings are easiest to express! What types were most difficult to express?
11. Do you find it difficult to be aware of some feelings at times! If so, which ones?
12. Are some feelings not appropriate to express to the group at times? If so, which ones?
13. What feelings were expressed nonverbally in the group?
14. Does expressing appropriate feelings help or hinder completion of the initiative?

Deferring Judgment of Others

1. Is it difficult for you to avoid judging others? Explain?
2. Can you think of examples of when you judged others in the group? Today? When you didn't judge others?
3. What were some advantages to you of not judging others?
4. What were some advantages to others of your not judging them?
5. How does judging and not judging others affect the completion of the activity?
6. Were some behaviors of others easy not to judge and other behaviors difficult?
7. Would deferring judgment be of some value in other situations? Explain?
8. Can you think of any disadvantages of not judging others in this situation?

Listening

1. Who made suggestions for completing the activity?
2. Were all of these suggestions heard? Explain?
3. Which suggestions were acted upon?
4. Why were the other suggestions ignored?
5. How did it feel to be heard when you made a suggestion?
6. What interfered with your ability to listen to others?
7. How can this interference be overcome?!
8. Did you prevent yourself from listening well? How?
9. Did you listen in the same way today as you generally do! If not, what was different about today?

Leading Others

1. Who assumed leadership roles during the activity?
2. What were the behaviors that you described as showing Leadership?
3. Can everyone agree that these behaviors are traits of leaders?
4. How did the group respond to these leadership behaviors?
5. Who followed the leader even if he wasn't sure that the idea would work? Why?

6. Did the leadership role shift to other people during the activity! Who thought he was taking the leadership role? How did you do it?
7. Was it difficult to assume a leadership role with this group?
8. Why didn't some of you take a leadership role?
9. Is it easier to take a leadership role in other situations or with different group members? Explain?
10. Did anyone try to lead the group, but feels he was unsuccessful? What were some possible reasons for this? How did it feel to be disregarded?

Following Others

1. Who assumed a follower role at times throughout the activity? How did it feel?
2. How did it feel to follow different leaders?
3. Do you consider yourself a good follower?! Was this an important role in the group today? Explain?
4. How does refusal to follow affect the leadership role?
5. What are the traits of a good follower?
6. How can you improve your ability to follow in the future?

Making Group Decisions

1. How were group decisions made in completing the activity?
2. Were you satisfied with the ways decisions were made? Explain?
3. Did the group arrive at any decisions through group consensus? (Some didn't get their first choice, but they could live with the decision.)
4. Were some decisions made by one or several individuals?
5. Did everyone in the group express an opinion when a choice was available? If not, why not?
6. What is the best way for this group to make decisions? Explain?
7. Do you respond in similar ways in other groups?
8. What did you like about how the group made decisions? What didn't you like?

Cooperating

1. Can you think of specific examples of when the group cooperated in completing the activity? Explain?

2. How did it feel to cooperate?
3. Do you cooperate in most things you do?
4. How did you learn to cooperate?
5. What are the rewards of cooperating?
6. Are there any problems associated with cooperation?
7. How did cooperative behavior lead to successful completion of this activity?
8. How can you cooperate in other areas of your life?
9. Did you think anyone was blocking the group from cooperating? Explain?

Respecting Human Differences

1. How are you different from some of the others in the group?
2. How do these differences strengthen the group as a whole?
3. When do differences in people in a group prevent reaching certain objectives?
4. What would this group be like if there were very few differences in people? How would you feel if this were so?
5. In what instances did being different help and hinder the group members in reaching their objectives?

Respecting Human Commonalties

1. How are you like some of the others in the group?
2. Were these commonalties a help to the group in completing its task? Explain?
3. Were these commonalties a hindrance to the group in completing its task? Explain.
4. Do you think you have other things in common with some of the group members?
5. How did this setting help you discover how you are similar to others?

