

# Using Games and Skill Events

Consider these steps in playing games, Scoutcraft events, or cooperative activities.

## Be Prepared

- *Familiarize yourself with the activity* you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
- *Plan a strategy* ahead of time so you can help Scouts if they get into trouble with the game.
- *Figure out space and equipment requirements.* If you're planning an activity for a large group, try it ahead of time in a small group to avoid last-minute snags.
- *Think of some questions* you can use in reflecting following the activity. Jot down some notes. That way each activity has a few questions to get you started. In planning a game or skill event, use a game plan.

## Present the Game

- *Make the rules clear.* Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be no put-downs or harassment during the activity.
- *Stand back.* Let the Scouts solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience they have worked through on their own.
- *Observe.* Look for processes that help the group accomplish the task: leadership, decision making, planning, effective following, and evaluation. Note processes that help relationships in the group: encouragement, expressions of concern, listening, soliciting ideas, building consensus, trust, etc.

## Lead the Reflection

Use the guidelines for leading a reflection and try to follow the model for reflection, but do not follow the process rigidly. Remember: "Keep it simple, make it fun."

## Evaluate

After you lead a reflection, pause for a few minutes and evaluate what you have done. Think in terms of the "job" and the "group." You know the questions to ask yourself. Always remember that a key objective of evaluating is to improve performance.

# Game Plan

Title: \_\_\_\_\_

Objective: \_\_\_\_\_

\_\_\_\_\_

Procedures: \_\_\_\_\_

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Rules: \_\_\_\_\_

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Reflection: \_\_\_\_\_

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Materials: \_\_\_\_\_

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# Games and Skill Events

Using your own resources, you can adapt many games and Scout skill events to a cooperative format. This points out how all kinds of activities can be enhanced through reflection. Just follow the Game Plan format.

**Title:** Something creative, funny, or intriguing pertaining to the activity.

**Objective:** A simple one- or two-line description of the objective,

**Procedure:** A straightforward description of how the event should happen, written in a manner easy for Scouts to understand. (There's no need to be overly detailed considering the nature of the activity.)

**Rules:** Limit rules. The rules should be safety guidelines and not restrictions on the activity whenever possible.

**Scoring:** Provide scoring criteria only for Scout skill events. Initiative games are not scored. The scoring should encourage participation and establish attainable goals for all participants.

**Reflection:** Provide the leader with a starting point for reflection. There should be six to twelve specific questions.

**Materials:** Provide a complete list of equipment or materials required.

## Observation of Group Activities

In observing a group, there are some processes you can look for that will help you in preparing to lead a reflection, to "process" an experience, or to evaluate the group's effectiveness. By thoughtful observation of group activities, you can often zero in on actions and issues that form a useful basis for reflection.

# Getting the Job Done

## Leadership

- Who is the leader and what makes him one!

## Decision Making

- How did decisions get made!

## Planning

- Did the group members prepare adequately before they started!
- How did they plan and prepare.'

## **Effective Following**

- In what ways were people followers!
- What are the characteristics of a good follower!

## **Evaluating Progress**

- Did group members evaluate how they were doing during the activity!
- How did they evaluate!

## **Keeping the Group Together**

### **Encouragement**

- Were group members supportive!

### **Expressions of Concern**

- Did group members express concern for the emotional and physical health of all the members!

### **Listening Skills**

- What listening skills were used!

### **Soliciting Ideas**

- How did members actively encourage everyone to contribute to the eventual solution!

### **Building Consensus**

- Did members try to get everyone committed to the eventual solution before trying it?

## **Trust**

- Did members trust each other! How!
- How did they show their trust!

## **Equal Participation**

- Were tasks equally shared!

## **Appropriate Use of Power and Influence**

- Did people use their power in ways that worked well in solving the problem and in respecting individuals!
- What kind of power did you see used in this activity!

## **Willingness to Disagree**

- Were people willing to disagree! Why or why not!
- Why is it important to be able to disagree!

# **Reflection on Leadership Skills**

## **Preparing for the Reflection**

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

# Cooperative and Initiative Games

## Diminishing Load

**Objective:** To move a group across an open field as quickly as possible

**Procedure:** Instruct the group that it is to get across an open field as quickly as possible. To get across, a person must be carried.

**Rules:**

- The first person must return to be carried across.
- IF someone being carried touches the ground, both must return to be carried across.

**Concepts:** Problem solving, teamwork, cooperation, and trust

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did the group decide to solve the problem?
- Did anyone become the leader?
- How did the leader emerge?
- What things did you have to think about before you started?
- How did you feel when things didn't go as well as you wanted?
- How did you deal with the feelings?

(Give the group the option to try the activity a second time.)

**Materials:** None

## Minute Measure

**Objective:** To develop an awareness of the duration of a minute and to practice estimating time spans

**Procedure:** Ask the group members to find a comfortable spot and sit down. Explain that they are going to estimate three minutes. Have them close their eyes and keep them closed. They begin timing on a signal from the instructor. At the end of one minute, each should raise his hand with one finger up. At the end of two minutes, they should raise another finger. At the end of three minutes, they should open their eyes and put down their hand. Everyone should remain silent until everyone is finished.

**Rules:**

- Everyone keeps their eyes closed until they finish timing.
- Everyone remains silent until the end of the activity.

**Concepts:** Problem solving and self esteem

**Reflection:** You may wish to consider these questions as a starting point and then let the discussions go where the group takes it.

- How did you estimate the time?
- For those who finished first, how did you feel?
- What did you learn about yourself?
- Are there other ways we tell time?
- What are ways people use to estimate time?
- If you did it again, what would you do differently?
- Did you care if you were close or not?
- Did the time you spent waiting seem to take longer?
- Would you like to do this again to see if you could improve?

(Give the group the option to try the activity a second time.)

**Materials:** A watch with a second hand or a stopwatch

## Weight Pull

**Objective:** To raise and lower a weight using a rope and pulley as often as possible in a given time

**Procedure:** A weight is attached to a rope running through a pulley or tackle. Each person in the group must hold the rope behind a set point and then raise and lower the weight as many times as possible in 2 minutes.

