



# Junior Leader Training Conference Staff Guide



# **Junior Leader Training Conference Staff Guide**

## **Boy Scouts of America**

# Preface

The junior leader training conference has gone through many adjustments over the years to meet the changing needs of youth. Its principle function, however, to help Scoutmasters by training their top boy leaders in the skills of leadership, has not changed.

This new training program differs significantly from previous editions. For instance, the organization of the troop has changed considerably since this program was last revised. Also, more sophisticated troop junior leader training programs have been introduced for Scoutmaster use. And probably the greatest change comes with initiation of concepts from the Ethics in Action program developed by the Viking Council in Minneapolis, Minnesota, and the Center for Youth Development and Research of the University of Minnesota. Presentation of leadership skills and several other key program activities have been supplemented with opportunities for participants to reflect on these experiences under the guidance of trained youth staff. Most Scoutcraft skills are now taught using a cooperative model aimed at improving the learning process by including all participants.

A new staff training and development process has been designed to give the staff a deeper understanding of youth development. The program provides the youth staff with hands-on experiences in observing group and individual behavior and in developing the skills necessary to successfully "process" experience through reflection.

The final ingredient of this new program enhances the relationship between the youth leaders and the Scoutmaster of their home troop. This includes an orientation program for Scoutmasters conducted before the conference and a joint program for course participants and their Scoutmasters conducted several days after the close of the conference.

Thanks to Lew Orans and the youth staff of Pine Tree, the junior leader training conference conducted by the Viking Council, for the many hours of testing and refinement that have gone into this new program. Thanks also to the Center for Youth Development and Research of the University of Minnesota for helping us understand and implement the Ethics in Action concepts. And thanks to the dozens of Scoutmasters and junior leader training conference course directors for their input into this new *Junior Leader Training Conference Staff Guide*.

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# Introduction

The junior leader training conference is a **week-long** experience conducted by the local council to give junior leaders a meaningful experience in Scouting that will enhance their knowledge and create a deeper understanding of their roles and responsibilities as leaders.

## Conference Objectives

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The conference has six specific objectives:

- 1 To give participants the confidence and knowledge to run the troop program
- 2 To give participants a working knowledge of the eleven skills of leadership and help them relate these skills to their troop responsibilities
- 3 To give participants the opportunity to share ideas and experiences with Scouts from other troops
- 4 To create an atmosphere where Scouts will experience Scouting at its best
- 5 To enhance the relationship between the participant and his Scoutmaster
- 6 To have fun

We must always remember that the training of junior leaders is the responsibility of the Scoutmaster. This conference is designed to support, not replace, the Scoutmaster's role in the training process. Each Scout who attends will do so as a representative of his home troop and will wear the uniform and insignia of his home troop.

## Who Attends?

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The junior leader training conference will focus on training the top boy leader in the troop, the **senior patrol leader**. Participants do not have to be serving currently in the role of senior patrol leader, but should have the skills and abilities to do so in the future. Each participant should be at least 13 years old and a First Class Scout. Make no exceptions in these requirements. Experience has shown that younger Scouts often lack the physical and emotional maturity to benefit fully from this experience.

# Planning the Conference

Careful planning is vital to the success of any activity. In planning the junior leader training conference, consider the following elements:

## Deciding to Conduct a Junior Leader Training Conference

Currently, 66 percent of local councils conduct a week-long junior leader training program. If your council does not have a junior leader training program, the first step is to make a commitment to have one. This usually is done by the council committee responsible for leadership training. The course Scoutmaster would be selected and recruited by this council committee, with the approval of the local council Scout executive.

## Location and Dates

Most councils find it practical to operate this conference at the council's resident camp. It is most often scheduled before or after the normal camp season, but it may be scheduled at another time of the year, depending on the circumstances of your council. Because troops need junior leaders during their resident camp, it is not recommended that the junior leader training conference be held during the council's resident camping operation.

## Conference Name

Councils are encouraged to select an appropriate name for the junior leader training conference to give it local identity. Names such as Golden Acorn, Pine Tree, White Stag, Polaris, Silver Moccasin, Big Horn, and The Challenge are currently in use. A council may develop its own patch for the conference. A standard embroidered Junior Leader Training emblem, No. 00089, and an 8" × 10" Junior Leader Training Certificate, No. 34546, are available through the national Supply Division.

## Planning Calendar

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A sample backdating calendar follows. It will serve as a guide as you develop a master calendar for your council's conference.

## Junior Leader Training Conference Planning Calendar

### Backdate Item

#### (Days)

- 360 The committee responsible for training determines that the course will be held. Course dates and location are confirmed and placed on the council calendar.
- 300 The conference Scoutmaster is recruited.
- 240 The conference assistant Scoutmaster(s) is (are) recruited.
- 240 The conference Scoutmaster and assistant(s) meet to review the conference guide, develop the conference budget, develop the conference promotion plan, and begin staff selection.
- 240 Recruiting of youth staff begins.
- 210 The conference budget is approved and the fee set.
- 210 The conference promotion materials are prepared.
- 180 Youth staff members are recruited.
- 180 Conference promotion materials are mailed to Scoutmasters. Respond to participants and Scoutmasters as registrations are received.
- 120 Promotion letters are sent to the head of the chartered organization and the chairperson of the troop committee.
- 120 Staff orientation is completed.
- 120 Promotion team begins personal contact with troops.
- 120 Equipment lists are prepared, the menus set, and the orders placed.
- 90 The first staff weekend is completed.
- 60 The second staff weekend is completed.
- 60 Check conference registration. If registration has not reached the objective, follow up with uncommitted troops.
- 60 Begin printing appendix information for distribution at the conference.
- 30 The third staff weekend is completed.
- 30 Printing is completed, materials are sorted, and equipment is delivered to the conference location.
- 30 The Scoutmaster preconference orientation is completed.
- 3 The staff arrives for the preconference period.
- 0 The junior leader training conference opens.
- +7 The junior leader training conference closes.
- +21 The Scoutmaster postcourse application session is completed.
- +30 All financial matters are completed, equipment is returned, and thank-yous are sent.
- +30 The conference Scoutmaster's report is submitted to the council committee responsible for leadership training.

**Note:** This calendar is not comprehensive. It should be expanded and adjusted as needed.

## Staff Selection

Details of staff organization, responsibilities, and training begin below. The selection of the best qualified staff is vital to the success of this conference. Only the most qualified Scouters and youth leaders should be considered. The Scoutmaster of the conference should have served recently as a Scoutmaster and have the skills and abilities outlined in the position description found in the brochure, *Selecting Quality Leaders* (No. 18-981).

## Promotion

The council and district committees responsible for leadership training must see that the conference is adequately promoted. The key to successful promotion is personal contact with each Scoutmaster to point out the advantages of junior leader training for the senior patrol leader or candidates for this position. Troops are encouraged to pay the conference fees for these junior leaders. Remember that when Scoutmasters register Scouts to attend this conference, they also have the responsibility to attend a preconference training session and a postconference application session. A sample promotion letter is in the Appendix and promotion steps are included in the planning calendar. Of course, one of the best ways to convince Scoutmasters of the worth of this conference is by simple word-of-mouth from previous successful conferences.

## Council Staff Adviser

The Scout executive should appoint a member of the professional staff to serve as adviser to the conference. The adviser will serve as liaison with the council service center, the camp, and suppliers.

## Budget and Fees

A budget for the conference should be prepared as soon as plans are firm. Refer to the budget outline ("Training Event Budget Worksheet and Report") in the Appendix. The budget will determine the conference fee. The budget needs to be approved by the council. Sound business practices must be followed in administering the conference. All funds and financial details should be handled in accordance with the standard accounting procedures of the local council.

## Conference Troop Organization

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The ideal conference troop is made up of four seven-member patrols. If your conference troop does not meet these specifications, consider these suggestions:

1. Patrols should have six to eight members. Six is the minimum needed to accomplish basic tasks.
2. At least four patrols are needed. If more than six are expected, consider organizing two troops.
3. Some councils operate more than one conference troop at a time and include a conference coordinator to work with the Scoutmasters. They operate only one commissary for all troops.

## Conference Staff

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When the size of the conference troop has been established, the important task of staff selection must begin. The council committee responsible for leadership training should select and recruit the conference Scoutmaster. The Scoutmaster in turn should recruit assistants and, with their help, the youth staff. Take care to keep this staff fresh. Each year make an effort to replace at least 50 percent of the staff with new members. The conference Scoutmaster should change at two-year intervals.

## Staff Organization

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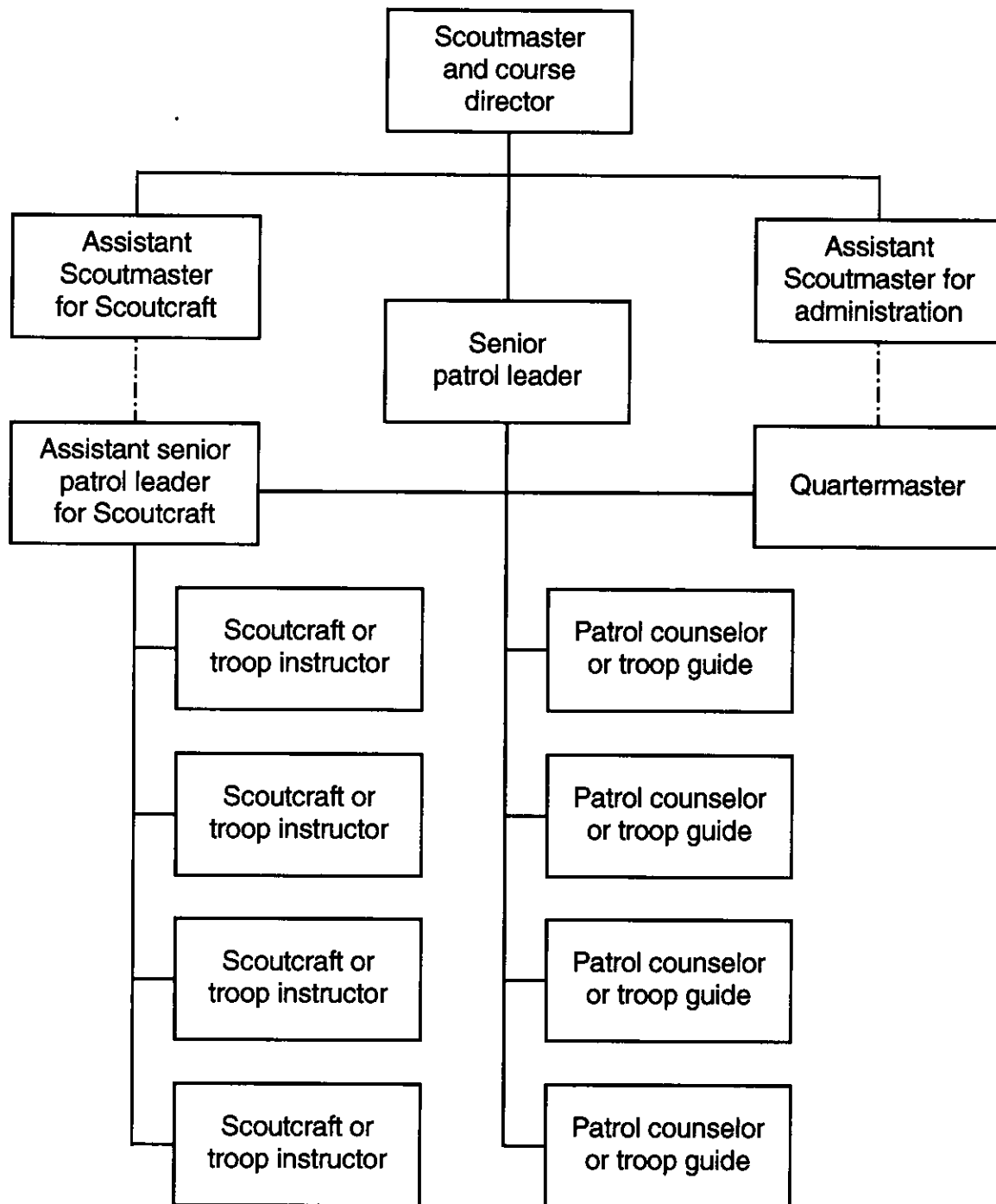
The model staff for a four-patrol troop consists of a Scoutmaster and two assistant Scoutmasters, one senior patrol leader, an assistant senior patrol leader for Scoutcraft with one troop or Scoutcraft instructor per patrol, one patrol counselor or troop guide per patrol, and a troop quartermaster. In circumstances where commissary and quartermaster functions require the addition of one or more quartermasters, consideration should be given to appointing the senior youth as an assistant senior patrol leader. In larger courses (six to eight patrols), an assistant senior patrol leader for patrol counselors should be added to the staff.