Trusting the Group

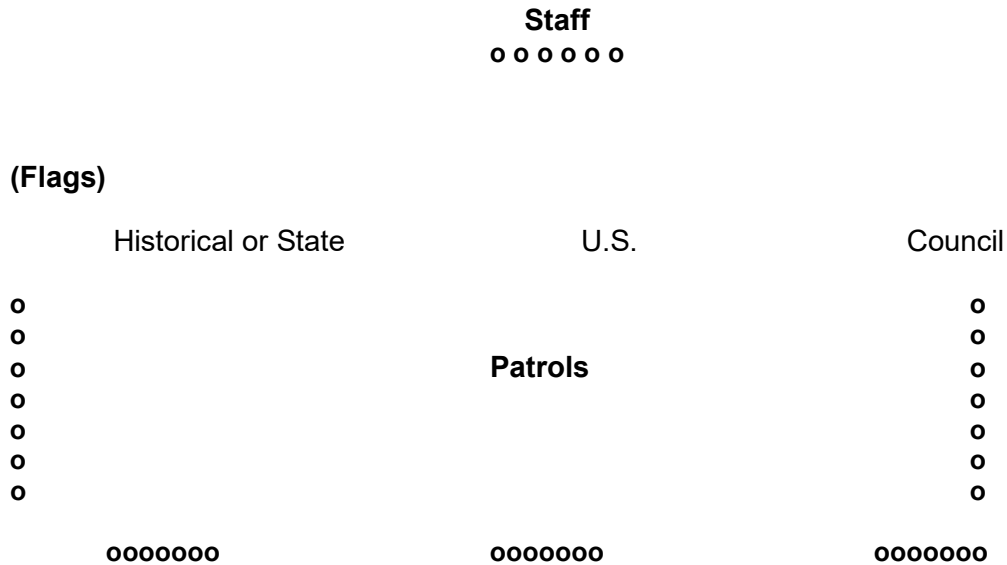
1. Can you give examples of when you trusted someone in the group? Explain.
2. Is it easier to trust some people and not others? Explain.

3. Can you think of examples when trusting someone might not have been a good idea?
4. How do you increase your level of trust for someone?
5. On a scale of 1 to 10, rate how much trust you have in the group as a whole? Can you explain your rating?
6. What did you do today that deserves the trust of others?
7. How does the amount of fear you feel affect your trust of others?

Closure Questions

1. What did you learn about yourself?
2. What did you learn about others?
3. How do you feel about yourself and others?
4. What new questions do you have about yourself and others?
5. What did you do today that you are particularly proud of?
6. What skill are you working to improve?
7. Was your behavior today typical of the way you usually act in groups? Explain.
8. How can you use what you learned in other life situations?
9. What beliefs about yourself and others were reinforced today?
10. Would you do anything differently if you were starting the activity again with this group?
11. What would you like to say to the group members?

Conference Flag Ceremonies and Songs



Flag-Raising Ceremony

After the senior patrol leader sees the troop formed and receives the patrol reports of those present, he then reports to the Scoutmaster, "The troop is formed, sir." The Scoutmaster replies, "Proceed with the flag ceremony."

The senior patrol leader directs, "Program patrol, raise the colors. Troop at ease."

With the troop at ease, the patrol leader of the program patrol takes charge. He moves his color guard into position by the most direct route, assigning two members per flag. When the color guard has the flags attached and ready for raising, he commands, "Troop, attention. Scout salute!" Then, "Raise the colors."

The U.S. ensign is raised first, briskly followed by the historic American flag and the council flag. As soon as all three flags are at the peak of the flagpoles, he commands, "Two." Then, he or a member of his patrol reads the story of the historic flag and then leads in the singing of an appropriate song.

The patrol leader then moves his color guard back to the position they came from and salutes the senior patrol leader. The senior patrol leader returns the salute and resumes control of the troop.

A flag is a symbol, of course, and as such it should represent the quantities and the qualities for which it stands. Consequently, it can be large or small. It should be large enough to command respect and allegiance. But it should not be so big that it can serve as a ready shield for scoundrels, the intemperate, or the ignoble.

It must not be so small that it is easily forgotten in times or places where liberty is a dim and distant thing. It must be large enough to win a place dear to the hearts of its sons and daughters. But it should not be so big that its sight strikes terror and fear where it is shown.

It should be large enough to cover all its people, not just a few. It should not be so small that it is easily waved in moments of wild, careless enthusiasm for causes that in a more sober, reflective moment would be rejected as unworthy.