**Rules:**

- The weight may not be dropped from the top of the pulley.
- A safety area is drawn on the ground 6 feet around the weight and no one is allowed to enter it.

**Concepts:** Teamwork, cooperation, and leadership

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Were you doing more or less work than you thought you should?
- Did the group arrange itself in any particular order?
- How was the group arranged?
- What was physically hard about this activity?
- What was mentally hard about this activity?
- How well did your group do?
- What could you to improve?

**Materials:**

- A heavy weight (about 200 pounds)

- A pulley
- A strong, large-diameter rope
- A timer

## Height Alignment

**Objective:** For the group members to align themselves according to height

**Procedure:** Instruct the group to blindfold themselves. When everyone is blindfolded, tell the group to arrange itself in a line according to height, without speaking.

**Rules:**

- No one may talk during the activity.
- Blindfolds must remain in place throughout the activity.

**Variations:** Align according to shoe size, waist measurement, etc.

**Concepts:** Communication, problem solving, and disability awareness

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What bothered you about not being able to speak?
- How did you communicate?
- Who became a leader?
- How did you decide to lead or follow?
- How did you know where to fit into the line?
- What did you learn from this activity?

(Give the group the option to try the activity a second time.)

**Materials:** Blindfolds

## Order Out of Chaos

**Objective:** Develop nonverbal communication in carrying out a task.

**Procedure:** The group is blindfolded. Each member is assigned a number. Once the numbers are given out, the members must line up in proper numerical order without talking.

**Rules:**

- No talking to allowed.
- Blindfolds should remain in place until the task completed.

**Variations:** Line up by birth month, age, alphabetized list of objects, etc.



**Reflection:** You may wish to consider these questions as a starting point and let the discussion go where the group takes it.

- What you think is the purpose of this activity?
- What ways did you see to solve the problem?
- How did you try to communicate this solution?
- What examples can you give of not understanding what someone was trying to say?
- How did you deal with any frustration?
- What kind of leadership came out of the group?

(Give the group the option to try the activity a second time.)

**Materials:** Blindfolds

## Traffic Jam

**Objective:** To have two groups, of at least three people each, exchange places on a line of spaces

**Procedure:** Have the two groups line up facing each other on the spaces. There should be one more space than the number of participants and that space should be in the middle, separating the two groups:

A A A A   B B B B

Where A = a person in group A; = space; and B = a person in group B

The spaces should be one step apart.

The groups are not to switch positions on the line. The As should move to right of the center space and the Bs should end up on the left of the center space. They must do this by following either of these procedures:

1. Stepping off to an adjacent empty square
2. Stepping around a person facing the opposite way to an empty space

**Rules:**

- Players cannot move backwards.
- Players may not step around someone facing in the same direction.
- Two players may not move at once.

**Concepts:** Leadership, decision making, and communication

**Reflection:** You may wish to consider these questions as a starting point and let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did a leader emerge and how did he lead?
- How well did the group do and why?
- If you disagreed with the group, how did you deal with it?

- What did you like about this activity?

(Give the group the option to try the activity a second time.)

**Materials:** Space markers

## All Aboard

**Objective:** For an entire group to stand on a two-foot by two-foot platform without having anyone touch the ground.

**Procedure:** Everyone in the group must get off the ground and onto the platform. For groups of 10 to 15, a two-foot by two-foot platform is adequate. Use smaller or larger platforms accordingly. To be counted as on the platform, each participant must have both feet off the ground for 5 seconds.

**Rules:**

- Everyone must have both feet off the ground, simultaneously, for 5 to 10 seconds.

**Concepts:** problem solving, teamwork, cooperation, and trust

**Reflection:** You may wish to consider these questions as a starting point and let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did it seem simple at first?
- How difficult was the activity?
- What made the activity go well or not?
- What things involved teamwork?
- Did everyone want to cooperate?
- What did you learn from this activity?
- How did you decide what to do?

(Give the group the option to try the activity a second time.)

**Materials:** Stable two-foot by two-foot platform

## Bump

**Objective:** In teams of three, to throw, catch, and then transport a knotted towel 50 feet

**Procedure:** Break the group into sets of three. One person (the thrower) is 20 to 30 feet away from the other two, who are catchers. The thrower tosses the towel using a lofty throw to the pair. The catchers should stand facing each other about a foot apart. The catchers must trap the towel between their upper bodies without using their arms. This should be repeated until the towel is caught. The pair must then transport the towel 50 feet and drop it into a receptacle. If the towel is dropped, they must return and do the throw and catch again. The pair then returns (carrying the towel in their hands) and partners change roles. This is done until all three have thrown the towel.

**Rules:**

- The group may not use arms, hands or shoulders.

**Concepts:** Teamwork, cooperation, trust, and self-esteem

**Reflection:** You may wish to consider these questions as a starting point and let the discussion go where the group takes it.

- What did you think was the purpose of this activity?
- What part was the easiest?
- Was it easier the second time you were a catcher?
- What were some good points of working with your partners?
- What were some problems of working with your partners?
- How did you deal with problems?
- What kind of feeling did you have during this activity?

(Give the group the option to try the activity a second time.)

**Materials:**

- Knotted towel
- Receptacle

## Bowline Stroll

**Objective:** For the group, joined together, to travel over a course as quickly as possible

**Procedure:** Everyone in the group ties a bowline around their waist, making sure the rope is snug around their middle. Next, they tie the free ends of their ropes to one small loop of rope. Each person should be no more than one foot from the center loop. The group must then travel from point A to point B as quickly as possible.

**Rules:**

- Care must be given to proceed safely.
- No one may be dragged by the group.

**Concepts:** Communications, teamwork, and cooperation

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of the activity was?
- How did the group decide the best way to move?
- Was anybody in the group a leader?
- How did you feel about that?
- What was the hardest part of the activity? Why?
- What was the best part of the activity?
- Can you think of specific examples of when the group cooperated in the activity?
- What did you learn about the others?
- If you were to do this again, how would you do it differently?

(Give the group the option to try the activity a second time.)