It should be noted that the role of Scoutcraft instructor was added to the staff organization to ensure a logical distribution of duties and to allow sufficient time and staff resources for proper presentation of both leadership and Scoutcraft activities during the conference. By expanding the staff, the number of leadership skills presented by individual staff members may be balanced by their other duties, including evaluation of participants.

A staff organization chart for a standard four-patrol troop is shown in the next section. Use this as a guide as you organize your staff.



# Staff Organization



# Staff Position Descriptions

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## Scoutmaster

The conference Scoutmaster should have the same qualities of leadership as any good troop Scoutmaster. The brochure, *Selecting Quality Leaders*, lists these qualities and gives some helpful hints on recruiting quality leaders for your course. The conference Scoutmaster should have had recent experience as a Scoutmaster and be familiar with council programs. Since the basic purpose of this conference is to teach leadership skills, the conference Scoutmaster should have completed Boy Scout leader Wood Badge training.

The Scoutmaster's responsibilities include the following:

- Agreeing to conduct the conference as outlined in this conference manual
- Recruiting quality adult and youth staff
- Conducting a minimum of five staff training experiences before the conference
- Conducting a preconference orientation session for Scoutmasters who have not completed Wood Badge training and an "application" session for home Scoutmasters and their junior leaders after the conference
- Working closely with assistant Scoutmasters to ensure their effectiveness in their staff assignments
- Serving as adviser to the senior patrol leader as he provides guidance to the course youth staff
- Conducting the leadership skill session on *Setting the Example*
- Conducting the *Problem Solving Workshop* and the session on *Communicating with Adults*
- Conducting two reflection periods with each patrol

## Assistant Scoutmasters

The assistant Scoutmasters should have the same qualifications as the conference Scoutmaster. You must have at least one assistant Scoutmaster to comply with the Boy Scouts of America's youth protection guidelines; it is highly recommended that you have two.

Responsibilities of the assistant Scoutmaster for administration include the following:

- Serving as backup for the conference Scoutmaster
- Handling the administrative details of the conference
- Working directly with the quartermaster in the management of the commissary, equipment, and conference supplies
- In cooperation with the staff adviser and quartermaster, arranging for all purchases of food, equipment, and supplies needed for the conference
- Ensuring that all printed materials for distribution are prepared and available
- Supporting the Scoutmaster in conducting two reflections with each patrol
- Participating in all staff training sessions

Responsibilities of the assistant Scoutmaster for Scoutcraft instruction include the following:

- In conjunction with the assistant senior patrol leader, ensuring that all equipment and supplies are secured and that adequate preparation has been made for all skill presentations

- Supporting the assistant senior patrol leader in coordinating all troopwide activities, including troop campfires and the outpost hike
- Participating in all staff training sessions

## Senior Patrol Leader

The senior patrol leader should have served successfully as a troop senior patrol leader and have completed the council junior leader training conference. It is desirable that he complete the National Junior Leader Instructor Camp, held each summer at Philmont Scout Ranch, before serving in this staff role.

The senior patrol leader's responsibilities include the following:

- Serving as the youth leader of the conference
- Working closely with troop guides to ensure their effectiveness in their staff assignments
- Conducting the daily troop assembly and patrol leaders' council meeting
- Using the skill of effective teaching, teaching the assigned leadership skills
- Conducting the model patrol leaders' council meeting, leading the patrol and troop initiative games and reflections, conducting troop meetings, and helping with the adventure trail and other assignments
- Presiding at daily course staff meetings
- Participating in staff training

## Assistant Senior Patrol Leader

The assistant senior patrol leader should have all the qualifications of the senior patrol leader. Additionally, he should have above-average knowledge of Scoutcraft skills.

Responsibilities of the assistant senior patrol leader include the following:

- Working with youth staff members assigned to teach Scoutcraft skills to ensure that all equipment and supplies are secured and that adequate preparation has been made for the skill presentations
- Serving as coordinator of all troopwide activities including troop campfires, the adventure trail, and the outpost hike
- Conducting the Presentation Plans and Making Presentations sessions

## Scoutcraft or Troop Instructors

The qualifications for a troop instructor are the same as in the troop. The instructor should have the knowledge and ability to teach a variety of Scoutcraft skills.

The troop instructor's responsibilities include the following:

- Working under the leadership of the assistant senior patrol leader
- Serving as a consultant to patrols and to the staff on Scoutcraft skills
- Assisting with the physical arrangements for troop campfires, troop assemblies, and troop meeting facilities
- Assisting with the adventure trail

- Using the skill of effective teaching, providing instruction for all Scoutcraft skills and assigned leadership skills presentations

While they are not necessarily assigned to a specific patrol for all campcraft and Scoutcraft activities, it is strongly recommended that the staff include one troop or Scoutcraft instructor for each patrol in the conference.

## Patrol Counselors or Troop Guides

The position of the guide or patrol counselor is similar to the troop guide position in the troop. He should have a good background in Scoutcraft skills, have successfully served as a troop guide, and have completed the council junior leader training conference.

The patrol counselor or troop guide's responsibilities include the following:

- Relating directly to the patrol to which he is assigned; assuming the role of friend and big brother
- Serving as adviser to each patrol leader to ensure success in his assignment
- Using the skill of effective teaching, teaching the leadership skills of knowing and using the resources of the group, understanding the needs and characteristics of the group, controlling group performance, and one other as assigned by the senior patrol leader
- Carrying out a functional responsibility as assigned by the senior patrol leader
- Assisting the assistant senior patrol leader in the Presentation Plans and Making Presentations sessions
- Conducting the Scoutcraft skills presentation
- Participating in staff training

## Quartermaster

The course quartermaster must have an eye for detail, an interest in neat and orderly procedures, and a strong sense of responsibility coupled with a desire to be helpful. Service as a troop quartermaster is beneficial.

The quartermaster's responsibilities include the following:

- Working closely with the assistant Scoutmaster responsible for the conference physical arrangements
- Receiving, properly storing, preparing, and issuing all conference equipment and supplies
- Receiving, properly storing, and issuing all food supplies
- Operating the conference trading post
- Using the skill of effective teaching, presenting the quartermaster station on the orientation trail, as well as any other leadership skills presentations
- Participating in staff training

# Staff Development

"Scouting is not an abstruse or difficult science. Rather it is a jolly game if you take it in the right light. In the same time it is educative, and, like Mercy, it is apt to benefit him that giveth as well as him that receives."

—Baden-Powell

Preface to *Aids to Scoutmastership* (1920)

## A Safe Haven

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The junior leader training conference is a special place. After months of careful preparation we present Scouting at its best. The conference "rules" are familiar—the Scout Oath and Scout Law, the motto, the slogan, and the Outdoor Code.

Your goal is to create a safe haven at the conference, a place where everyone feels physically and emotionally secure. There are several ways to do this:

- Set the example by always behaving as a Scout should. Live the Scout Oath and Scout Law each moment of each day to the best of your ability.
- Refuse to tolerate any kind of inappropriate put-downs, name-calling, physical aggression, or hazing.
- Communicate acceptance of each participant and staff member through expressions of concern for them and by showing appreciation whenever possible.
- Create an environment based on learning and fun. Seek the best from all the participants and strive to help them achieve it.

## Purpose

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The purpose of staff development is to form a team to conduct the conference. The staff is part of the troop, and all members of the staff should come to realize that their most important responsibility is to see that each participant has the opportunity to learn and grow. The staff should strive to present Scouting at its best.

Staff development activities are designed to help set the tone for the conference. They should provide each staff member with a clear understanding of the program, methods, and skills presented. Planning, preparation, and practice will help ensure a top-notch experience for each conference participant.

Thorough preparation during staff development will give the staff time to work individually with participants and patrols in meeting the overall objectives of the conference. However, take care not to overtrain the staff so that the conference itself becomes anticlimactic.

# Objectives

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The objectives of staff development are

- To develop the knowledge, skills, and attitudes of staff members to enable them to run a successful conference where participants experience Scouting at its best
- To include each individual in the group's effort, developing group spirit in an atmosphere of learning and fun
- To create an atmosphere of friendship and fellowship, charged with the spirit of Scouting, that will carry staff members through the most difficult challenges
- To set a high standard by always adhering to the principles of the Scouting movement

## Staff Roles

At the conclusion of the staff development process, all staff members should be able to

- Explain the objectives of the junior leader training conference
- Explain the phrases *Scouting is a special place* and *safe haven* in terms of each Scout's experience at the conference
- Explain the role of the junior leader training conference staff
- Explain their specific roles and relate them to the responsibilities of other conference staff members
- Know their jobs and all assignments (leadership skills, program activities, etc.)

## Knowledge of Leadership Skills

During the staff development process, staff members should

- Gain experience in applying the eleven leadership skills to improve their understanding of the skills
- Gain the ability to use these skills through practice
- Make an effort to use the skills on their own
- Become comfortable using the skills before the conference
- Commit to applying their knowledge of leadership skills during the conference to gain experience in all eleven skills

By the end of the staff development process, staff members should understand the eleven leadership skills. All staff members should be able to

- Explain each skill and its major points in their own words
- Be comfortable with their understanding of the skills
- Help others reach their level of understanding
- Be open to improving their understanding through practice

# Knowledge of the Reflection Process

During staff development, each staff member should

- Develop skill in observing behavior
- Develop skill in formulating questions for leading reflections
- Practice leading and participating in reflections

By the end of the staff development process, staff members should understand the reflection process and the leader's role. All staff members should

- Explain the reflection process and the leader's role
- Know the resources available for leading reflections
- Lead reflections on assigned activities
- Commit to applying their knowledge during the conference by helping participants gain a greater understanding of the experience and to enhance their own experience and understanding

## Staff Development Process

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All staff preparation for the conference must be completed during the staff orientation meeting, the three staff development sessions, and the preconference period. The sessions included in this staff guide form the core of staff training. Time has been allowed to adapt additional materials and activities based on local conditions and staff training needs. Materials for the three weekend sessions are arranged by weekend, but the actual agenda for each session may be developed by the Scoutmaster and senior patrol leader based on local conditions (use the Staff Meeting Agenda form found in the Appendix).

## Weekend Meetings

Weekend meetings in a familiar Scout setting allow the staff to get to know each other. Weekends provide ample time for learning and preparation, for planning and practice. The actual setting for the junior leader training conference is the best place to prepare for the conference. It is a place for fellowship and friendship, for campfires and songs. The weekend sessions should bring the staff together and set the tone for the conference.

With a weekend schedule, it is important to set aside time for each participant to meet religious obligations. Where appropriate, an interfaith service is a worthwhile addition to the program.

## Reflection Process

The reflection process is critical to creating a safe haven—a “special place” where everyone can experience Scouting at its best. Reflection adds much to staff development and to the conference. Learning about reflection during the three weekend workshops, and through other reflections conducted by the Scoutmaster during staff development, will build the skills, confidence, and commitment of the staff. The well-spent time devoted to these activities will contribute to achieving the objectives for reflection during the conference. These objectives are

- To help participants learn from their conference experiences and make sense of what they learn (to reinforce the teaching process of experience and discovery)
- To communicate to participants the staff's respect for them as individuals through sincere interest in their thoughts and feelings

- To increase the staff's awareness of the status and progress of patrols and individual participants by getting direct feedback on their understanding of and reactions to conference activities

Familiarity with the reflection process will help staff members in their own goal setting and evaluation, and in developing the skill to counsel others. Reflection also is useful in reinforcing an understanding of leadership skills and the process of leadership.

## Role-Playing Activities

Role-playing is a fun way to increase staff members' understanding of the practical application of leadership skills. It moves them from theory to realistic situations. It also gives them an opportunity for creativity and the time to work closely with other staff members.

## Leadership Skill Presentations

These are more than opportunities for staff members to rehearse. The objectives of these practice sessions include developing poise and self-confidence, improving staff members' knowledge, and working together as a group with a common goal using each other as a source of constructive criticism. The summary sessions by the Scoutmaster are critical to tie all these things together. Be careful not to give this effort simple lip service. The goal is to prepare the staff to teach the leadership skills effectively. Always view this goal from the perspective of the participants. Remember, for teaching to be effective, learning must take place. Focus on the staff members' *understanding* of the skill. Do not aim for a well-trained corps of parrots. These presentations need not be polished as long as understanding is present, the effort is sincere, and learning takes place.