It matters little if a flag's history is long or short, its colors bright or pale, its design simple or complex. What matters is that where the banner waves, those who live it dwell in peace, in liberty, and in justice.

State Flag Ceremony -- Day 1

At the opening ceremonies on Day One, a staff member may call attention to the fact that your state flag is being flown. Give a brief history of the flag or its symbolism.

Queen Anne Flag Ceremony -- Day 2

Many flags have waved over what is now the United States. Early explorers raised their own nations' flags: the Raven banner of the Norsemen; the flags of Spain, France, Holland, Sweden, and England. From 1707 to the Revolution, the familiar flag was the Queen Anne Flag -- red with a union combining the crosses of St. George and St. Andrew.

Grand Union Flag Ceremony -- Day 3

When the Revolutionary War broke out, the colonists felt the need for a new flag. And so, on the first day of January 1776, the Grand Union Flag was raised over George Washington's headquarters in Massachusetts. The union was the same as that of the Queen Anne Flag, but six white stripes broke the red field into seven red stripes.

Betsy Ross Flag Ceremony -- Day 4

When the Declaration of Independence, the new nation required a flag of its own. On June 14, 1777, the U.S. Congress, at Philadelphia, passed this resolution: "Resolved, that the flag of the thirteen United States be thirteen stripes alternate red and white; that the union be thirteen stars, white in a blue field,

representing a new constellation." June 14 is the birthday of our flag. We celebrate the date annually as Flag Day.

Star-Spangled Banner Flag Ceremony -- Day 5

When two more states joined the original 13, stars and stripes in the flag were increased from 13 to 15 on May 1, 1795. It was this flag of 15 stripes that flew over Fort McHenry the memorable night of its bombardment in 1814 and inspired Francis Scott Key to write the verses of our national anthem.

Flag of the U.S.A. Ceremony -- Day 7

When still more state joined the United States, it was found that the flag would get to be an awkward shape if more and more stripes were added. Therefore, on April 4, 1818, Congress passed a law that restored the design of the flag to the original 13 stripes and provided that a star should be added to the union for each new state.

Today the fifty-star flag stands for the past, the present, and the future of our country. It stands for the men and women who have built America, for their toil, sweat, and blood. Its stripes tell of the 250 million free people of 50 states working and fighting to keep that liberty for themselves and for generations to come.

A question has been raised as to the size of the flag. There is no standard size U.S. flag. The main criterion is that the flag's width be two-thirds of its length.

Songs for Flag Ceremonies

Queen Anne Flag

America

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring.
Our fathers' God, to thee,
Author of liberty,
To Thee we sing;
Long may our land be bring
With freedom's holy light;
Protect us by Thy might,
Great God, our Kind.

Grand Union Flag

Yankee Doodle - Part 1

Father and I went down to camp
Along with Captain Good'in,
And there we saw the men and boys
As thick as hasty puddin'.

Yankee Doodle keep it up
Yankee Doodle dandy,
Mind the music and the step,
With the girls be handy.

Betsy Ross Flag

Yankee Doodle - Part 2

And there was a Captain Washington
Upon a slapping stallion,
A-giving orders to his men;
I guess there were a million.

Yankee Doodle keep it up,
Yankee Doodle dandy,
Mind the music and the step,
And with the girls be handy.

Star-Spangled Banner (15 Stars and 15 Stripes)

The Star-Spangled Banner

(The National Anthem)

O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's
last gleaming?

Whose broad stripes and bright stars,
thro' the perilous fight,

O'er the ramparts we watched, were so
gallantly streaming?

And the rockets' red glare, the bombs bursting
in air,

Gave proof thro' the night that our flag was
still there!

O say, does the star-spangled banner yet wave
O'er the land of the free and the home of the
brave?

Flag of 1818

Columbia, The Gem of the Ocean

O Columbia, the gem of the ocean,
The home of the brave and the free,
The shrine of each patriot's devotion,
A world offers homage to thee.

Thy mandates make heroes assemble
When liberty's form stand in view;

Thy banners make tyranny tremble,
When borne by the red, white and blue!