**Materials:**

- Enough rope for each Scout to have a 4 ½- foot section
- One 6-inch-diameter loop of rope

## The Amazon

**Objective:** Using a plank, stick, pole, and rope, for the group to retrieve a container placed some distance from a simulated river bank

**Procedure:** The group must use the material provided to retrieve the container. They may use the materials and themselves in any way they see fit. The group may not touch the ground beyond the “river bank.”

**Rules:**

- The group may use only the materials provided.
- If a participant touches the ground beyond the bank, the group must start over.

**Concepts:** Decision making, cooperation, problem solving, and teamwork

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think the purpose of this activity was?
- How did the group decide to solve the problem?
- Were you satisfied with how decisions were made? Why or why not?
- What was the hardest part of completing the activity?
- What was the best part?
- Who assumed leadership?
- Did leadership shift as the activity progresses?
- Who made suggestions for completing the activity?
- Were all of the suggestions heard?
- Why were some suggestions ignored?
- What did you do during the activity?

**Materials:**

- 30-foot length of 5/8-inch rope or goldline
- A 2-foot by 2-foot or 2-foot by 8-foot plank at least 12 feet long
- A no. 10 can with a bail handle
- A reaching pole at least 8 feet long

# Monster

**Objective:** For the group to form a monster capable of moving and talking

**Procedure:** The group is instructed to join themselves together to make a monster. This monster travels using both its hands and feet and it also makes its own sound before and after it moves. The group must form a monster that walks with one more leg than the number of members of the group and one arm less. (A group of five would form a monster with six legs and four arms to walk.) When the monster is created, have it make its noise and move 20 feet or so, stop, and make its noise again.

**Concepts:** Problem solving, decision making, and team work

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of the activity?
- What skills were developed by this activity?
- How did this process work for your group?
- What problems did the group have to deal with?
- How were they dealt with?
- How did you decide on the monster's call?
- What did you learn?

**Materials:** None

# Human Ladder

**Objective:** For the group to form a human ladder for group members to cross

**Procedure:** Participants are paired off and given one hardwood dowel to form a ladder rung. Several pairs standing together form a ladder. The climber starts at one end and climbs onto the ladder, proceeding from one rung to the next. After the climber passes their rung, each pair moves to the front of the group, extending the ladder. Have the group move from one point to another 20 to 30 feet away. Repeat with all members being climbers.

**Rules:**

- The rungs must be no higher than the pair's shoulders
- The rungs must not move while the climber is on the rung.

**Variation:** Travel around a set of obstacles

**Concepts:** Teamwork, trust, and cooperation

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- What skills were developed by this activity?
- What made the climber uncomfortable?

- What made the climber comfortable?
- How did you work with your partner?
- How did your trust increase or decrease as the activity went on?
- What responsibilities did you feel toward the group?
- What was the hardest about climbing?
- How did the group work as a whole?
- Are there times when one group member relies on the rest of the group in real life? When?

**Materials:** 5 to 10 hardwood dowels, 3 feet long and 1 ¼ inch in diameter

## Hog Call

**Objective:** This is a good first-day game when Scouts do not know each other very well

**Procedure:** Ask each group member to pair up with someone they do not know very well. Give each pair time to talk and find out about the other person. Pairs are then asked to choose a matching set of words, e.g., salt-pepper, black-white, etc.

Split the pairs, asking each member to walk to opposite ends of a field. When in place, Scouts are instructed to put on blindfolds. On signal, they are to try to find their partner by shouting their matching words.

Leaders should protect individuals from running into each other or wandering off.

### Rules:

- Keep your blindfold on until your partner is found.

**Concepts:** Communication and teamwork

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think was the purpose of this game?
- What did you notice about the “noise volume” of the group at first? Did this change? Why?
- What skills were developed by this activity?
- How can these skills be applied to your Scouting activities?
- How can these skills be applied to life outside of Scouting?
- How did you and your partner decide on the pair of words you used?
- How did it feel to try to find someone with everyone shouting?
- How hard was this to do?

**Materials:** Blindfolds

# Plutonium Portation

**Objective:** To move “hazardous plutonium” in a safe manner to a safe place

**Procedure:** Explain to the group that a paper cup of plutonium capable of killing 3.75 million people needs to be moved to a safe place without spilling. The moving must be done wearing protective garments (blindfolds) and using the transport device available. The transport device is a rubber band with four or six 3-foot strings that are attached to the main rubber band with smaller rubber bands.

Scouts are paired and one Scout in each pair is blindfolded. The non-blindfolded Scout leads his partner to a string. Then the entire group moves to the cup. Directed by their sighted partners, the Scouts slip the center rubber band over the cup by pulling their string to expand the band. Once the rubber band is securely around the cup (which is filled  $\frac{3}{4}$  full with water), the group must pick up the cup and move it 20 feet without spilling it. Once the group completed the task or failed, change roles.

## Rules:

- All transport Scouts are blindfolded and only one person directs their action.
- No one blindfolded may speak during the exercise.

**Reflection:** You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did you trust your partner?
- When you were blindfolded, what other senses did you depend on?
- What did you like best?
- What parts were frustrating?
- Was the communication clear?
- When something went wrong, whom did you want to blame?
- Were you able to work as a team and how did it feel?
- Are there any times in real life when something like this could happen?
- What did you learn?

## Materials:

- Water
- Paper cups or foam cups
- Rubber bands and string

This initiative game can also be done using a tin can (up to no. 10). Use strips of inner-tube in place of rubber bands, and binder twine in place of string (see “Rubidium Relocation”).

# The Great Centipede

**Objective:** To pass all members of the troop from one end to the other of a great centipede

**Procedure:** Line up the entire troop, including staff, in pairs. Each member of a pair faces the other and holds his hands out parallel to the ground. Each pair stands shoulder to shoulder with the next pair. The pairs form a continuous chain. The setup can be in a straight line or may curve. One member of the first pair is helped onto the supporting hands of the second pair. He lies on his back and is passed between each pair until he reaches the far end, where he becomes a member of a new

pair. The process continues until each participant is passed along the centipede and emerges at the far end.

**Rules:** One senior staff member should spot at the front of the line and assist in helping the participant up to the first pair. Another senior staff member should spot at the far end and assist in unloading the participants. Instructs pairs to keep their hands parallel to the ground, to support the person during the body pass, and to make sure the person being passed is not dropped. Point out that an object of the game is to see how secure we can make each participant feel.