## Scoutcraft Activity Rehearsals

Too often, under the pressure of time, junior leader training conference staffs take Scoutcraft activities and skills for granted. To deliver a quality program to each participant, it is important that each program and Scoutcraft event be planned and tested in advance. This involves more than a schedule and a list of equipment. You should rehearse the orientation trail, the outpost demonstration, the adventure trail, and all other Scoutcraft activities. Critique these in the same manner as you do the leadership skill presentations.

## Functional Meetings

Functional meetings have been scheduled as part of the staff development process to provide time to prepare for the administrative details of the conference, for logistics, and for other program activities not covered as part of Scoutcraft rehearsals and leadership skill presentations. A well-planned registration system on opening day can help win the confidence of participants and the Scoutmasters and parents bringing them to camp. First impressions are important. All details of the quartermaster's job and commissary operation should be covered. Prepare agendas for all staff meetings and patrol leaders' council meetings in as much detail as possible. Prepare campfire plans and rehearse songs, stunts, and skits to be presented by the staff.

## Staff Meetings and Assignments

In addition to the planned activities, the staff should meet formally during each session of staff development. This will set a working pattern for staff meetings to be held during the conference. Staff meetings will help build your team and develop the staff's decision-making and problem-solving skills. The formal staff meeting should be used to apply planning skills to practical aspects of the conference and to apply evaluation skills to work in progress. The conscious use of these skills will build staff members' confidence in the practical value of the skills and help staff develop a positive attitude toward their use.



# Staff Development Process Highlights

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## Before the Staff Orientation Meeting

Before the staff orientation meeting

- Complete the staff application and staff commitment.
- Read the staff guide.
- Review the schedule and select preferred assignments.

## Staff Orientation Meeting

At the staff orientation meeting, ensure that the following items are covered.

- Staff self-introductions
- Objectives of staff development
- Objectives of the junior leader training conference
- Conference assignments and functional team meetings

## First Staff Development Meeting

At the first staff development meeting, the following activities will be covered.

- Leadership skill role-playing activities
- Functional team meetings
- Reflection workshop: Introduction to Reflection
- Effective teaching skills
- Scoutcraft and program activity preparation

## Second Staff Development Meeting

- Leadership skill role-playing activities
- Scoutcraft and program activity preparation
- Leadership skill presentations and evaluations
- Functional team meetings
- Reflection workshop: Leading the Reflection
- Review of the conference schedule

## Third Staff Development Meeting

- Preliminary arrangements at the conference site
- Scoutcraft presentations and critiques
- Leadership skill presentations and evaluations
- Scoutcraft skill activities
- Reflection workshop: Observation and Reflection
- Functional team meetings

## Preconference Period

- Site setup
- Scoutcraft and program activity dress rehearsals
- Commissary, program equipment, and opening-day preparations
- Final review of schedule and assignments
- Leadership skill presentation dress rehearsals
- Staff dedication ceremony

# Before the Staff Orientation Meeting

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## Staff Understanding and Commitment

Each youth staff member should be sent a staff application to be completed and approved by his parents and his Scoutmaster. To emphasize the importance of active participation in staff development, ask the staff member to sign a staff agreement similar to the following.

"On my honor as a Scout, I promise that I will live faithfully according to the Scout Oath and Scout Law during the junior leader training conference. I will represent my troop with honor and do all I can to set an example in knowledge, skills, and attitude as a staff member of the conference. I have reviewed the requirements and training schedule for junior leader training conference staff. I understand the time commitment involved and the high standards set for staff members. I am prepared to do my best."

## The Staff Guide

As soon as staff members are selected and have accepted, send each a copy of the staff guide. Ask them to read the guide from cover to cover, then read it again. Ask each staff member to make notes of areas unclear to him and to list the sessions he would like to present.

Ask staff members to pick a first and second choice of functional assignment. Have them bring their notes and the staff guide to the staff orientation meeting.

## Schedule

Provide a schedule with all dates for staff activities. Each staff member should verify that he can attend all meetings and can devote the time and effort to fulfill his responsibilities. Staff members should alert the Scoutmaster of any conflicts.

## Staff Orientation Meeting

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Opening	Senior patrol leader (5 min.)
Welcome and introductions	Scoutmaster (10 min.)
Initiative game	Scoutmaster (30 min.)
Reflection	Scoutmaster (10 min.)
Discussion of objectives	Scoutmaster (20 min.)
What is the junior leader training conference?	Scoutmaster (20 min.)
A special place	Scoutmaster (20 min.)
Assignments	Scoutmaster (15 min.)
Refreshments	Quartermaster (5 min.)
Questions and answers	Scoutmaster (10 min.)
Final remarks—Reflection	Scoutmaster (10 min.)
Closing	Senior patrol leader (5 min.)
Adjournment	Scoutmaster

The purpose of this 2½-hour meeting is to get the staff together, set the tone for staff development, and make all initial assignments. The meeting is conducted by the Scoutmaster.

**Opening** Have everyone to stand and ask a youth staff member to lead the group in the Scout Law.

**Introductions** Each staff member introduces himself to the group (name, age, rank, troop and community, troop office, year in school, etc.).

**Initiative Game** Play "Height Alignment." (See the "Game Plan" in the Appendix of this manual.)

**Reflection** Lead a reflection starting with the questions suggested in the game plan. Additional questions might include "How can we apply what we learned from this game in our work together as a staff? How can we apply what we've learned to working with participants in the conference?"

**Objectives of the Conference** This is an opportunity for each staff member to share his understanding of the objectives of the conference and of the staff development process. The Scoutmaster should lead the discussion in an informal way and encourage each staff member to participate. Do not make this a test on the syllabus and don't let it become a lecture. Seek a statement of objectives in the Scout's own words.

State that the overall question to be answered is: "Why are we here?" (Write this on a flip chart.)

Ask the group: "In your own words, what are some of the objectives of the junior leader training conference?"

Write the answers on a flip chart. After you have gotten answers from the group, note similar answers together and briefly summarize. Try to keep the summary in the Scouts' language, but feel free to add one or two objectives in your own words.

Refer to the statement of junior leader training conference objectives on page 1 of this staff guide and compare with your responses. Discuss these with the group and come to a general agreement on the objectives.

**Objectives of Staff Development** Ask: "What are the objectives of staff development? What should we try to accomplish before the start of the conference?"

Follow the process outlined above. Refer to the objectives of staff development on pages 11 and 12 of this staff guide. Seek general agreement on these objectives.

State that as we work together during staff development we should all keep these objectives in mind. They will be discussed again, and your ideas and understanding will be refined.

## **Break**

Take a 5-minute break, and then regroup.

## **What Is the Junior Leader Training Conference?**

The Scoutmaster covers the following:

State that the role of the conference staff is to provide leadership, communicate knowledge, share experience, and set an example.

The staff is not an elite group. They must strive to make each participant feel comfortable and at ease with every staff member.

## **Daily Schedule**

To provide an overview of the conference, review the daily schedules. Refer to the schedule for each day and highlight the major activities.

- Leadership skill presentations
- Scoutcraft activities and skill events
- Campfires, assemblies, etc.

Thumb through the staff guide to resolve any questions. (**Note:** Each staff member should have received a copy of the staff guide before the orientation meeting.)

## **Conference Assignments**

Review the duties of staff leadership positions and staff members' acceptance of their responsibilities. Staff members agree on functional assignments.

Review presentations and activities and staff members' acceptance of their assignments. Each staff member enters these on the daily schedule.

## **A Special Place**

Ask the group for suggestions on what we mean by the phrase "The junior leader training conference is a special place." (Show a flip chart or poster with the words *JLTC Is a Special Place*.) Accept their suggestions and then review the following. Ask several members of the staff to read the statements aloud to the group.

The junior leader training conference is a special place. After months of careful preparation, we present Scouting at its best. The rules are the ones we know well—the Scout Oath and the Scout Law.

We create a safe haven in Scouting, a place where everyone should feel physically and emotionally secure. We do this in several ways:

- We set the example for ourselves and others by always behaving as Scouts should. We live the Scout Oath and Law each moment of each day, to the best of our abilities.
- We refuse to tolerate any kind of inappropriate put-down, name-calling, or physical aggression.
- We communicate our acceptance of each participant and each other through expressions of concern for them and by showing our appreciation whenever possible.
- We create an environment based on learning and fun. We seek the best from each participant, and we do our best to help him achieve it.

## **Creating a Safe Haven**

Point out that creating a safe haven is best accomplished by example. Your attitudes, your example, and your expectations will set the tone.

## **Assignments**

Regroup after the functional meetings. The Scoutmaster reviews assignments for the first staff development weekend session:

- Study each presentation assigned and plan how it is to be carried out.
- Study each activity assigned and plan how it is to be carried out. Follow the recommended planning process and bring a written plan, list of resources, and list of alternatives to the next session.

## **Refreshments**

Take a 5-minute break for refreshments. Use the time to answer any individual questions.

## **Questions and Answers**

Ask for questions. Use the opportunity to clarify information that applies to the entire staff. Defer any personal questions until after the meeting.

## **Final Remarks and Reflection**

The Scoutmaster closes the meeting with a few questions reflecting on the materials covered during the orientation.

Tell the group that you are going to take a few minutes in closing to talk about your goals as a staff as you prepare for the conference. Ask the following questions:

- What do you see as our major challenges in staff development?
- What do you think you can each do to make the conference a success?

Thank the staff members for their participation and their commitment. Adjourn the meeting.

# First Staff Development Weekend Session

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## Friday

Arrival

Opening

Senior patrol leader (7:30 p.m.)

Briefing on leadership skill role-playing activities

Scoutmaster (7:40 p.m.)

Prepare leadership skill role-playing activities

All (8:00 p.m.)

Cracker barrel

Quartermaster and assigned staff (10:00 p.m.)

Taps

All (10:30 p.m.)

## Saturday

Breakfast and cleanup

Quartermaster and assigned staff (8:00 a.m.)

Reflection Workshop I:

Introduction to Reflection

Scoutmaster (9:00 a.m.)

Present leadership skill role-playing activities

As assigned (11:00 a.m.)

Lunch and cleanup

Quartermaster and assigned staff (12:30 p.m.)

Outdoor game with staff

Senior patrol leader (1:15 p.m.)

Present leadership skill role-playing activities

As assigned (2:00 p.m.)

Program activity preparation

Functional teams (3:00 p.m.)

Scoutcraft skill activities

Senior patrol leader (4:30 p.m.)

Dinner and cleanup

Quartermaster and assigned staff (6:00 p.m.)

Detailed review of conference

Scoutmaster (7:30 p.m.)

Functional team meetings

Functional teams (8:45 p.m.)

Campfire

Campfire emcee (9:15 p.m.)

Taps

All (10:30 p.m.)

## Sunday

Breakfast and cleanup	Quartermaster and assigned staff (8:00 a.m.)
Interfaith service	Designated staff (9:00 a.m.)
Effective Teaching	Senior patrol leader (9:30 a.m.)
Assignments and questions	Scoutmaster (10:15 a.m.)
Reflection	Scoutmaster (10:45 a.m.)
Adjournment	Scoutmaster (11:00 a.m.)

Conducted by the Scoutmaster, this weekend session should include the following activities:

## Leadership Skill Role-Playing Activities

Role-playing activities offer a fun way to increase staff members' understanding of the practical application of leadership skills. Role-playing moves them from theory to realistic situations. It also offers an opportunity for creativity and time for staff members to work together.

### Preparation of Role-Playing Activities

Staff members break into teams and prepare a 5- to 10-minute role-playing activity based on an assigned leadership skill. These need not be the skills they have been assigned for presentations. The role-playing activity should present actions and behaviors that demonstrate the important points of the leadership skill in action. Although the conference staff guide may be used for preparation, the role-playing activity should not be an *explanation* of the skill, but rather an *example* of the application and use of the skill. It should not be a leadership skill presentation, but a demonstration of the skill in action.

Role-playing activities should focus on Scouting situations to keep the action close to home. For example, if the assigned skill is planning, the team might role-play the planning of a troop project. Team members would play out each step of the process. They need not use the textbook language. "Well, guys, how are we going to build this lean-to for our survival campout next month?" is more natural than "Okay, guys, let's consider the task."