When borne by the red, white and blue!

When borne by the red, white and blue!

Thy banners make tyranny tremble,

When borne by the red, white and blue!

United States Flag

God Bless America

God bless America, land that I love.

Stand beside her and guide her
Through the night with the lights from above.

From the mountains to the prairies,

To the oceans white with foam,

God bless America, my home sweet home.

God bless America, my home sweet home.

Scouting Songs

The Star-Spangled Banner

By Francis Scott Key

Key: A-flat Time: ¾

O say, can you see, by the dawn's early light.
What so proudly we hailed at the twilight's
last gleaming?
Whose broad stripes and bright stars,
through the perilous fight,
O'er the ramparts we watched were so
gallantly streaming.
And the rockets' red glare, the bombs
bursting in air,
Gave proof through the night that our flag
was still there!
O, say, does that star-spangled banner yet
wave
O'er the land of the free and the home of the
brave?

On the shore, dimly seen through the mist of
the deep,
Where the foe's haughty host in dread
silence reposes,
What is that which breeze, o'er the towering
steep,
As it fitfully blows, half conceals, half
discloses?
Now it catches the gleam of the morning's
first beam,
In full glory reflected, now shines on the
stream--
'Tis the star-spangled banner. O long may it
wave
O'er the land of the free and the home of the
brave.

Scout Vesper

Tune: "Tannenbaum"

Key: G Time: 3/4

Softly falls the light of the day,
While our campfire fades away.
Silently each Scout should ask:
"Have I done my daily task?
Have I kept my honor bright?
Can I guiltless sleep tonight?
Have I done and have I dared
Everything to be prepared?"

My Father's House

Oh, won't you come with me to my Father's
house,
To my Father's house, to my Father's house
Oh, won't you come with me to my Father's
house.
There is peace, peace, peace.

There's sweet communion there, in my
Father's house,
In my Father's house, in my Father's house.
There's sweet communion there, in my
Father's house.
There is peace, peace, peace

There'll be no parting there, in my Father's
house,
In my Father's house, in my Father's house.
There'll be no parting there, in my Father's
house,
There is peace, peace, peace.

I've Got That Scouting Spirit

I've got that Scouting spirit,
Up in my head,
Up in my head,
Up in my head.
I've got that Scouting spirit,
Up in my head,
Up in my head, to stay.

I've got that Scouting spirit,
Deep in my heart, etc.
(Continue as in first verse)

I've got that Scouting spirit,
Down in my feet, etc.
(Continue as in first verse)

I've got that Scouting spirit,
All over me, etc.
(Continue as in first verse)

I've got that Scouting spirit,
Up in my head,
Deep in my heart,
Down in my feet.
I've got that Scouting spirit.
All over me, All over me, all ways

Trail the Eagle

Tune: "On Wisconsin"

Key: C Time: 2/4

Trail the Eagle,
Trail the Eagle,
Climbing all the time.
First the Star and then the Life
Will on your bosom shine.

Keep climbing!
Blaze the trail and we will follow,
Hark the Eagle's call;
On, brothers, on until we've Eagles all.

She'll Be Comin' 'Round the Mountain

She'll be comin' 'round the mountain
When she comes, "Whoo, hoo!"

She'll be drivin' six white horses
When she comes, "Who, back!"

And. we'll all go out to meet her
When she comes, "Hi Babe!"

And we'll kill the old red rooster
When she comes, "Hack, Hack!"

And we'll all have chicken 'n' dumplings
When she comes, "Yum, Yum!"

And we'll wear our bright red wollies
When she comes, "Scratch, scratch!"

Kum Ba Ya

Slowly

Kum Ba Yah, my Lord, Kum by yah
Kum Ba Yah, my Lord, Kum by yah
Kum Ba Yah, my Lord, Kum by yah
Lord, Kum ba yah.

Someone's crying, Lord, Kum ba yah
Someone's crying, Lord, Kum ba yah
Someone's crying, Lord, Kum ba yah
O Lord, Kum ba yah.