Spotters may be used along the line to ensure that the pairs stay together and that no unnecessary bouncing occurs. Participants “being passed” should be instructed to relax, to hold their body straight, and to make sure not to tuck. They should keep their hands folded over their stomach or across their chest.

**Reflection:** This is a great game to end a series of patrol initiatives and cooperative activities. It brings the whole troop together and it’s a lot of fun. No reflection need be done.

**Materials:** None

## A Note on Sources

Additional ideas for cooperative games and initiative problems may be found in the following:

Boy Scouts of America, COPE Manual

Andrew Fluegelman, editor, The New Games Book

Andrew Fluegelman, editor, More New Games

Karl Rohnke, Cowstails and Cobras II

Karl Rohnke, Silver Bullets

Karl Rohnke, The Bottomless Bag

Karl Rohnke, The Bottomless Baggie

Woods Wisdom, published by the Boy Scouts of America, is the best source of Scout skill events. And remember, almost any game or contest can become a cooperative event and a source of learning using reflection.

# Nature Game



# **INSTINCTS FOR SURVIVAL**

Developed and adapted from a game by Frank Glew, Waterloo County Board of Education

15 -- 39 people

10 years and older

Scatter formation

How Many?

How Old?

What Formation ?

What Do We Need? See below.

## ***How Do We Play: INSTINCTS FOR SURVIVAL?***

The purpose of this game is to increase awareness and appreciation of the environment. The object of the game is for each player to role play a specific animal and to "survive" in an ecosystem.

### **Equipment :**

1. Storage and Data Board (see diagram)
2. Life Tags—leather tags, color coded and marked with the animal's name -- 12 required by each herbivore except deer and moose (these two animals receive 4 tags), tags are stored on shower rings hung on "EXTRAS" row on Data Board
3. Rabies Tags (optional)  
-- one per player with animal's name written on tag (rabies tag is carried on the shower ring)
4. Shower Ring—one per player
5. Food and Water Stations—Yellow board 6" x 8" marked with the type of food or water required and equipped with an orienteering punch for identification
6. Food and Water Cards—blank cards which can be punched for identification
7. Headbands—coded for various animal types:  
Herbivores—Green (deer and moose: green and white)  
Omnivores—yellow (weasel, skunk, raccoon)  
Carnivores—blue (fox); red (wolf)  
Disease—black  
Elements—white

AREA: 2 to 3 acres of field, bush and stream with a well defined boundary

- : food and water stations placed throughout the game area (one to two feet above the ground)
- : two points of entry are needed—one for males and one for females.

Each Person is assigned an animal which he will represent in the game. He is given the appropriate headband and life tags as well as a blank food / water card on which he puts his name and the name of the animal he represents. It is then helpful to seat the group in the food pyramid as outlined in the diagram. This will help visualize predator - prey relationships. No animal may kill an animal that is not below it on the pyramid (e.g. wolf / fox—NO; wolf / weasel—YES; wolf / mouse—YES).

**Herbivores:** The herbivores are told that survival is dependent on finding as many food and water stations as possible. Each station is coded with a different orienteering marker, and the herbivore simply punches his blank food / water card at as many different stations as he can find. He may visit each station only once during a game. Survival is also dependent on not becoming food for carnivores

or omnivores, or dying at the hands of the elements or disease. Deer and moose, although herbivores, have fewer natural predators than most; they may be killed by wolves only, and so they correspondingly have fewer life tags.

**Omnivores:** Omnivores have food / water cards and may visit as many food or water stations as they can find. They may also take food by “eating” herbivores. Upon catching a herbivore by tagging that player, the omnivore takes one of the herbivore’s life tags, puts it on his shower ring, and then moves on. Survival is also dependent on not becoming food for carnivores or dying at the hands of the elements or disease. **Carnivores:** Carnivores have food / water cards and should visit as many water stations as they can find. They may take food by catching either herbivores or omnivores. Their survival also depends on their not dying at the hands of the elements or disease. All predators (carnivores and omnivores) must survive on their own life tags; they may not use those of their prey.

**Elements and Disease:** The elements (hurricane, lightning) and the diseases (rabies and cancer) touch and recover life tags from any animal in the game. They have no predator to fear.

**Man:** The final threat to an animal’s survival is Man. When man enters the game (five to ten minutes before its conclusion) word is passed among the animals, for man only has to see the animal to win a life tag. If killed by man, the animal must give up his life tag immediately and then may attempt to escape. Man’s whims may make this impossible. Man may simply send the animal out of the game, demonstrating even more dramatically the power he possesses.

### **Tag Exchange:**

Killing of an animal is simulated by touching him and recovering a life tag from his prey’s shower ring. The tag is placed on the predator’s ring. A predator may not catch the same herbivore or omnivore twice consecutively.

Predators may cooperate on a kill, but only one life tag is taken. A second predator, happening upon a recent kill must give the prey a reasonable chance to escape, but may attack the other (the first) predator immediately! If the first predator flees, the second predator may claim a life tag from the prey.

### **Reproduction :**

A symbolic mating may be simulated. Have each animal, pair exchange life tags with one another before the game, begins. The males (carrying female tags) are started in, one part of the playing area and the females (with male tags) are started in another part of the playing area. Before they may begin searching for food and water they must relocate their mate and obtain their own tags. A mating call (no words or whistles) which is made up, beforehand is the only sound that may be used.

### **Capture Before Reproduction:**

If an animal is unable to locate his mate, or is captured before finding his mate, he must return to the start area, Wait for his mate, and then restart with only half his life tags. This represents a realistic reduction in Population if an animal is killed before finding a mate.

### **Rabies as a Communicable Disease:**

Rabies can be traced through an animal ecosystem in the following manner. Each animal is given a black tag with his name on it—this tag is carried on his shower ring. If captured by “rabies” he gives a life tag as usual. The next time he is captured by a predator, he gives up a life tag as usual , but also hands over his black tag to simulate the passage of that disease among animals.

### **PLAY:**

Ensure each animal has a headband, life tags and a food / water card.