While creativity and humor are welcome, urge staff members to focus on the message they are to deliver, that is, what is this skill all about? How would this skill be applied in the "real" world? What do I see here that shows me the skill is being used properly?

Role-playing teams of three or four members work best. Try to cover all eleven leadership skills during the first two staff development weekend meetings. With a small staff, you might do only two or three skills at a time, and then break into different teams and assign each team another skill. With a large staff,

some skills may be repeated over the two sessions. That's fine. The key is to increase everyone's understanding.

The preparation of role-playing activities is scheduled on the night before they are to be delivered. This gives staff members an opportunity to plan together and to get to know each other better.

## **Presentation of Role-Playing Activities**

Each team presents its leadership skill role-playing activity. Limit each role-playing activity to no more than 10 or 12 minutes.

After each role-playing activity, the Scoutmaster leads a brief review (5 to 7 minutes). The entire staff should participate. Keep the review positive and make it a learning experience for all involved. Questions after each role-playing activity might include

- What were the main points we saw in this role-playing activity?
- Were all the key points covered?
- Which points do you think were missed? How could they be included?
- What did you like best about the presentation?
- Are there points in this skill that are difficult to understand? What are they?
- Will those points be difficult to get across to the Scouts at the conference?
- What can we do to make those points clearer?
- Would you like another shot at this skill role-playing activity?
- What would you do differently?

Be sure to thank each team as it finishes its presentation. Reinforce this courtesy with the staff at the end of every discussion by thanking everyone for their input. This will put the group at ease and lessen everyone's nervousness at standing up in front of you and their peers while presenting their role-playing activities.

Take a short break after three role-playing activities. When the group reassembles, comment briefly on how things are going. Be supportive. Mention the points that the audience should watch for—evidence of the key points of a skill in action. Ask the audience to note the behaviors they see that really help them understand the skill.

At the end of all role-playing activities in each session, the Scoutmaster should sum up by asking several questions:

- What did you see in these role-playing activities that really caught your attention? Why?



- What did you learn about leadership skills from these role-playing activities? (If you think some particularly helpful or effective points were made in the presentations, cite them as examples.)
- Do you understand these skills better now? What particular points?
- How can you use this knowledge in preparing and presenting your assigned leadership skills?

Thank staff members for their efforts, the entertaining dramas presented, and their active participation.

## Reflection Workshop I: Introduction to Reflection

### Learning Objectives

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

- Explain the four steps of the model for reflection
- Explain the types of questions used in leading a reflection
- Explain the use of a game plan
- Lead a reflection on an initiative game or cooperative activity

### Materials Needed

Flip charts (prepared), easel, and markers

Handouts: "A Model for Reflection" and "Leading the Reflection;" "Using Games and Skill Events," and "Game Plan" (See "A Guide to Reflection" in the Appendix.)

### Preparation

Before the workshop, prepare flip charts, games, equipment, and questions.

### Play a Game

Have the group play "All Aboard." (See the "Game Plan" in the Appendix.)

### Reflect on the Game

Using the questions in the game plan, lead a reflection with the group. Begin by asking: "What was the purpose of this game?"

### Understanding Reflection

Make the comment: "We just played a game. What was different about what we did afterward?"

Look for a response that leads into a discussion of reflection (e.g., "We talked about the game after we finished"). If no one uses the specific term, identify the process as *reflection*. Ask: "Why do we reflect?"

Write the group's answers on the flip chart. Look for answers that touch on understanding, learning, etc.

Ask: "What was the first question I asked the group when we finished the game?" ("What was the purpose of this game?")

## A Game with a Purpose

Make the point that years ago, when Baden-Powell first developed his scheme for Scouting, he described Scouting as "a game with a purpose." Tell the group:

"That's what we just did. We played a game. The objective was simple—to all get on a two-foot by two-foot platform. But the purpose was more than that. We talked about many things, the least of which was getting on the platform. We learned from our experience, and by talking about it, we gained a better understanding of what we learned. That applies to the game we played. It also applies to the game of Scouting."

## A Model for Reflection Four Steps

Point out that the reflection process is not haphazard. It is organized into a series of steps to help guide the process. We call these steps a *model for reflection*. There are four steps.

Display the flip chart and present each step to the group as outlined below.

### *A Model for Reflection:*

- Discuss what happened.
- Make a judgment.
- Generalize the experience.
- Set goals.

Use the flip chart to highlight each point.

**Discuss what happened.** Begin by directing open-ended questions towards specific incidents. For example:

Who took the lead?

What did he do that made him a leader?

How did decisions get made?

**Make a judgment.** Next, ask the group to decide if what happened was good or bad. Try to focus on good things first. Direct attention to specific skills. For example, you might ask

"What was good about the way decisions were made?"

Then ask: "What didn't work so well about the way decisions were made?"

**Generalize the experience.** Again, direct open-ended questions toward specific incidents. Try to get the group to see the connection between the game or activity and other troop experiences.

Ask: "How could we use the ideas we learned today in our troop?" Be as specific as you can: "How can we use what we learned about decision making in our troop? Or at our patrol leaders' council meetings?"

To relate the experience directly to the staff, you could ask: "How can we use what we learned about decision making in our work as a staff?"

**Set goals.** To bring the reflection process to a close, try to get group members to set goals based on what they have learned. Begin with the positive.

Ask: "What skills did you use today that you'd like to keep using?"

Then ask: "What things do you need to change to work together better?"

**Summarize.** Distribute the handout "A Model for Reflection" (reproduce from "A Guide to Reflection" in the Appendix). That's the process—now, how do you do it?

## Leading the Reflection

**Introduction.** Display the flip chart listing the three steps in the process:

1. Lay the ground rules.
2. Facilitate the discussion.
3. Ask thought-provoking questions.

**Lay the ground rules.** Point out that when you started to talk, you laid some ground rules:

- We sit where we can see each other.
- We agree not to interrupt or make fun of each other.
- There are no put-downs.
- There is no such thing as a stupid answer.
- You are free to keep silent if you wish.

**Facilitate the discussion.** Make the following points:

Our role is to facilitate the discussion. *Facilitate* comes from the word *facile*, meaning "easy." To facilitate means to make

something easy. So our role is to make the discussion or reflection go more easily.

As a leader, you should avoid the temptation to talk about your own experiences.

Reserve judgment on what the participants say.

Encourage them. Help the discussion get going, then let the participants take over with limited guidance from you.

If you describe what you saw, be sure your comments don't stop the participants from adding their own thoughts.

Above all, be positive. Have fun with the activity and with the reflection.

**Ask thought-provoking questions.** In reflection, we try to use questions that ask the participants to think about their experiences. The following types of questions are useful:

- Open-ended questions
- Feeling questions
- Judgment questions
- Guiding questions
- Closing questions

**Open-ended questions** avoid yes and no answers. Examples are "What was the purpose of the game?" and "What did you learn about yourself?"

**Feeling questions** require Scouts to reflect on how they feel about what they did. For example: "How did it feel when you started to pull together?"

**Judgment questions** ask Scouts to make decisions about things. For example: "What was the best part?" or "Was it a good idea?"

**Guiding questions** steer Scouts toward the purpose of the activity and keep the discussion focused. For example: "What got you all going in the right direction?"

**Closing questions** help Scouts draw conclusions and end the discussion. For example: "What did you learn?" or "What would you do differently?"

Display a flip chart page headed *Thought-Provoking Questions*.

### **Open-Ended Questions**

Write *Open-Ended* on the flip chart. Ask: "Why are open-ended questions important and what do they do for the participant?"

Look for the following responses:

- They help Scouts to think about their own ideas rather than relying on what they believe the leader wants to hear.
- They help Scouts take responsibility for their own behavior and learning.

### **Feeling Questions**

Write *Feeling* on the flip chart. Ask: "Why are feeling questions important and what do they do for the participant?"

Look for the following responses:

- They help Scouts talk about their feelings and be honest with each other.
- People who can talk about their feelings are usually more sensitive to the needs of others.
- Feeling is a part of thinking. If you can understand your feelings you can generally think better.

### **Judgment Questions**

Write *Judgment* on the flip chart. Ask: "Why are judgment questions important?"

Look for the following response:

- They help Scouts decide what is good or bad.

### **Guiding Questions**

Write *Guiding* on the flip chart. Ask: "Why are guiding questions important?"

Look for the following response:

- They direct the discussion to specific issues.

### **Closing Questions**

Write *Closing* on the flip chart. Ask: "Why are closing questions important?"

Look for the following response:

- They help Scouts set goals and make decisions.

Distribute a copy of the "Leading the Reflection" handout (from the Appendix) to each staff member.

### **Some Important Points**

**Leadership style.** Ask: "Do you notice anything special about the approach the leader takes in leading a reflection?"

Look for the following responses:

- The leader helps participants figure things out themselves rather than just telling them.

- The leader *guides* more than *directs*.
- The staff is more concerned with the individual than with the task.

Emphasize the point that you are helping participants learn how to make sense of experiences, solve problems, make decisions, and work together themselves, rather than letting them depend on the staff for all the answers. And as you learn the process, this will apply to the staff as well.

**Important points about reflection.** Make the following points about reflection:

- Reflecting on an activity should take no more than 10 to 15 minutes.
- The more you do it, the easier it becomes for both you and the participants.
- Remember that the purpose of the game is often much more significant than the game itself.
- Remember that the value and the values of Scouting often lie beneath the surface.
- Reflection helps ensure that these values come through to participants.

Now tell the group: "With all the theory behind us, let's put it to work ourselves."

## Application

**Play a game.** Have group members play the game "Traffic Jam." (The "Game Plan" is in the Appendix.) Explain that they will play the game and then reflect on it as a group. Give the senior patrol leader a copy of the game plan and have him set up the game.

**The group reflects.** Make sure each member of the group has a copy of the handouts "A Model for Reflection" and "Leading the Reflection." Set up the reflection, step aside, and let them ask questions on their own.

The Scoutmaster should observe carefully. The senior patrol leader should feel free to ask some of the questions on the game plan but he should not try to take the lead or control the process.

**Reflecting on reflection.** Ask the group the following questions:

- How did you feel about running the reflection yourself?
- What did you learn from the process?
- How do you think we can use what we learn in our work together as a staff?

- How do you think we can use this process with the participants at the junior leader training conference?

**Using initiative games.** Ask the group: “What makes initiative games unique?”

Look for the following responses and note them on the flip chart:

- They focus on problem solving and challenges.
- They’re fun.
- They have a specific goal or objective.
- They must be talked about for maximum effect.
- Initiative and cooperative games can be highly competitive but the competition is structured to a standard or goal that everyone can reach for.

**Leading games.** Ask: “What do leaders need to know before they play these games?”

Look for the following responses:

- Equipment and facility needs
- What the rules are
- How to play safely
- What issues are raised
- What questions should be asked in reflection

**The game plan.** Hand out copies of the “Game Plan” (from the Appendix) and review the information required to prepare for game leadership.

**Initiative games.** Ask the group: “Are there similarities between the characteristics of these games and other Scouting experiences?”

- Scouting is a game with a purpose.

Can we do other Scouting activities using these principles? How? Discuss.

**Some final thoughts.** Write the following points on the flip chart. Discuss briefly.

- KISMIF (Keep it simple, make it fun.)
- Reflection is Scouting, not psychotherapy.
- Reflection—talking about experience—adds a dimension of understanding.
- Reflection builds on learning. It helps each of us grow in knowledge, skills, and attitude.

**A game with a purpose.** Turn to the final page of the flip chart and remind everyone of B-P's words:

"Scouting is a game with a purpose."—Baden-Powell

## Outdoor Game with Staff

Take a break during the weekend (Saturday after lunch) for a wide game or fun outdoor activity.

## Scoutcraft Activity Preparation

Functional teams meet to refine details for these activities and then present results to the entire staff:

- Orientation trail
- Outpost demonstration
- Adventure trail

## Scoutcraft Skills

Schedule this time for staff members to work on developing their own Scoutcraft skills. Have the senior patrol leader review the Personal Resource Questionnaires (from the Appendix) for the staff. In teams or small groups, try to match staff members who can teach a skill with those who need help. Spend time on the basics before moving to the more advanced skills to be used in the conference. Highly skilled staff members can use this opportunity to practice their presentation skills and the use of effective teaching.

## Functional Meetings

Functional teams meet as required.

## Effective Teaching

The senior patrol leader presents the skill of effective teaching. This presentation should be prepared carefully to ensure that all teaching points are made. Urge staff members to take notes. Point out that this is the method that will be used to present all leadership skills at the conference.