Someone's praying, Lord, Kum ba yah
Someone's praying, Lord, Kum ba yah
Someone's praying, Lord, Kum ba yah
O Lord, Kum ba yah

Someone's singing, Lord, Kum ba yah
Someone's singing, Lord, Kum ba yah
Someone's singing, Lord, Kum ba yah
O Lord, Kum ba yah

We're on the Upward Trail

We're on the upward trail,
We're on the upward trail,
Singing as we go, Scouting bound.
We're on the upward trail,
We're on the upward trail,
Singing, singing, ev'rybody singing,
Scouting bound

Taps

Day is done, gone the sun
From the lake, from the hills,
From the sky;
All is well, safely rest,
God is nigh.

Presenting the Subject

There are some tips to help you make your training presentations more interesting, worthwhile, and fun for both you and your audience.

1. Prepare your presentation

- a. Size up your audience, considering the sort of people they are and what they probably know and what to learn about the subject.
- b. Write down the purpose of the presentation (or review the learning objectives) and decide on the ideas that should be covered.
- c. Research the subject, taking brief notes.
- d. Talk with others who know the subject and make notes of their ideas.
- e. Outline your presentation, including only the most important points – usually the fewer the better -- and put them in logical order.

2. Practice your presentation.

- a. Rehearse your presentation until you have it well in mind. Some trainers like to use a tape recorder so they can hear themselves.
- b. Write in your notes the time allotted to major points. This will help you stay within the time limits.
- c. Put your outline in final form so that it will not be cluttered with discarded ideas.
- d. Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word-for-word.
- e. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

3. Personalize your presentation.

- a. Let each person feel you are talking to him or her. Look at the audience as individuals, not as group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
- b. Watch the group's reaction as you go along. Stay close to their interests.
- c. Use thought-provoking questions. This will help stimulate everyone's thinking. It also will help you get feedback from participants, which will tell you whether they understand what you are saying.

4. Illustrate your presentation.

- a. Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your presentation more interesting and reinforce the learning process. Not only do the participants hear, but they see as well.

- b. Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
 - c. Show the equipment and materials needed to do what you are talking about.
 - d. Show literature resources on the subject.
 - e. Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessary funny, are excellent. When interest is waning, an amusing story usually helps.
5. Pace yourself.
- a. Stay within the time limit.
 - b. Stay on the subject. Don't get sidetracked.
6. Clinch your presentation.
- a. Summarize the subject by restating its main idea or problem, its importance, and the major points you have made.
 - b. Give your listeners a chance to ask questions, either during the presentation or at the end.

Preparing a Presentation Plan

Learning Objectives

At the end of this presentation, participants should be able to

- Fill out and effectively use a presentation plan
- Know that a presentation plan is essential to a presentation

Materials Needed

Handout: "Presentation plan"

A Question about model?

Ask the group, "Has anyone ever put together a plastic **Planning**

Have you done it without instruction?

Make the point that giving a presentation without a plan is like trying to build a model without the instructions.

Ask the group, "How are you going to get information on the subject before you write down your plan?" (From things you already know, from resources like the *Boy Scout Handbook*, other Scouts, experts, etc.)

The Presentation Plan

Distribute copies of the "Presentation Plan Form" to each **Form** participant. Review the following information with the participants.

The first section of the form is headed "Planning Information."
Cover the following points. Ask the group to define some of the headings.

- Presenter: Who is the presenter?
- Subject: What is going to be presented?
- Objectives: The personal objectives that you want the group to understand. This is basically a note to yourself as to what you are going to teach
- Materials: What you need to give the presentation.
- Preparation: What you must do beforehand to give an effective presentation.

The second section of the form is headed "Presentation."
This contains the actual content of your presentation. Cover the following points. Ask the group to define some of the headings.

- Learning objectives: These are the objectives or goals that the group is to achieve. They are given to the group at the start of a presentation so that they have a simple guide to learning.
- Discovery: This is part of the presentation in which you find out the level of knowledge of the group you're dealing with. It also lets the group know themselves how much they may already know about the subject being presented. This can be as simple as a question aimed directly at determining the knowledge of the group.
- Teaching-leading: This is the section in which you write an outline and detail the information you are planning to teach the group. Do not leave out any important information, but at the same time, don't clutter the form with too many details.
- Application: In this section you describe how the participants are to apply the skill. In some cases, you may have the group practice the skill right there; in others, you may just be able to give them an example or two on how and where they may apply the skill.
- Evaluation: This is where you check and see how much of what you taught was actually learned. This could be a few questions about the information presented or an actual demonstration by the participants of the skills learned
- Summary: Briefly review the information you have just presented. Provide an overview for the benefit of the group.