Define boundaries clearly.

Collect all males together near their entry point, and all females together near their entry point.

Send off all herbivores first.

At full five minute intervals send off omnivores. carnivores, disease and the elements.

After another half hour to forty minutes, Man enters the game. The game ends five to ten minutes later.

### **FOLLOW- UP:**

Extra tags from each herbivore should be hung on the hook from which they were obtained. Each predator then removes all tags he captured and hangs them along the row with his name over the appropriate column. (i.e. Male Wolf and the Mouse column). Then the carnivore hangs his remaining life tags on his hook in the "extras" row. When all tags are hung, discussion can begin.

How did you feel?

What strategies did you use?

What happened when Man entered the game?

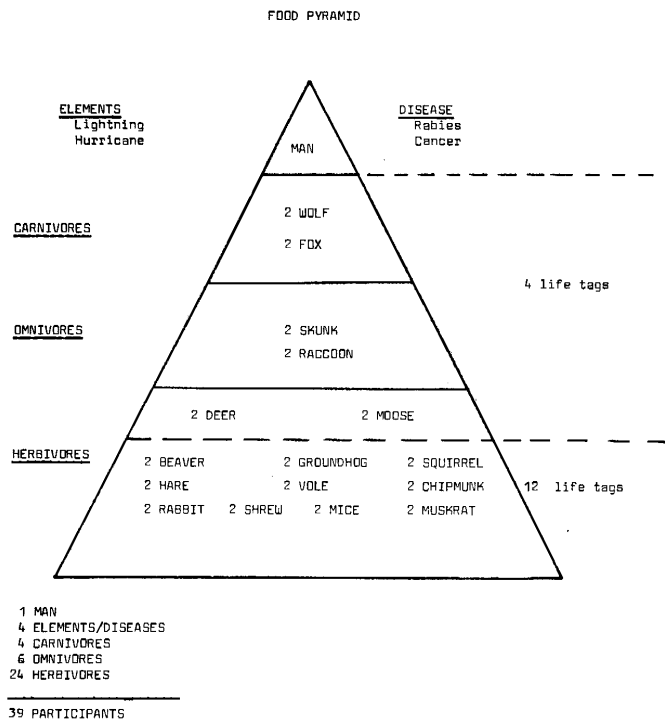
What happened when various predators entered the game?

Why does man only have to see to kill?

Data from the Board: How many were killed by natural predators? By disease? By Man? How did this animal play the game?

What would happen if there were more carnivores? More herbivores? More Men?

To play again: Place the tags from each column on each shower ring. Check for lost tags



		Wolf	Fox	Weasel	Skunk	Raccoon	Deer	Moose	Beaver	Ground hog	Hare	Rabbit	Mouse	Vole	Shrew	Musk rat	Squirrel	Chipmunk	Total caught
		m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	m f	
Wolf	m f	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Fox	m f	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Weasel	m f	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Skunk	m f	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Raccoon	m f	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Rabies		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Disease		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Cancer		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Lightning		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Elements		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
hurricane		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Killed by Man		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—
Extra Lives		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	—

### SURVIVAL GAME FOLLOW-UP

- What animal were you ?
- How many times were you killed? \_\_\_\_\_ i.e. How many life tags did you lose?
- How much food did you find? \_\_\_\_\_ (food station and/or animal food)
- How many water stations did you find? \_\_\_\_\_ (water station)
- Where did you get caught the most?
  - the field
  - the bush
  - at a food or water station
  - in a hiding spot
- Which strategy did you try most often?
  - hiding
  - hunting
  - an equal portion of hiding and hunting
- Which feelings did you experience most often? Check two.
  - fear
  - caution
  - frustration
  - happiness
  - secretiveness
- What happened when man entered the game? You:
  - hid
  - continued to look for food and water as before
  - hid first then continued as before

d) looked to warn a friend

9. What do the above answers tell you ....

- a) About being an animal
- b) About your success at pretending you are an animal

10. From those things you have learned by playing this game and answering the above questions, what suggestions could you make in order for animal communities to survive unharmed?

### **INSTINCT FOR SURVIVAL: "A SUMMARY"**

What do all animals need to survive in the woods?

- food, shelter, water

*What shelter is required?*

- from other animals, diseases, accidents, man

The Game Instincts for Survival is one in which players role play different animals; become important.

To start, each player requires:

1. headband
2. shower ring with leather life tags
3. food / water cards (3" x 3")

Players should then be seated in the food pyramid pattern.

Less than 39 players? Shave the pyramid to keep the same ratio of each type of animal.

More than 39 players? Double up on some animals, using extra tags and headbands or increase the pressure on the food Pyramid with extra diseases and elements.

### **Herbivores (plant eater)**

- food—stations each with clip to punch food / water card ,Water—stations each with clip to punch food / water card
- shelter—seek Your own
- for herbivores

### **Omnivores (meat and plant eaters)**

- food—food stations or catch herbivores
- water & shelter—as for herbivores

### **Carnivores (meat eaters)**

- food—catch herbivores and omnivores
- water & shelter—as for herbivores & omnivores

### **Disease / Elements**

- no food or water required

- catch animals

### **Tagging:**

When tagged, the animal removes one tag (his own color only) from the shower ring and gives it to the predator, who places it on his shower ring. Player may touch only one animal at a time and must collect a tag before he captures another. Player may not touch the same animal twice in a row. If two predators appear and try to tag a third animal then the “stronger” animal takes the tag of the animal he can catch. A tagged animal must be given a “reasonable” amount of escape time after being captured by one animal, before he is chased by another.

### **Man:**

How does man affect the lives of animals?

-----shooting, trapping, poisoning, fire, destruction of habitat, conservation, stocking habitats.

Man enters the game five minutes before the game is over; He will “shoot” all animals on sight. When killed, the animal comes over and surrenders one, some or all of the tags, depending on man’s wishes.

### **OPTION :**

Man can play throughout the entire game, chase and tag animals, as all other players can. When he succeeds he may either take a life tag or give one to the animal he has captured. In this way, he can be “Man, the Destroyer” or Man, the Conserver” and, until he tips his hand, the animals do not know whether Man is there to help them or harm them.