## Assignments

- Staff members prepare their assigned leadership skills for presentation; draw charts on note paper as a first draft.



- Staff members prepare materials relating to functional assignments and to Scoutcraft activities.

## Reflection on the Weekend

The Scoutmaster leads a reflection on the weekend's activities. The following questions are a starting point.

- How did it go this weekend?
- What did you learn?
- What did you learn about each other?
- What did you learn about yourself?
- How do you think we can use what we have learned to help make our staff development more successful?
- How can we use what we have learned to make the conference successful?

Thank staff members for their participation and adjourn.

# Second Staff Development Weekend Session

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## Friday

Arrival

Evaluating leadership skill presentations

Scoutmaster (7:30 p.m.)

Prepare role-playing activities and leadership skill presentations

Staff (8:00 p.m.)

Cracker barrel

Quartermaster and assigned staff (10:00 p.m.)

Taps

All (10:30 p.m.)

## Saturday

Breakfast and cleanup

Quartermaster and assigned staff (8:00 a.m.)

Reflection Workshop II: Leading the Reflection

Scoutmaster and assistant (9:00 a.m.)

Leadership skill presentations and critiques

Staff (10:00 a.m.)

Lunch and cleanup

Quartermaster and assigned staff (12:30 p.m.)

Outdoor game with staff

Senior patrol leader (1:15 p.m.)

Leadership skill presentations and critiques

Staff (2:00 p.m.)

Program activity preparation

Functional teams (4:00 p.m.)

Dinner and cleanup

Quartermaster and assigned staff (6:00 p.m.)

Role-playing activity presentations

Staff (7:30 p.m.)

Campfire

Campfire emcee (9:00 p.m.)

Cracker barrel

Quartermaster and assigned staff (10:00 p.m.)

Taps

All (10:30 p.m.)

## Sunday

Breakfast and cleanup

Quartermaster and assigned staff (8:00 a.m.)

Interfaith service

Designated staff (9:00 a.m.)

Scoutcraft skills

Designated staff (9:30 a.m.)

Assignments and questions

Scoutmaster (10:30 a.m.)

Reflection

Scoutmaster (10:45 a.m.)

Adjourn

All (11:00 a.m.)

(**Note:** On Friday night, plan the Saturday campfire. Be sure to provide for a nonsectarian service if the meeting runs through Sunday.)

Conducted by the Scoutmaster, this weekend session should include the following activities:

## Leadership Skill Role-Playing

Preparation, presentation, and discussion of role-playing activities should follow the pattern described for the first staff development weekend session.

## Reflection Workshop II: Leading the Reflection

This workshop is led by the Scoutmaster, assisted by other adult leaders.

### Materials Needed

Handout: "Use of Reflection During the Conference" (See "A Guide to Reflection" in the Appendix.)

### Review

Using the handout, the Scoutmaster reviews the guidelines for leading a reflection. Two staff members are selected to lead a reflection. They will observe while remaining staff members participate in the game "Human Ladder." (**Note:** The leaders may be selected by asking for volunteers. If no one volunteers, the Scoutmaster should select the two Scouts who seem most ready for the challenge.)

### Play Game

Play "Human Ladder." (See "Cooperative and Initiative Games" in the Appendix.)

### Reflect

The selected staff members lead the reflection using the questions in the game plan to start. Allow 10 to 12 minutes for the reflection. The Scoutmaster should stand aside, observe, and not enter the discussion. Give the responsibility to the staff members and let them do their best.

### Discuss

After the reflection, the Scoutmaster should join the group and ask the following questions:

- How did you feel about participating in the reflection?
- What was the most difficult part of participating? The easiest?
- How did you feel about leading the reflection?
- What was the most difficult part of leading? The easiest?
- What did you learn in this reflection that would help you in leading a reflection on your own?

Tell the group: "Let's try it again and see what we can do."

## **Play Another Game**

Play the "Tangle Knot."

## **Reflect**

Selected staff members lead the reflection using the questions in the game plan. As before, the Scoutmaster should stand aside, observe, and not enter the discussion.

## **Reflecting on Reflection**

After the reflection, the Scoutmaster should join the group and lead a reflection on the reflection process. Ask: "What types of questions should we use in leading a reflection?"

Look for an understanding of the types of questions described during the first weekend session in the handout "Leading the Reflection."

- Open-ended questions
- Feeling questions
- Judgment questions
- Guiding questions
- Closing questions

Ask: "Why do we ask these questions?" Try to cover each type of question. If the group cannot remember all the types, jog their memories by asking: "What about \_\_\_\_\_ questions?"

Reinforce the information covered in the first weekend workshop:

- Why do we reflect?
- How can we use reflection in conducting the conference?
- How could you use this type of activity (games with reflection) in your troop?
- What are some ways we can apply what we have learned as we work as staff members for the conference?

## **Reflection at the Junior Leader Training Conference**

Distribute the handout "Use of Reflection During the Conference."

Review the use of reflection during conference activities. Review each of the reflection activities:

- Patrol and troop games
- Reflection on leadership skills
- Reflection on pioneering projects
- Reflection on the outpost hike
- Scoutmaster reflection—Day Three

- Scoutmaster reflection—Day Six

Point out that each of these will be reviewed in some detail during the third weekend meeting and at the preconference session.

## Evaluating Leadership Skill Presentations

The Scoutmaster presents the evaluation process to be used in reviewing each leadership skill presentation. A standard format needs to be developed.

## Leadership Skill Presentations and Evaluations

Each staff member presents his assigned leadership skill presentations. Groups of four to five youth staff with one adult work well. After each presentation, each group member offers an evaluation/critique. The adult leader (Scoutmaster or assistant Scoutmaster) should keep this process moving, keep it positive, and insist that each staff member contribute to the process.

Allow no more than 15 minutes for each presentation. But make sure each presenter understands that his presentation should be paced to the time provided in the syllabus. He is not expected to finish his presentation within the 15-minute limit, but should give the group the materials that can be covered in the first 15 minutes.

The group should act as a patrol and should respond to questions and participate in any activities involved in the leadership skill.

An evaluation/critique should follow each presentation. Allow a total of 10 minutes for each evaluation. Take a short break after two or three presentations. Make sure everyone has an opportunity to present at least one skill. The agenda includes two leadership skill presentation and evaluation sessions during the weekend. If time allows, cover all the skills.

## Summary of Leadership Skill Presentations

At the end of all the leadership skill presentations for the weekend, the Scoutmaster should sum up by asking several questions, including

- What did you see in these presentations that really caught your attention? Why?
- What did you learn about leadership skills from these presentations? (If you think some particularly helpful or effective points were made in the presentations, cite them as examples.)
- Do you understand these skills better now? What particular points do you feel more comfortable with?
- How can you use this knowledge in preparing and presenting your assigned leadership skills?
- How did you feel about the process of critique and evaluation by other staff members?
- How can we make that process more effective?
- What do you like best about doing these presentations?
- What would help you the most in preparing for your next presentation?
- What do you think you will do differently in preparing your next set of presentations?

Thank staff members for the effort they put into this first round of presentations.



## Outdoor Game with Staff

Take a break during the weekend (Saturday after lunch) for a wide game or fun outdoor activity.

## Program Activity Preparation

Functional teams meet to refine details of these activities and then present results to the entire staff:

- ☆ Troop meeting plan
- ☆ Outpost hike
- ☆ Patrol and troop games

## Scoutcraft Skills

Schedule this time for staff members to develop their own Scoutcraft skills. Use the guidelines from the last meeting. The more-skilled Scouts can use this opportunity to practice their presentation skills and the use of effective teaching. Consider having the staff do a quick evaluation of these presentations, similar to those for leadership skills.

## Conference Schedule

Review the day-by-day conference schedule. Check all assignments, preparations, materials, and equipment. Encourage staff members to raise any questions they may have.



## Assignments

Make assignments for the next weekend meeting.

## Reflection on the Weekend

The Scoutmaster leads a reflection on the weekend's activities. The following questions are a starting point.

- How did it go this weekend?
- What did you learn?
- What did you learn about each other?
- What did you learn about yourself?
- How do you think we can use what we have learned to help make our staff development more successful?
- How can we use what we have learned to make the conference successful?

Thank staff members for their participation and adjourn.

# Third Staff Development Weekend Session

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## Friday

Arrival

Prepare role-playing activities and leadership skill presentations

Staff (8:00 p.m.)

Cracker barrel

Quartermaster and assigned staff (10:00 p.m.)

Taps

All (10:30 p.m.)

## Saturday

Breakfast and cleanup

Quartermaster and assigned staff (8:00 a.m.)

Reflection Workshop III: Observation and Reflection

Scoutmaster and assistant Scoutmaster (9:00 a.m.)

Leadership skill presentations and critiques

Staff (11:00 a.m.)

Lunch and cleanup

Quartermaster and assigned staff (12:30 p.m.)

Outdoor game with staff

Senior patrol leader (1:15 p.m.)

Leadership skill presentations and critiques

As assigned (2:00 p.m.)

Scoutcraft skill activity

As assigned by senior patrol leader (4:00 p.m.)

Program activity preparation

Functional teams (4:30 p.m.)

Dinner and cleanup

Quartermaster and assigned staff (6:00 p.m.)

Scoutcraft activity presentations

As assigned (7:30 p.m.)

Evaluation of Scoutcraft presentations

Staff (9:15 p.m.)

Campfire

Campfire emcee (9:30 p.m.)

Cracker barrel

Quartermaster and assigned staff (10:15 p.m.)

Taps

All (10:30 p.m.)

## Sunday

Breakfast and cleanup

Quartermaster and assigned staff (8:00 a.m.)

Interfaith service

Designated staff (9:00 a.m.)

Scoutcraft skills

Designated staff (9:30 a.m.)



Final assignments

Scoutmaster (10:30 a.m.)

Reflection

Scoutmaster (10:45 a.m.)

Adjourn

All (11:00 a.m.)

(**Note:** On Friday night, plan the Saturday campfire. Be sure to provide for a nonsectarian service if the meeting runs through Sunday.)

## Conference Setup

If possible, hold this third staff development weekend session at the conference site. This will allow some initial setup including

- Selection of the meeting area, assembly area, activity areas, staff campsite, patrol campsites, campfire areas, etc.
- Coordination by the assistant Scoutmaster and team with camp personnel on administrative matters
- Inspections by the Scoutmaster and team of outpost sites, natural history routes, pioneering materials, and other program details
- Some initial setup of equipment, flagpoles, etc., if time allows

If the session cannot be held at the conference site, these setup activities can be completed during the pre-conference period.

This weekend session should include the following activities.



## Reflection Workshop III: Observation and Reflection

This workshop is led by the Scoutmaster, who is assisted by other adult leaders.

### Good Questions

The Scoutmaster explains that one thing people find difficult about leading reflections is asking “good” questions. One way to improve this skill is through practice, so today everybody will be given an opportunity to observe, to develop questions, and to lead part of a reflection.

### Materials Needed

Handout: “Observation of Group Activities” (from the Appendix)

### First Round

Split the staff into two groups. The first group, the “players,” will play a game while the second group, the “observers,” observes.

Separate the players from the observers. (Ask the players to stand to one side while you meet briefly with the observers.)

Distribute the “Observation of Group Activities” handout to the observers. Assign each observer one or two categories of questions to watch for and point out the sample questions. Emphasize that these are sample questions. The observers should watch the



players' activity carefully and try to develop two or three questions about what actually happens.

Avoid any question directed at an individual. Instead of asking "Why did you become the leader, John?" try asking "How did the group pick a leader?" or "How was leadership decided?"

## **Play a Game**

The Scoutmaster sets up the game and the game is played. (Select a game from the Appendix.)

## **Set Up the Reflection**

At the end of the game, the Scoutmaster begins the reflection by asking the group to sit together and reminding them of the guidelines for reflection. The Scoutmaster then steps out of the group and asks the first observer to take over and ask questions. The Scoutmaster should not be part of the group during this process but should step away and observe.

## **Observers Lead the Reflection**

Each observer asks his questions and leads the discussion. Each observer should feel free to follow up. Each should have about 3 to 5 minutes and then should turn the reflection over to the next observer.

## **Close the Reflection**

When the last observer has finished, the Scoutmaster should rejoin the group and close the reflection with one or two questions, such as:

- What did you learn from this game?
- What did you like best about the game?
- What would you like to do differently?