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Presentation Plan Form

Planning Information

Presenter _____ **Subject** _____

Objectives: _____

Materials: _____

Preparation: _____

Presentation

Learning Objectives: At the end of this presentation, each participant should be able to

Discovery: _____

Teaching-Learning: _____

Application: _____

Evaluation: _____

Summary: _____

Notes: _____

Remember: teaching is effective only when learning takes place!

A Planning Guide

1. Consider the task. What is the job?

- Exactly what is the task?
- Does everybody understand it?
- Does everybody agree to go along with it?

Make Decisions

- **What?** What must be done?
- **When?** Is there a special time?
- **Who?** The whole patrol or just certain members?
- **Where?** Is there a special place?
- **Why?** Is there some reason that will make a difference in the planning?

2. Consider the resources. What do you have to work with?

- What are the resources of the group?
- Remember: People are resources because they have knowledge and skills
- Who has experience? Who's done this before
- What equipment, supplies, and money will be needed?
- Time is a resource. How much do we have? Can we do the task in the time available? Can we get more time or reduce the task to fit the time?

Make a decision: Do you have what you need to proceed with the plan and the job?

3. Consider the alternatives. What could happen to cause you to change the plan?

- Think of what could happen before it happens
- Try to anticipate the problems
- Develop a "Plan B" approach
- Consider the possibilities and write them into the plan

Make a decision: What alternatives can be used if the plan must be changed?

4. Write down the plan. This is the most important step

- Include all the steps needed to carry out the task
- Include the "Plan B" alternatives you have developed
- Review and revise the plan before you start
- Formalize the group decision. Put it in writing!

- Make a checklist to follow when doing the job
- Commit the members of the group to the plan
- Make a copy for everyone
- If appropriate, file this plan with whomever is in charge

Make a decision: Let's go!

5. Put the plan into action. Carry out the plan.

- Follow the plan as closely as possible
- If something happens and the plan must be changes, go to the alternatives you have considered
- Keep the task in sight. That's what the group is working toward.
- Do not depart from the plan unless there is good reason

Make a decision: "How did we do?" This leads to the final step.

6. Evaluate. Ask yourselves the following questions about the job and the group

Getting the Job Done

- Was the job done?
- Was the job done on time?
- Was the job done correctly?