### **Start of the Game:**

- outline the boundaries.
- explain the signal to end the game.
- have animals enter game at equal time intervals.

### **End of Game:**

- ensure all players have returned safely
- return tags to the board
- hang tags and shower rings on the board
- hang headbands
- summarize
- prepare equipment for the next game

### **FINAL NOTES:**

1. Keep the shower ring closed, clipped on and inside a belt or pocket.
2. Headband must be worn on head at all times.
3. The game lasts 30 -- 45 minutes; play carefully and do not lose your tags in the first five minutes!
4. Be careful. Don’t take unnecessary and unsafe chances.

If the animal’s lives are all taken, he should return to the start area and await the end of the game.

### **IF GOD SHOULD SPEAK**

*“Our Father which art in heaven...”*

Yes?

*Don't interrupt me. I'm praying ... "Our Father which art in heaven ..."*

There! You did it again.

*Did what?*

You called me. You said, "Our Father which are in heaven." Here I am. What's on your mind?

*But I didn't mean anything by it. I was, you know, just saying my prayer for the day. I always say the Lord's Prayer. It makes me feel good ... kind of like getting a duty done.*

All right — Go on.

*"Hallowed by thy name."*

Hold it! What do you mean by that?

*By what?*

Hallowed be thy name

*It means ... it means ... good grief! I don't know what it means. How should I know? It's just part of the prayer. By the way, what does it mean ...*

It means honored, holy, wonderful.

*Hey, that makes sense. I never thought about what "hallowed" meant before. "Thy kingdom come, Thy will be done, on earth as it is in heaven."*

Do you really mean that?

*Sure, why not?*

What are you doing about it?

*Doing? Nothing, I guess. I just think it would be kind of neat if you got control of everything down here like you have up there.*

Have I got control of you?

*Well, I go to church.*

That isn't what I asked you. What about that habit of selfishness you have? And your bad temper? You really have a problem there, you know. And there's the way you spend your money; all on yourself.

*Stop picking on me! I'm just as good as some of the rest of the phonies at church!*

Excuse me. I thought you were praying for my will to be done. If that is to happen, it will have to start with the ones that are praying for it. Like you, for example.

*Oh, all right. I guess I do have some hang-ups. Now that you mention it. I could probably name some others.*

So could I.

*I haven't thought about it very much until now, but I really would like to cut out some of those things. I would like to, you know, be really free of those faults.*

Good. Now we are getting somewhere. We'll work together, you and I. Some victories can be truly won. I'm proud of you.

*Look, Lord, I need to finish; this is taking a lot longer than it usually does. "Give us this daily bread."*

You need to cut out the bread. You're putting on weight as it it.

*Hey, wait a minute! What is this, criticize me day? Here I was doing my religious duty and all of a sudden you break in and remind me of all my hang-ups.*

Praying is a dangerous thing. You could wind up changed, you know. That's what I am trying to get across to you. You know. You called me, and here I am. It's too late to stop now. Keep on praying. I'm interested in the next part of your prayer..

*I'm scared too.*

Scared of what?

*I know what you'll say.*

Try me and see..

*"Forgive us our debts, as we forgive our debtors."*

What about Bill.

*See! I knew it! I knew you would bring him up. Why, Lord, he's told lies about me, cheated me out of some money. He never paid back that debt he owes me. I've sworn to get even with him.*

But your prayer? What about your prayer?

*I didn't mean it.*

Well, at least you are honest. But it's not much fun carrying that load of bitterness around inside? Is it?



*No, but I'll feel better as soon as I get even. Boy, have I got plans for old Bill. He'll wish he never gypped me.*

You won't feel any better. You'll feel worse. Revenge isn't sweet. Think of how unhappy you already are. But I can change all that.

*You can? How?*

Forgive Bill, then I'll forgive you. Then the hate and sin will be Bill's problems and not yours. You may lose the money, but you will have settled your heart.

*But, Lord, I can't forgive Bill.*

The I can't forgive you

*Oh, you're right. You always are, and more than I want revenge on Bill, I want to be right with you. (...pause and sigh ...) All right, all right, I forgive him. Help him to find the right road in life, Lord. He's bound to be awfully miserable now that I think about it. Anybody who goes around doing the things he does to others has to be out of it. Some way, somehow, show him the right way.*

There now! Wonderful. How do you feel?

*Hummm. Well, not too bad, not bad at all. In fact, I feel pretty great! You know, I don't think I'll have to go to bed uptight for the first time since I can remember. Maybe I won't be so tired from now on because I'm not getting enough rest.*

You're not through with your prayers. Go on.

*Oh, all right, "and lead us not into temptation, but deliver us from evil."*

Good, good, I'll do that. Just don't put yourself in a place where you can be tempted.

*What do you mean by that?*

Change some of your friendships. Some of your so-called friends are beginning to get to you. They'll have you completely involved in wrong things before long. Don't be fooled. They advertise they are having fun, but for you, it would be ruin. Don't use me for an escape hatch.

*Yes, and I'm ashamed, Lord, I really am.*

Which bargain are you remembering.

*Well, when the lady next door saw me at the mall when I was supposed to be at school. I remember telling you, "Oh, God, don't let her tell my mother where I've been. Let me get out of this one and I won't do it again.*

She didn't tell your mother, but you didn't keep your promise, did you?

*I'm sorry, Lord, I really am. Up until now I thought that if I just prayed the Lord's Prayer every day, then I could do what I liked.*

Go ahead and finish your prayer.

*"For Thine is the kingdom and the power, and the glory, forever and ever. Amen."*

Do you know what would bring me glory? What would make me happy?

*No. But I'd like to know. I want to please you. I can see what a mess I've been making of my life. And I can see how good it would be to really be one of your followers.*

You just answered my question.

*I did?*

Yes, the thing that would bring me glory is to have people like you respond to my love. And I see that happening between us. Now that some of these old sins are excused and out of the way, well, there's no telling what we can do together.

*Lord, let's see what we can make of me, OK?*

Yes, let's see.