## **Second Round**

Repeat the process. The observers trade places with the players. Follow the instructions under "First Round." Distribute the hand-out "Observation of Group Activities," and brief the new observers.

## **Summary**

At the end of the second round, the Scoutmaster brings the two groups together and leads a reflection on the workshop.

Questions might include

- What did you learn about observation in these two activities?
- How is this important in setting up a reflection?
- What leadership skills can you use in preparing to lead a reflection?
- Why is observation important?

- How can you use this skill in your job at the conference?

Point out that thoughtful observation of behavior is a key to success in leading reflections. Using the approach worked with today will give staff members much information with which to develop "good" questions.

Thank staff members for their participation and enthusiasm.

## Leadership Skill Presentations and Evaluations

Continue the process from the second weekend. Make sure everyone has an opportunity to present at least one skill. If needed, schedule two presentation sessions during the weekend.

## Summary of Leadership Skill Presentations

At the end of all the leadership skill presentations for the weekend, the Scoutmaster should sum up by asking several questions, including

- What did you see in these presentations that really caught your attention? Why?
- What did you learn about leadership skills from these presentations? (If you think some particularly helpful or effective points were made in the presentations, cite them as examples.)
- Do you understand these skills better now? What particular points do you feel more comfortable with?
- How can you use this knowledge in preparing and presenting your assigned leadership skills?
- How did you feel about the process of critique and evaluation by other staff members?
- How can we make that process more effective?
- What do you like best about doing these presentations?
- What would help you the most in preparing for your next presentation?
- What do you think you will do differently in preparing your next set of presentations?

Thank staff members for the effort they put into this round of presentations.

## Program Activity Preparation and Functional Meetings

Functional teams meet to refine the details of these activities and then present results to the entire staff:

- Campfire planning
- Troop assemblies and patrol leaders' council meetings
- Scoutcraft activities (final plans, equipment, and materials)

Develop a list of all announcements and key agenda items based on activities planned for each day.

## Scoutcraft Activity Presentations

Run through each Scoutcraft activity with the entire staff. Present skills and detail each game or contest to ensure that all staff members understand the activity and their role. Make this a serious field test. Play the games. See how they work.

## Scoutcraft Skills

Schedule this time for staff members to develop their own Scoutcraft skills. Use the guidelines from the first weekend meeting. The more-skilled Scouts can use this opportunity to practice their presentation skills and the use of effective teaching. Consider having the staff do a quick evaluation of these presentations, similar to those conducted for leadership skills.

## Outdoor Game with Staff

Take a break during the weekend (Saturday after lunch) for a wide game or fun outdoor activity.

## Preparations for Preconference Period

- All leadership skills prepared; charts, etc., prepared; everything ready for dress rehearsal
- All other materials and activities completed

## Reflection on the Weekend

The Scoutmaster leads a reflection on the weekend's activities. The following questions are a starting point.

- How did it go this weekend?
- What did you learn?
- What did you learn about each other?
- What did you learn about yourself?
- How do you think we can use what we have learned to help make our staff development more successful?
- How can we use what we have learned to make the conference successful?

Thank staff members for their participation and adjourn.

# Preconference Period

The entire staff should arrive at the conference site by noon of the third day before the conference opening. The Scoutmaster should develop a schedule for this period based on the local situation.

## Preconference Activities

Include the following items in the preconference schedule:

- Site setup.
- Commissary organization, ready to make first issues.
- Preparation of all program equipment.
- Arrangement of opening-day details (registration, medical review, swim checks).
- Leadership skill presentations and critiques dress rehearsals. Those skills to be presented to a patrol can be presented in small groups. Skills to be presented to the whole troop should be presented to the entire staff.
- Program preparation dress rehearsals.
  - Adventure trail
  - Orientation trail
  - Outpost demonstration
  - Morning assembly (flag ceremony)
  - Opening campfire
  - Closing ceremony
- Final review of daily schedules and all assignments.
  - Agendas for patrol leaders' council meetings (senior patrol leader)
  - Agendas for staff meetings (Scoutmaster and senior patrol leader)

## Final Reflection on Staff Development Process

The Scoutmaster leads a final reflection session the evening before the conference begins. Staff members should reflect on how far they have come in preparing for the conference and learning about each other. Questions might include

- Have we met our goals for staff development?
- What are the most important lessons we should bring to the conference? For ourselves? For the participants?
- What have we learned about each other?
- What do each of you as staff members see as the most important tasks ahead of us in the next week?
- What can we do to ensure that we hang together during the tough times?
- What can we do to ensure that we reach all participants, that they know we care?
- What else can we do to make sure each participant sees Scouting at its best?

A short staff dedication ceremony is suggested for the evening before the participants arrive. This might be conducted as part of a campfire and would include a simple rededication to the Scout Oath and Scout Law and a commitment by all staff members to do their best for each participant in the conference. A sample ceremony is included in the Appendix ("Staff Preconference Closing Ceremony").

# Managing the Conference

Skillful management of a training conference is seldom noticed since everything runs so smoothly. A slipup in management, however, can cause great confusion. And it's the little things that are often the most important. Everybody usually can understand and cope with the big disaster, but they can't understand why there's no pepper in the food issue or how somebody could have forgotten thumbtacks for the bulletin board.

## Tips on Management

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The secret of good planning is *living the experience in advance*. Now is the time to think your way through the conference—day by day—and live it in advance. Then you'll know what you need, where you'll need it, how you'll use it, how the Scouts will like it, and what you'll do with it when you're done.

## Menus

Suggestions for menus and cooking instructions are included in this conference guide. Many council camps already have menus for patrol cooking and these should be used for the junior leader training conference. Some adjustments may be needed for the outpost hike and the feast.

If it is necessary to develop special menus for the conference, consult the council camping director, who has many resources available. If menus are to be designed for the conference, see that only one item in each meal's menu will require any detailed preparation.

## Equipment

A suggested personal equipment list is in the Appendix. The equipment needed for the various projects is also listed in the Appendix. A master equipment list should be prepared based on the needs of your council. This list then should be broken down by days to be sure materials are available when and where needed.

## Supplies

Large quantities of paper are required for the conference. In addition, some simple office supplies will be needed. All materials for distribution to participants are provided in the Appendix in camera-ready form. The council service center can recommend the best and least expensive method of reproduction of these materials. Be sure the reproductions are good quality.

## Trading Post

A trading post with minor items works well for the conference. Opening the trading post from 7:20 to 7:45 each evening should be adequate. Be sure postcards and stamps are available.

## Mail

Provide a box for outgoing mail. Be sure participants are given the proper address for the conference. Incoming mail should be sent to the Scout's patrol with the next food issue.

## Telephone

A telephone should be available for emergency and business use only. Give the emergency number to parents. Pay phones, if available, may be used for personal calls.

## Worship Service

Provision should be made for an interfaith worship service if the conference schedule includes a Sunday. An evening interfaith vesper service is included in the Day One plan in case Scouts missed their own morning worship service. Provision should be made for Scouts to attend a service of their own faith if their denomination requires it. Often this requirement can be met as they travel to or from camp.

## Uniforms

Since the conference must support the role of the Scout in his home troop, he should be encouraged to wear the uniform of the home troop. The only requirement is that it be worn correctly. Temporary emblems of offices held during the conference can be pinned to the uniform or worn as arm bands. Each participant should be issued a conference neckerchief for use during the week.

Staff uniforms should follow the same standards. Both youth and adult staff should wear the uniform appropriate to their registered positions. No special uniform is needed. For the sake of appearance, the staff may elect to wear identical headgear.

During the conference, care should be taken to preserve the cleanliness of Scouts' uniforms and ensure their comfort. It is suggested that complete uniforms be required only during the morning assembly, for dinner, and for evening activities. T-shirt, Scout shorts, and comfortable shoes are recommended for the busy day-time activities.

## Information to Participants

The Appendix contains sample letters to be sent to participants when their applications are received. Adapt these to the local situation.

A staff member may phone each participant before the conference to give the Scout an opportunity to discuss his questions or concerns. If patrols have been organized before the preconference period, the phone call can be made by the troop guide.

## Patrol Organization

It is recommended that patrols comprise a balance of Scouting backgrounds and experience. Separate Scouts from the same troop so they will enjoy different experiences.

Patrols are known by a color (red, white, blue, gold, green, purple, etc.) until a patrol name has been selected. Issue patrol members "colors," or ribbons to be pinned to the right shoulder seam during the conference. As soon as the patrol selects a name, the staff is to use the name rather than the color designation.

## Notebooks

Upon arrival at the conference, each participant will be issued a notebook with a basic set of course materials. These materials are found in the Appendix. Be sure all materials to be distributed at the conference are three-hole punched.

# Preparing the Home Troop Scoutmaster

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A significant step missing from previous junior leader training conference programs has been ensuring that the newly trained youth leaders have the chance to achieve their objectives, set during the junior leader training conference, in their home troops. Two major stumbling blocks existed: (1) the untrained Scoutmaster who had not had Wood Badge training and was therefore unfamiliar with the skills of leadership, and (2) the lack of communication between the newly trained youth leaders and their Scoutmaster regarding the Scout's goals and the objectives he had set for his troop.

This new junior leader training conference addresses these needs by initiating a preconference orientation for Scoutmasters who have not attended Wood Badge training, and by establishing an "application" session with the Scoutmaster and the junior leader after the close of the conference.

## Scoutmaster Preconference Orientation

The conference Scoutmaster conducts the preconference orientation for home-troop Scoutmasters. The orientation should occur about 30 days before the beginning of the conference; it should last no longer than 90 minutes. Only Scoutmasters who have not attended Wood Badge training need attend the preconference orientation. Attendance should be required for non-Wood Badge Scoutmasters before allowing their junior leaders to attend the junior leader training conference.

## Preconference Orientation Outline


### Welcome and Introductions

The conference Scoutmaster thanks the home-troop Scoutmasters for attending. All Scoutmasters should introduce themselves by name, troop number, community, and tenure in Scouting.

### Opening Comments

Scouting recognizes that Scoutmasters have the responsibility of training their own junior leaders. The purpose of the junior leader training conference is not to assume that role, but to support it. The objectives of the conference are

- To give participants the confidence and knowledge to run the troop program
- To give participants a working knowledge of the eleven skills of leadership and help them relate these skills to their troop responsibilities
- To give participants the opportunity to share ideas and experiences with Scouts from other troops
- To create an atmosphere where Scouts will experience Scouting at its best
- To enhance the relationship between the participant and his Scoutmaster
- To have fun



A major emphasis of the conference will be to reinforce the Scout's role in his home troop. The conference is not some special troop the Scout has joined. Rather, it simply is a training program he is attending as a representative of his troop.

## **Review Conference Schedule**

Share with the home-troop Scoutmasters the program in which their Scouts will be participating. Review the conference schedule summary.

## **Conference Content**

The conference will deal with two broad subject areas. The first is an exposure to some exciting Scoutcraft skills. The skills taught in this conference are not basic Scouting skills. That is one reason Scouts must be of First Class rank to attend. The skills taught in this conference will be new to most Scouts. This is a great opportunity for the home troop, too, since the junior leaders will bring back notebooks filled with skill ideas to help their troop.

The second area involves an understanding of the eleven skills of leadership. The principal objective of Wood Badge training is to teach the eleven skills of leadership. The conference Scoutmaster should explain to the home-troop Scoutmasters that, since they have not had an opportunity to attend the Wood Badge course, we will now do a brief overview of each of these skills. This will help the Scoutmasters in working with their junior leaders after they return from the conference. (After reviewing these skills, the Scoutmasters will understand why Scouts must be at least 13 years of age to attend the junior leader training conference.)

Review the skills of leadership using the "Leadership Skills Highlights" in the Appendix of this conference guide. Give each Scoutmaster a set.

## **Goals and Objectives**

Each junior leader attending the conference will be asked to write a set of goals he would like to achieve in his home troop. In these goals, the Scout will note specific ways he can personally apply each leadership skill to situations in his troop.

The Scoutmaster's role is critical to the success of the junior leader in implementing his goals. Explain to the home-troop Scoutmasters that help will be available. On (date within 10 days of conference close), we will conduct a conference for Scoutmasters and their junior leaders. The purpose of this conference will be to provide, in an organized way, an opportunity for Scoutmasters and their junior leaders to agree on goals and establish a series of checkpoints to monitor progress.



## **Closing Comments**

Thank the Scoutmasters for their attendance. Remind them of the next meeting (date, time, and location).