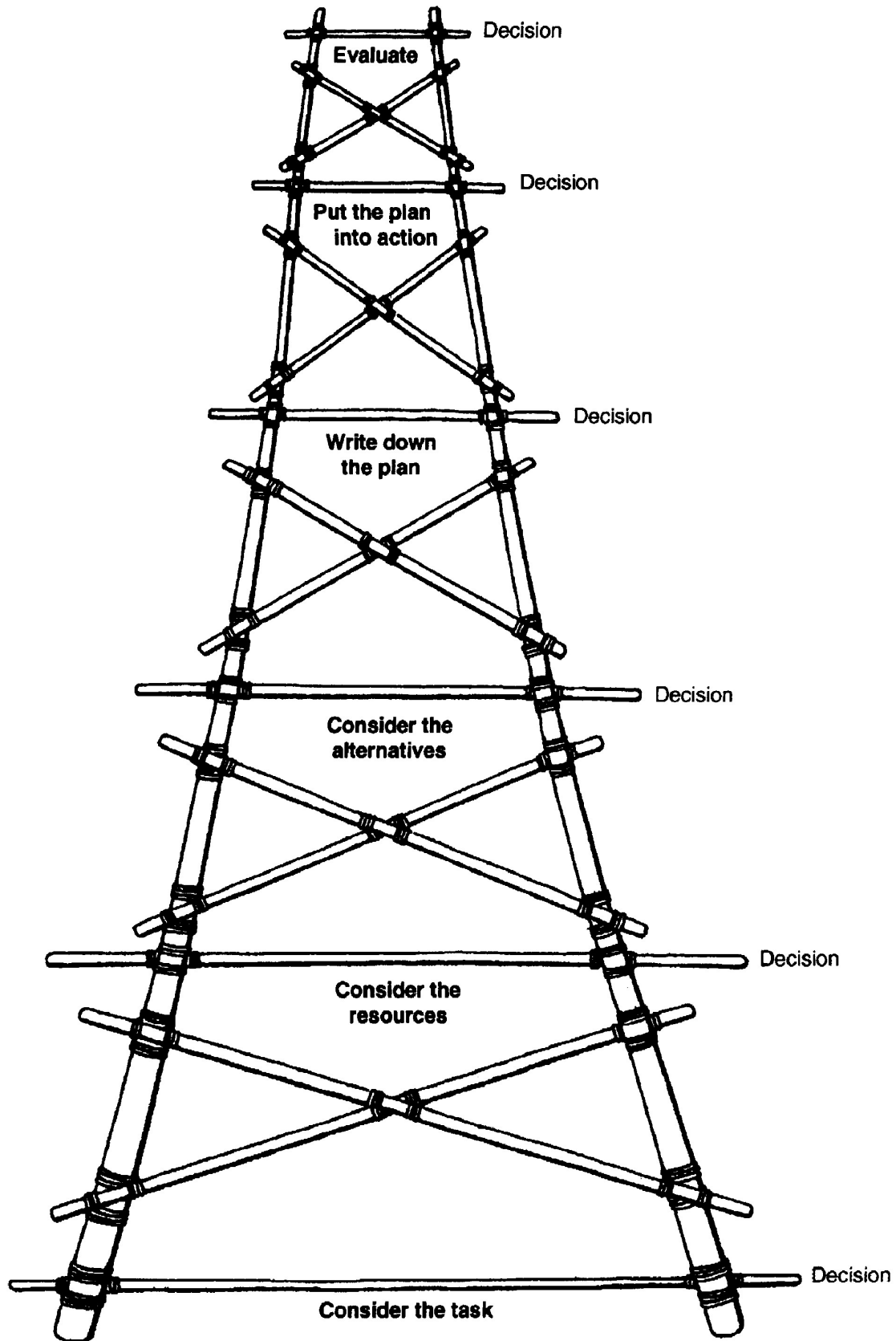
Keeping the Group Together

- Did everybody help?
- Are they pleased with the effort?
- Are they eager for the next job?

Reflect on the Experience

- What did we learn from this job?
- What was the best part of this task?
- What was the most difficult part of this task?
- What can we do better the next time?

The Planning Tower



Patrol

Par 18 Evaluation

The Job

(Yes = 3; Almost = 2; No =

It got done		
It got done on time		
It got done right		
Job Total		

Job

The Group

(All = 3; Most = 2; Few = 1)

Helped
Pleased with effort
Eager for next job
Group Total

Patrol

Par 18 Evaluation

The Job

(Yes = 3; Almost = 2; No =

It got done		
It got done on time		
It got done right		
Job Total		

Job

The Group

(All = 3; Most = 2; Few = 1)

Helped
Pleased with effort
Eager for next job
Group Total

Inventory of Resources Available to the Patrol

_____ Patrol

Name _____ Rank _____

Home address _____ ZIP _____

Leadership position in home troop _____ Years in Scouting _____

Other troop offices held _____

Scout training courses attended _____

Vocational interest(s) _____

School or other group offices held _____

Hobbies _____

Spare-time jobs held _____

High-adventure experiences (Philmont expeditions, high-adventure base trips, 50-milers, historic trails, High Sierra or Appalachian Trail trips, etc.)