Staff Development  
EC-CS-14  
May, 1987

Jack L. Van Hoover  
June 12, 1991



## ***“Follow The White Stag”***

### **A History of the White Stag Leadership Development Program**

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The White Stag has a very special place in the history of leadership development in the Boy Scouts of America. This program, still going strong, provided the substance of the eleven skills of leadership taught today in Wood Badge and the Junior Leader Training Conference. It also provided the conceptual framework for the application of an experiential learning process to leadership training in the BSA.

This history was written by Brian Phelps, a participant and later a Director of the White Stag program in Monterey, California. His research was supported by Bela Banathy, the originator of the program and Joe St. Clair, one of White Stag's founders.

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The White Stag Youth Leadership Development program was founded in 1958 on the Monterey Peninsula, in Monterey, California. But this program, so powerful that it has continued without interruption since that time with no funding or assistance other than that donated by its volunteer leaders and members, has direct roots that go back to a time, twenty-five years earlier (and indirectly long before that).

In 1933, at Gödölő, Hungary, the Fourth World Jamboree is in full swing. Over 25,000 Scouts attend. From these beginnings, a chronological story of White Stag and people's activities unfolds. This is a history that tells, in only a cursory way, of untold thousands of hours of effort, great expenditures of personal energy and money, and a devoted response by adults and youth to the challenge, "Follow the White Stag."

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#### **1933**

The Fourth World Jamboree is held in Gödölő, Hungary. There are 25,792 Scouts in camp. The daily Jamboree paper is printed in Hungarian, English, French and German with contributions in other languages. The Jamboree Badge portrayed the "Miraculous Stag" of Hungary.... Baden Powell addressed the assembled Scouts:

**“Each one of you wears the badge of the White Stag...I want you to treasure that badge when you go from here and remember that it has its message and meaning for you. Hunters of old pursued the miraculous stag, not because they expected to kill it, but because it led them in the joy of the chase to new and fresh adventures, and so to capture happiness. You may look on the White Stag as the true spirit of Scouting, springing forward and upward, ever leading you onward to leap over difficulties, to face new adventures in your active pursuit of the higher aims of Scouting — aims which bring you happiness. These aims are duty to God, to your country, and to your fellow man by carrying out the Scout Law. In that way you will help to bring about God’s kingdom upon earth — the reign of peace and goodwill.”**

Paul Suján, Bela Banathy, and Joe St. Clair, three Scouts from Hungary, and F. Maurice Tripp, from the United States, are in attendance, and briefly meet for the first time. (Baden-Powell tastes some of Paul Suján’s stew.) These four will later play key roles in what will be called “White Stag Youth Leadership Development.”

#### **1941-44**

Bela Banathy is director of the youth leadership development program of the Hungarian Boy Scout Association.

#### **1946-56**

Bela Banathy, Paul Suján, Joe St. Clair and their families emigrate to the United States, though not without difficulties. All eventually find their way coincidentally to the Monterey Peninsula and the Defense Language Institute where they meet again. Bela’s and Joe’s wives rediscover a girlhood friendship from Budapest. As the three immigrants become involved in American Scouting, they meet Maury Tripp again and a fifth Scouter, Fran Peterson.

#### **1957-58**

Bela Banathy organizes an experimental troop consisting of two patrols for the purpose of trying out a leadership development program conceived by him. He is Chairman of the Leadership Training Committee of the Monterey Bay Area Council, Boy Scouts of America. This initial experiment takes place at the Pico Blanco Boy Scout Reservation, in summer 1958, which will remain the site of the program through 1978. The “White Stag” becomes the symbol of the program.

#### **1959**

Encouraged by the success of this experiment and because of the lack of adequate official intensive and long-range junior leader training program, the Monterey Bay Area Council decides to use Banathy’s design as a council-wide program. The first full-scale program takes place in the summer of 1959 with Banathy as Scoutmaster, Fran Peterson as Assistant Scoutmaster (Training), an adult staff of eight and a youth staff of 13, with John Chiorini as the Senior Patrol Leader. The Troop consists of 39 trainees from 24 troops. In the first two years of the program, the training of Patrol Leaders is stressed.

Also during the second year, Banathy’s research efforts indicate an interest in leadership development by the Human Resources Research Office (HumRRO). Banathy initiates contact with Paul Hood, a research psychologist and Task Leader of Task NCO at HumRRO. A research team which Hood is heading publishes “A Guide for the Infantry Squad Leader — What the Beginning Squad Leader Should Know About Human Relations” (1959). This publication contributes greatly to elaboration of the leadership tasks, as Banathy finds its conceptual basis fully compatible with his program. By this time Banathy focuses his research on leadership development and formalizes his efforts in his Master’s Thesis at San Jose State University.

Bob Perin, Assistant National Director, Volunteer Training Service, Boy Scouts of America, a friend of Bela's, provides guidance and acts as a liaison to the National Council. Mr. Banathy is continually aided and supported by Fran Peterson, who is active on both the local and national levels.

Banathy continues as Director through 1964.

## **1960**

At the end of the 1959 intensive summer camp event, it is announced that in the following year a two-phase program will be offered: one for the 12-14 year age group, with the objective of training Patrol Leaders in the patrol method; and another for the 14-17 year age group to train "junior trainers and impart leadership skills"

## **1961-65**

During this period of time, the present three phase/three-level plan emerges in which Phase I imparts Patrol Membership skills, Phase II Patrol Leader skills, and Phase III Troop Leader skills. Each phase has a candidate (learner or trainee) level, a youth staff level, and an adult staff level.

## **1962**

An advisory board of educators, psychologists, management specialists and members of the Scout professional staff is formed, chaired by Dr. R. Maurice Tripp. Dr. Tripp is a research scientist and member of the National Council, BSA.

Explorer Post 122 is established, in which young men conduct research on leadership development. Banathy is advisor, Ted Minnis is Committee Chairman, and Markham Johnston is Institutional Representative.

## **1963**

The Monterey Bay Area Council publishes Banathy's book, "A Design for Leadership Development in Scouting", an expanded version of his master's thesis for San Jose State University. This book becomes the main source of information and guidance for the program. In developing his ideas on leadership development, Banathy receives continued scientific support from Hood, then stationed at the Presidio of Monterey.