## **Scoutmaster/Junior Leader Application Session**

The application session celebrates the Scout's completion of the junior leader training conference. It should occur no later than 10 days after the conference's close. The session should last no longer than 90 minutes.

This is a great time to recognize junior leaders in front of their Scoutmasters. You might wish to save the issuing of course certificates until the end of this session. Bring the enthusiasm you had at the close of the conference to this session.

## **Application Session Outline**

### **Opening**

A rousing song would be appropriate for the opening. If there was a favorite conference song, sing it now. The course Scoutmaster should welcome everyone and comment on the success of the conference.

### **Objectives**

Remind everyone of the objectives of the junior leader training conference:

- To give participants the confidence and knowledge to run the troop program
- To give participants a working knowledge of the eleven skills of leadership and help them relate these skills to their troop responsibilities
- To give participants the opportunity to share ideas and experiences with Scouts from other troops
- To create an atmosphere where Scouts will experience Scouting at its best
- To enhance the relationship between the participant and his Scoutmaster
- To have fun

Review the objectives for this session:

- To provide an opportunity for the junior leader to share his personal troop goals with his Scoutmaster
- To allow the junior leader and his Scoutmaster to agree on a set of troop goals
- To have the junior leader and Scoutmaster agree on a series of checkpoints to monitor the junior leader's progress in implementing his goals

## **Leadership Skills and Personal Goals**

Review each leadership skill and the types of goals that may have been set. Have junior leaders volunteer some goals they have set. Be sure to clarify how the goal fits the particular leadership skill being discussed.

Junior leaders review their personal goals with their Scoutmaster. Scoutmasters should add their input. Perhaps the goal is not clear, or maybe the Scoutmaster feels another goal should be added. This is the chance for the junior leader and the Scoutmaster to "buy into" the same set of goals. Once goals are agreed on, the junior leader and Scoutmaster should agree on a time frame for the completion of these goals and write these dates on the junior leader's goals. (The Scoutmaster should make a copy of the junior leader's goals after the session.)

## **Closing**

This is a good time to involve Scoutmasters in recognizing their junior leaders. Have each Scoutmaster assist in the presentation of course certificates. You might design a pledge that the Scoutmaster and the junior leader take as part of this closing. Make it something they will remember.

# Conducting the Conference Using the Eleven Skills of Leadership

One of the principal purposes of the junior leader training conference is to show Scouts how to use the skills of leadership. Therefore, it's important that the staff set the best possible example in using these skills. Here are some suggestions.

## Understanding Needs and Characteristics

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The staff must be prepared to accept each participant as he is, then help him to improve his leadership abilities. A Personal Resource Questionnaire is sent to each Scout as soon as he registers for the junior leader training conference. The information he returns can be helpful in knowing his background and experience and in determining how he can be helped. The Personal Resource Questionnaires should be reviewed by each staff member, with particular attention by the troop guides/patrol counselors.

Each Scout is asked to wear the proper uniform. His rank, position, badges, and emblems will tell much about him. He is proud of what he's earned. Also, his uniform will be "read" by his fellow patrol and troop members. This helps establish his status and credibility.

## Knowing and Using Resources

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A wealth of resources is available to the staff. Staff members should be alert to the resources of the participants themselves. If it is discovered that a participant has an area of expertise, he certainly should be used as a consultant or resource for an activity.

## Communicating

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Good training must involve good communications. The staff should strive for total communication. People are fearful and unsure when they don't know what is happening and what's going to happen. Send a one-page program schedule to each Scout before the conference and post the daily schedule on the troop bulletin board. Scouts can understand the need to change a schedule, but they won't understand why the staff is treating what's going to happen as some sort of secret.

Attempting to pass all information only through the patrol leader at the patrol leaders' council meeting is poor communication. The patrol leader, of course, must be the principal source of information to his patrol, but announcements and instructions given to the patrol leaders' council should be reinforced through public announcements and reminders.

Staff members should never use initials or acronyms. They are a poor means of communication and have no place in the program. You will note that, except for this paragraph, they are used rarely in this staff guide. Scouting terms and titles are self-descriptive: Say the words. For brevity, of course, there is no problem writing "SPL" on a chalkboard, but never refer to what you wrote as the *ess-pee-ell*. He is the *senior patrol leader*.

## Representing the Group

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Each Scout attending the conference will be representing his home troop. As such, he may have many valuable program ideas to contribute. Scouts should be encouraged to share their good suggestions with others.

Troop guides/patrol counselors represent the concepts, programs, and procedures of the junior leader training conference to patrol members. Troop guides/patrol counselors also should provide feedback from the patrols to the staff. It must be remembered that the principal representative of the patrol is the patrol leader. The troop guide/patrol counselor must reinforce this.

## Effective Teaching

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Read the presentation outline on effective teaching in this staff guide. It is vital that the participant become involved in his own learning. Note that the presentation outlines in this guide include all the elements of effective teaching. They are not in any particular order, but they're all there. It is not necessary for the participant to know that he's having a "discovery" experience; it is important that he discovers what he now knows, needs to know, and wants to know. Instructors sometimes become so involved in the process that they forget the product—a trained, enthusiastic participant.

The effective teacher creates, seeks, and finds opportunities for learning. Each staff member should strive to be a leader who teaches effectively, sets the example, communicates, evaluates, and uses all the other leadership skills. This may be a new concept for some experienced trainers. But careful evaluation of how leadership skills are actually applied has indicated this is the best route to effective results.

## Evaluating

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Effective trainers constantly evaluate their performance, the change in the participant, and what improvements are needed. Each staff member may want to fill out a Par 18 Evaluation (see the Appendix) after each activity and presentation. This is a personal decision and is not required by the Scoutmaster.

Each patrol will be evaluated daily by a member of the staff. It is important that all evaluations shared with the participants be positive and suggest how the situation could be improved and why. "The patrol's tents are droopy" is negative. "If your tent ropes are tightened daily, your campsite would look sharp," or "A good, trim tent resists rain and wind," is more desirable.

## Counseling

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The troop guide/patrol counselor will be in the key position to help participants with their problems or concerns. The troop guide/patrol counselor must recognize that he might not be the best person to counsel a Scout—the chemistry might not be right. He should always offer to arrange a meeting with another staff member.

Behavior problems should be handled as a counseling situation. The only rules for the conference are the Scout Oath or Promise, the Scout Law, the motto, the slogan, and the Outdoor Code. When a Scout breaks these rules, the staff member should be disappointed but never angry. For some Scouts, these rules are truly hard to follow. Staff members must recognize this and offer help and understanding rather than punishment. (Hint: Use the Par 18 Evaluation with a problem Scout and let him evaluate himself. Self-imposed discipline is the most effective.)

## Sharing Leadership

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As the conference progresses, more and more leadership is given to the patrols. Troop guides/patrol counselors should monitor how patrol members respond. Counseling and evaluation may be needed.

The staff should strive to ensure that every activity results in some form of success. If necessary, the staff may have to actually assume leadership to ensure success. If so, this should always be treated as a teaching-learning situation rather than as a staff takeover of the leadership role.

## Planning

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Several major manufacturing firms use the phrase *zero defects*. *Zero goofs* could be a slogan for the junior leader training conference staff. Using the six steps in planning for each activity or presentation will ensure a smooth performance. Remember, also, the technique of living the activity in advance.

When goofs occur—and they will—don't panic. Ignore it if you can, admit it and apologize if you must, but don't make a big fuss over a problem. Remember Thistlewaite's Theorem: "When you discover that you don't really know what you're doing, act like you do. Most people won't know the difference."

## Controlling Group Performance

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All junior leader training conference staffers have their own areas of control. They should carefully study the hints found in the Controlling presentation. Good control should be included in the planning of each presentation and activity. Schedule periods when instructing, helping, inspecting, and reacting can occur as a natural part of the event. And remember that the example of the leader is the most effective control technique.

## Setting the Example

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Every member of the junior leader training conference staff is under almost constant scrutiny by conference participants. It is not unusual for a Scout to adopt the walk, gestures, and speech habits of a staff member. It is simply hero worship. So the example of the staff is the most powerful instructional technique of the conference.

The staff member's example must begin with consideration for the participants. Follow the Scout Oath and Scout Law—particularly "To help other people at all times" and "A Scout is . . . helpful, friendly, courteous, kind . . ." Learn participants' names and call them by name. Greet each with a cheerful word as you encounter him in camp or on the trail. Never use such terms as "scrubs," "rookies," "wimps," "peanuts," etc., to refer to the participants. They are "Scouts," "junior leaders," "patrol members," or "participants." Avoid even the terms "student" or "learner."

A young camper described it best when he said, "I like the guys on the staff." Enough said.

# Notes on the Daily Program

These notes provide a general guide to each day's activities. Specific times and details for each day and each major activity are found in the daily schedules and program notes.

## Morning

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### Arise—6:30 a.m.

The staff sounds a wake-up signal. The quartermaster should arise in time to have perishable items ready in food boxes by pickup time.

### Patrol Cooking—6:45 a.m.

The morning food issue contains only those items needed for breakfast. Replacement staple items should be available if requested by the cooks.

### Breakfast—7:30 a.m.

Guests should report to the patrol sites about 5 minutes before mealtime. As the patrol gathers for its meal, a patrol cheer will announce that the patrol is about to dine. A patrol member offers grace. Food is served family-style with the patrol leader acting as host. The troop guide may have some announcement or reminder; this should be given after the meal is finished. Staff guests should not linger as this might delay cleanup.

### Troop Assembly—8:30 a.m. (The closing assembly will occur at 11:00 a.m. on Day Seven.)

(Adapt the following to meet local conditions.) Participants and staff gather in the assembly area for the troop assembly. In one recommended formation, the staff and patrols form a hollow square around the perimeter of the assembly field. The staff forms starting on the right. The senior patrol leader stands as patrol leader of the staff in the front row on the right of the line. The assistant senior patrol leader stands next to him, then the staff member with the Thought for the Day, and the rest of the staff in no particular order. (A diagram of this formation is in the Appendix.)

#### 1. Patrols Prepare for Assembly

Patrols proceed to the assembly area prior to assembly. The staff assembles at the staff site. The senior patrol leader sounds the horn at exactly 8:30 a.m. Patrols assemble in their assigned positions. The staff proceeds from the staff site to the assembly field in orderly fashion—singing as they go!

#### 2. Troop Called to Attention

The senior patrol leader steps forward to the center of the assembly area. He calls the troop to attention with the Scout sign and by example. The senior patrol leader turns to the assistant senior patrol leader and

then to each patrol leader in turn and receives the patrol report. Each patrol leader exchanges Scout salutes with the senior patrol leader and responds with the name of his patrol and "All present" or "(number) present and (number) absent."

When all patrols have reported, the senior patrol leader turns to the Scoutmaster, exchanges salutes, and says, "Sir, the troop is formed." The Scoutmaster responds, "Carry on."

### **3. Flag Ceremony**

The senior patrol leader steps forward and says, "Troop, at ease. The program patrol will now conduct the ceremony in honor of our nation's flag." The program patrol conducts the flag ceremony.

(Complete instructions for each flag ceremony are in the Appendix. They should be given to the program patrol when flags are returned to the quartermaster after flag lowering the previous evening.)

### **4. Morning Devotions**

The Scoutmaster steps forward without introduction, removes his hat, and leads the troop in silent prayer. The Scoutmaster says, "May we now join in silent prayer, each according to his faith." After an appropriate silence the Scoutmaster says, "Amen," and returns to his place.

### **5. Introduction of New Patrol Leaders**

The senior patrol leader asks each patrol leader in turn to introduce the new patrol leader for the day and asks the assistant patrol leader to introduce the new assistant patrol leader, giving name, rank, home troop number, home community, and position in the home troop. Discourage flowery and wisecracking introductions. The senior patrol leader says, "Old and new patrol leaders and assistant patrol leaders will now exchange symbols of office." The emblems of office are exchanged.

### **6. Patrol Leaders' Promise**

The senior patrol leader says, "Will the new patrol leaders and their assistants assemble at the flagpole flying the council flag." They approach the flag. The Scoutmaster steps forward and instructs all patrol leaders each to place his left hand on the flagpole, and all assistant patrol leaders each to place his left hand on the shoulders of his patrol leader.

The Scoutmaster gives the Scout sign and asks them to do so as well. The Scoutmaster says, "New patrol leaders, please repeat after me: I promise to do my best to do my duty as patrol leader, for the sake of my patrol, my troop, and the world brotherhood of Scouting."