Outdoor skills most enjoyed _____

Outdoor skills least enjoyed _____

Skills you can instruct in _____

Campfire skills (leading games, songs, or skits) _____

Ways you feel you can help the patrol during this course _____

Other useful information _____

Evaluating Scoutcraft Skill Presentations

Presenter _____ Evaluated by _____

Skill _____ Date _____

Evaluation Item	-	=	+	Comments
Preparation				
Presentation plan				
Organization				
Materials				
Rehearsal				
Presentation				
<i>Personal</i>				
Body Language				
Diction				
Grammar				
Volume				
Filler words				
Flow				
Eye contact				
Enthusiasm and spirit				
<i>Group</i>				
Control				
Involvement				
<i>Presentation</i>				
Content				
Staying on subject				
Use of visual aids				
Use of time				
Effective Teaching				
Learning objectives				
Discovery				
Teaching-learning				
Application				
Evaluation				
Conscious use of skill				
Learning took place				
Comments				

Remember: Teaching is effective only when learning takes place.

Woods Wisdom Scavenger Hunt

Using *Woods Wisdom*, how many of the following can you and your patrol answer?

1. If you wanted to take the troop through a month on the lake, you could use the monthly programs for _____. (Aquatics, p. 11)
2. If your troop was filled with accident-prone and clumsy Scouts, you could use the programs for _____. (First Aid, p. 175)
3. If you wanted to eat well and not always eat pretzels and pop, your troop would benefit from the programs in _____. (Cooking, p. 119)
4. If your troop was really interested in building and construction, you could use the programs in _____, _____, or _____. (Engineering, p. 147, Mechanics, p. 287, and Pioneering, p. 343)
5. If you wanted a month or two of vigorous exercise and fun, you could use the programs in and _____. (Sports, p. 439, and Athletics, p. 25)
6. If you wanted a quiet game played by patrols that involved maps and the skills of observation of a young British-Indian spy, you could play _____. (Map Symbol Kim's Game, p. 573)
7. If you needed a game whose name tells you where to put your used notepaper and old chewing gum, you could play _____. (Wastebasket, p. 532)
8. If you were looking for a game that had a title for a leader, but the leader was the head of a conspiracy, you could play _____. (Ringleader, p. 566)
9. If all you had were your eating utensils, and you wanted to have contest, you could play _____. (Spoon race, p. 534)
10. If you were out in the woods stealthily looking for wild game, you could be playing _____. (Deer Stalking, p. 538)
11. If you wanted to think very hard without interruption, you could play _____. (Concentration, p. 550)
12. If you were really thirsty and you were looking for a way to help, you could use _____. (Collecting Rainwater, p. 559)
13. If you had a dungeon and wanted to play a game, you could play _____. (Dragons, p. 550)
14. If you were swimming under water, but you really wanted to soar through the air, you could play _____. (Flying Fish, p. 575)
15. If you had the flags, and the troop was all lined up and ready to go, where would you find flag ceremonies and other openings? (Opening Ceremonies, p. 601)

Reaction Scale

YES		MAYBE	NO	
ENTHUSIASM	COMPLIANCE	INDIFFERENCE	RESISTANCE	REFUSAL
All right! Great! Cool! Awesome!	Okay. Yes. Sure. Why not?	Don't know. Perhaps. Maybe. Yeah.	No. Negative. Uh-uh. Not.	Never! Absolutely not! No way! Not a chance!

What Would You Do?

How would you as patrol leader react to these six situations?

Your patrol is	Other patrols are	Your position is	Your action is
1. Enthusiastically for	Decidedly against	Committed	?
2. Decidedly against	Indifferent	Committed	?
3. Indifferent	Enthusiastically for	Uncommitted	?
4. Enthusiastically for	Indifferent	Committed	?
5. Resistant	Indifferent	Uncommitted	?
6. Compliant	Decidedly against	Uncommitted	?

(The answers can't be definite because the complete circumstances aren't described, but with these facts alone the answers should bring out the following points:)

- Whether the patrol is *for* or *against* a proposition, the patrol leader is committed to that position in the patrol leaders' council. If he differed with the patrol, it should have been in the patrol meeting. He is obliged to vote the way the patrol decides, unless he goes back to the patrol members with new information that might change their minds. (Applies to situations 1, 2, and 4.)
- But if only *compliant* or *indifferent* or *resistant* to an idea, a patrol might decide to leave its patrol leader uncommitted. This shows a high trust level and allows the patrol leader to decide on the basis of how the other patrols seem to feel. (Applies to situations 3, 5, and 6.)