Dr. Tripp presents a paper entitled, "Development of Leadership in Boy Leaders of Boys," at the fifty-third Annual Meeting of the National Council, BSA. He advocates leadership development by design in Scouting, based on the leadership competencies of White Stag.

A patrol of Scouts from the San Mateo County Council and a few boys from the Circle Ten Council in Dallas attend White Stag summer camp. The boys from Dallas are part of an experimental pilot program to take the White Stag program nationwide.

## **1963-64**

Through the efforts of Maury Tripp, Bob Perin, and Fran Peterson, the National Council takes an early interest in Banathy's ideas. The Research Service of the BSA sends observers to Pico Blanco: Ken Wells (Director of Research Service) and John Larsen (Staff Researcher). They evaluate the local experiment, and in January of 1964 a number of key individuals assemble at Asilomar in Pacific Grove, California. The purpose is to acquaint the national council with the new design and plan for effective teaching of the skills of leadership within the design of Scouting, in a manner "similar to the way we teach Scoutcraft skills" In attendance from National are Ken Wells; Walt Whidden (Region 12 Executive); Bill Lawrence (National Director of Volunteer Training); Marshall Monroe (Assistant National Scout Executive); Harold Hunt (Vice President of the National Council and Professor of Education at Harvard); Ellsworth Augustus (National Council President);

Jack Rhey (National Director of Professional Training); and Bob Perin (National Training Representative).

Attending from the local council are Fran Peterson, (member of the White Stag Advisory Board, Scoutmaster in Chular, and member of the National Engineering Service); Ralph Herring (member of the White Stag Committee); Ferris Bagley (a retired businessman with an interest in leadership development); Bela Banathy (Director of White Stag and Director of the East Europe and Middle East Division of the Army Language School); Tom Moore (Monterey Bay Area Council Executive); Dale Hirt (President of the Monterey Bay Area Council); Paul Hood (Research Scientist at HumRRO); John Barr (Chairman of the Department of Education at San Jose State University); Joe St. Clair, (Chairman, Hungarian Department at the Army Language School on the Presidio and MBAC Training Committee) Chairman; Judson Stull; F. Maurice Tripp (Chairman, White Stag Advisory Committee and member, Boy Scout Committee, National Council, and organizer of this conference); and a few Scouts from the local council who provide personal testimony about the program. This conference marks the beginning of a long process that eventually results not only in the redesigning of Junior Leader Training for the BSA, but also a new approach to the Wood Badge Adult Scouter Training Plan. The San Mateo County Council joins the program, and a total of 80 Scouts participate. The 1964-65 director is Fran Peterson.

## **1965**

This is the first year in which the three-phase/three-level program is presented. The National Council selects the training of Scoutmasters in Wood Badge as the first area of national application of the White Stag Leadership Development design. The application is designed by Banathy, Perin and Larsen.

## **1967**

The Wood Badge program is laboratory tested in June at Schiff Scout Reservation in New Jersey and at Philmont Scout Ranch, New Mexico.

## **1967-77**

Leaders of the Mexican Scout movement ask Banathy to guide them in the adaptation of the White Stag program concept. In 1968, Salvador Fernandez, Director of Training of the World Bureau of the Boy Scouts, visits the White Stag Camp at Pico Blanco. Appointed to the subcommittee of the Interamerican Scout Committee, Banathy participates in three Interamerican Train the Trainer events in Mexico, Costa Rica, and Venezuela. He assists their national training teams in designing leadership development by design programs.

## **1968**

The National Leadership Development Project is formally established for the purpose of continuing experimentation and developing a program suitable for nation-wide application. This program is implemented by John Larson, advised by a committee chaired by Bela Banathy. They also establish the goal of infusing the principles inherent in White Stag, including that of "leadership development by design," into the national training program.

An experimental Wood Badge course (#25-2, Fort Ord, California, January and February, 1968) is conducted by the Monterey Bay Area Council. The course director is Joe St. Clair; the course evaluator, F. Maurice Tripp. It is one of five councils that have been selected by National council for field testing of the revised Wood Badge program.

## **1969**

The Boy Scout World Bureau (Geneva, Switzerland) publishes a paper by Banathy under the title, "Leadership Development," Scout Reference Paper #1. This paper is instrumental in spreading the philosophy of White Stag to Scout organizations outside the United States. Banathy makes a

presentation of “Leadership Development by Design,” at the Helsinki, Finland conference of the worldwide Scout movement.

In the meantime, the “Monterey Bay experiment,” attracts interested observers and participants from councils in California and other states. This marks the beginning of long and fruitful cooperation with many Scouts and Scouters from outside the Monterey Bay Area Council. The National Council is determined to expand leadership development within the five test councils. The Rockefeller Brothers Fund is approached and underwrites continued experimentation and evaluation into 1970.

#### **1971**

More than 800 young men ages 13-17 experience the “leadership development by design,” program at Philmont. The National Council commits to a national program.

#### **1972**

The leadership development concept is fully integrated into the national Wood Badge curriculum and is represented in every course conducted that year.

#### **1974**

The National Council publishes the Troop Leader Development Staff Guide (No. 6544), which credits White Stag with its origins (pages 91-92). This program is now mandated for use by every council in the United States.

#### **1979**

The National Council publishes the Junior Leader Training Conference Staff Guide (No. 6535), to replace the TLD Staff Guide and “also provide the Scoutcraft skills experiences of Brownsea Double Two” This revision dilutes the previous emphasis on the leadership competency curriculum and on the training troop experience.

#### **1980-1996**

Since 1980, the White Stag program has continued in essentially its original form. It is sponsored by the White Stag Association and Explorer Post 122 of the Monterey Bay Area Council.

In 1990, Bela Banathy returned to Hungary, as the country achieved its freedom. As a member of the Hungarian Scout Association Abroad, he helped restart the Hungarian Scout Association. Hungary was the first country formerly of the Soviet block to win readmission to the World Scout Conference.

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Adapted from In Pursuit of the White Stag: A Design for Leadership — Staff Training Sourcebook  
Copyright © 1981, 1984, 1994, 1996 Brian Phelps. Joe St. Clair and Bela Banathy made  
significant contributions to this record.