The Scoutmaster then says, "New assistant patrol leaders, please repeat after me: I promise to do my best to do my duty as assistant patrol leader, for the sake of my patrol, my troop, and the world brotherhood of Scouting." The Scoutmaster says, "Two," and all drop the Scout sign. The Scoutmaster congratulates the group and has the Scouts return to their patrols.

## **7. Exchange of Service Patrol Symbol**

The senior patrol leader says, "Will the patrol leaders of the old and new service patrols please come forward." They come forward and exchange salutes with the senior patrol leader. The assistant senior patrol leader can be available to position them. The senior patrol leader says, "Please exchange the symbol of the service patrol." The leader of the old service patrol explains the totem attached to the symbol as a token of his patrol's period of service and then passes the symbol to the leader of the new service patrol with an appropriate challenge. They exchange the Scout handclasp and return to their places.

## **8. Exchange of Program Patrol Symbol**

The senior patrol leader says, "Will the patrol leaders of the old and new program patrols please come forward." They come forward and exchange salutes with the senior patrol leader. The senior patrol leader says, "Please exchange the symbol of the program patrol." The leader of the old program patrol explains the totem attached to the symbol as a token of his patrol's period of service and then passes the symbol to the leader of the new program patrol with an appropriate challenge. They exchange the Scout handclasp and return to their places.

## **9. Thought for the Day**

Without introduction an assigned staff member steps forward and reads the Thought for the Day.

## **10. Announcements and Recognitions**

Make announcements and recognitions as appropriate and as planned. During the first days of the conference pay careful attention to completing patrol flags. Special recognitions or unexpected morning program changes are also appropriate. Save routine announcements for the patrol leaders' council meeting.

## **11. Program of the Day**

The coordinator of the morning activity outlines when and where to report for the next activity.

## **12. Dismissal**

The senior patrol leader asks the Scoutmaster if he may dismiss the troop. When permission is granted, he says, "The troop is dismissed. Patrol leaders, take charge of your patrols."

## **Morning Activities—9:00 a.m.**

Morning activities generally start with a leadership skill presentation followed by Scoutcraft skills activities. Details are outlined in the schedule for each day.



## **Patrol Leaders' Council Meeting—11:30 a.m.**

### **1. Opening**

The Scout Oath is led by the selected patrol leader.

### **2. Patrol Reports**

Ask such questions as "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improvement.

### **3. Review of the Daily Program**

Cover events from now until the next patrol leaders' council meeting. Refer to the daily schedule.

### **4. Activities Assignments**

Assign activities for the patrol meeting at 1:00 p.m.

### **5. Planning Period**

### **6. Scoutmaster's Comments**

### **7. Adjourn**

**Note:** This meeting should be fast paced and decisive. It must conclude in time for lunch. The senior patrol leader's skill in controlling may be severely tested if this meeting is not carefully planned.

## **Patrol Cooking—11:30 a.m.**

Cooks pick up food for lunch and replace needed staple items.

## **Afternoon**

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### **Lunch—12:00 (noon)**

Guests report to patrol sites about 5 minutes before mealtime. As the patrol gathers for its meal, a patrol cheer announces that the patrol is about to dine. A patrol member says grace. Food is served family-style with the patrol leader acting as host. The troop guide may have some announcement or reminder; this should be made after the meal is finished. Staff guests should not linger as this might delay cleanup.

**Note:** The troop guide should check with the patrol leader on any patrol assignments to be reviewed at the patrol meeting.

### **Reflection—12:45 p.m.**

After lunch and cleanup, the patrol leader assembles the patrol for a 10- to 15-minute session led by the troop guide reflecting on a leadership skill presented earlier in the day. (A leadership skill summary is given to each patrol member. "A Guide to Reflection" is in the Appendix.)

The troop guide should leave the patrol site as soon as this activity is completed. This allows the patrol leader and the patrol to hold their meeting on their own.

## **Patrol Meetings—1:00 p.m. (or After Completion of Reflection)**

These meetings are conducted by the patrol leader in the patrol site. Information received at the patrol leaders' council meeting is shared with the patrol. The patrol reviews any assignments and begins to work on them. After the patrol meeting, members can engage in individual activities.

## **Afternoon Activities—2:00 or 2:30 p.m.**

The same notes apply as for morning activities. See the daily schedule and program notes for each activity.

## **Patrol Cooking—4:30 p.m.**

Cooks pick up food for dinner and replace needed staple items. Patrol members not involved in food preparation may engage in personal activities or patrol projects.

## **Staff Meeting—5:00 p.m.**

The staff meets for about 30 minutes to review program planning and to share information. The meeting is chaired by the senior patrol leader. All staff members should attend. They should be in complete uniform and prepared for the evening activities.

## **Dinner—6:00 p.m.**

Guests report to patrol sites about 5 minutes before mealtime. As the patrol gathers for its meal, a patrol cheer announces that the patrol is about to dine. A patrol member says grace. Food is served family-style with the patrol leader acting as host. The troop guide may have some announcement or reminder; this should be made after the meal is finished. Staff guests should not linger as this might delay cleanup.

After dinner, patrol members not otherwise occupied work on personal projects or prepare for patrol assignments.

## **Evening**

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### **Flag Lowering—7:15 p.m.**

The program patrol lowers the flags with a horn signal to call the troop to attention and a second signal when the flags are down. The flags are folded and returned to the quartermaster. Instructions for the next day's flag ceremony are obtained from the quartermaster. If they wish, patrol members may rehearse the ceremony in preparation for the morning assembly.

### **Evening Activities—7:30 or 8:00 p.m.**

Evening activities vary from day to day. They are fully covered in the notes for each day.

## **Cracker Barrel—9:45 p.m.**

The cracker barrel is prepared by the staff quartermaster. A troop cracker barrel is picked up by the service patrol. Patrol cracker barrels are secured by the patrol cooks.

## **Lights Out—10:30 p.m.**

Patrol leaders handle this for each patrol. In case of excessive noise after lights out, a quiet word from the troop guide may be needed. Quiet should be observed in camp from 10:30 p.m. to 7:00 a.m.

## **Staff Meeting**

This brief meeting is conducted by the Scoutmaster and senior patrol leader and requires careful planning. When people are tired, they tend to ramble. This should be carefully controlled. The meeting should be a fast-paced checkup on the next day. Limit subjects to those involving the entire staff. Handle planning and coordination involving individuals or small groups of staff members at another time. Keep this meeting short. Matters not covered should be deferred to a special meeting immediately following breakfast, if necessary.

# Daily Schedule—Day One

Time	Activity	Responsible	Location
6:30 a.m.	Staff arise	Scoutmaster and senior patrol leader	Staff site
7:00 a.m.	Staff breakfast	Quartermaster staff	_____
	Staff meeting	Scoutmaster	_____
8:00 a.m.	Flag raising	Staff	Troop assembly area
	Registration begins	Staff	_____
9:30 a.m.	<b>Opening assembly</b>	Scoutmaster and senior patrol leader	Troop assembly area
10:00 a.m.	<b>Orientation trail</b>	Troop instructors	As assigned
11:30 a.m.	Lunch preparation	Quartermaster staff	_____
12:00 p.m.	Fellowship and lunch	Quartermaster staff	_____
1:30 p.m.	<b>Troop assembly</b>	Scoutmaster and senior patrol leader	Troop assembly area
1:45 p.m.	Patrols proceed to patrol sites <b>Staff meeting</b>	Patrols Scoutmaster	On the trail _____
2:00 p.m.	Review of orientation trail and campsite assignments	Troop guide	Patrol site
3:30 p.m.	<b>Resources of the Group</b>	Troop guide	Patrol site
4:30 p.m.	Patrol cooking	Patrol leader	Patrol site
	Patrol site setup	Patrol leader	Patrol site
6:00 p.m.	Dinner and cleanup	Patrol leader	Patrol site
7:00 p.m.	Patrol site setup	Patrol leader	Patrol site
7:15 p.m.	Flag lowering	Staff	Troop assembly area
7:30 p.m.	<b>Vespers</b>	Chaplain's aide	Chapel
8:00 p.m.	<b>Communicating</b>	Staff	_____
8:30 p.m.	<b>Model patrol leaders' council meeting</b>	Senior patrol leader	_____
9:00 p.m.	<b>Troop campfire</b>	Staff	Campfire ring
10:00 p.m.	Troop cracker barrel	Quartermaster	_____
10:30 p.m.	Lights out	Patrol leader	Patrol sites
	Staff meeting	Scoutmaster	_____

# Staff Morning Activities

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**Leaders:** Scoutmaster and senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

The staff assembles for breakfast and the staff meeting. The Scoutmaster and senior patrol leader review all assignments for morning activities:

Staff breakfast and cleanup	Quartermaster and _____ _____
Flag raising and patrol marker setup at troop assembly area [Scoutcraft staff (2)]	_____ _____ _____
Registration area setup [Scoutcraft staff (2)]	_____ _____ _____ _____
Photo "studio" setup	_____ _____
Medical recheck facility setup	_____ _____
Registration material setup	_____ _____
Waiting activity setup	_____ _____
Final check of orientation trail	Troop instructors _____ _____
Staff inspection	Senior patrol leader (full official summer uniform with conference neckerchief, nametag, and staff hat. All insignia should be in proper order.)
Final check of physical arrangements	Assistant Scoutmaster for administration

# Registration

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**Leaders:** Scoutmaster and designated staff

**Location:** \_\_\_\_\_

## Program Notes

Staff assignments for registration:

- Traffic direction and parking
- Reception
- Registration desk
- Medical recheck (staff medical person, assistant Scoutmaster)
- Photo area
- Waiting area
- Lunch preparation

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Troop guides

Quartermaster and

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## Arrival

Scouts have been instructed to arrive no later than 8:00 a.m. Registration will start at 8:30 a.m.

## Reception

As Scouts arrive, they are greeted by staff hosts. They are shown where to leave their equipment and then escorted to the registration area.

## Registration

Staff will process Scouts through the following steps:

1. Confirm that the registration form (see the sample registration form in the Appendix) and Personal Resource Questionnaire are complete.
2. Issue each Scout an envelope with his nametag, patrol assignment form, and patrol color ribbons enclosed.
3. Issue the conference neckerchief and wearing instructions.
4. Issue the participant notebook with participant materials.
5. Direct each Scout to the "studio" for his photo.

## Photo Studio

The staff photographer will take a photograph of each participant. Scouts are then seated in the waiting area until directed to medical recheck.

## **Medical Recheck**

The staff nurse or medic and an assistant Scoutmaster will have reviewed all available medical forms prior to camp. They will meet with each Scout to review the medical form. Should any problems be noted, the Scout will consult a physician. No Scout may attend the conference without a properly completed medical form and medical recheck. Upon completion of his recheck, each Scout is directed to the waiting area for planned activities.

## **Waiting-Area Activities**

While Scouts are waiting for the conference to begin is an excellent time for them to get to know each other. Have them sit by patrols and provide some "get-to-know-you" games. Avoid idle time as much as possible.

# Opening Assembly

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**Leaders:** Scoutmaster and senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

The staff assembles at the staff site. The senior patrol leader has the horn. The assistant senior patrol leader has the program totem and the quartermaster has the service totem. Four staff members have posters for the Scoutmaster's opening remarks (see below). The assistant senior patrol leader for Scoutcraft brings the troop in and helps place the patrols (using silent signals and hand gestures only). The adult staff follows the troop and lines up.

## Welcome

The Scoutmaster steps forward and welcomes the Scouts. The Scoutmaster introduces himself and then asks staff members to step forward and introduce themselves to the assembly.

**Adult staff member introductions.** "My name is (name). I'm from (hometown). My job in Scouting is (current Scouting position) and I am your (junior leader training conference staff position) for the junior leader training conference."

**Youth staff member introductions.** "My name is (name). I'm a(n) (Star, Life, Eagle) Scout from Troop (troop number) in (hometown) and I am your (junior leader training conference staff position) for junior leader training conference camp. It's my (number) year at the junior leader training conference. My friends call me (suitable name or nickname)."

## Scoutmaster's Opening Remarks

The Scoutmaster makes opening remarks covering the following points.

"The junior leader training conference camp is a special place. When you arrive at camp, you enter an experience we hope you will find to be one of the best you have ever had in Scouting. And that is special, because everything you learn here can be passed on to the other Scouts in your troop back home.

"Each of you here represents your own home troop. You're attending the \_\_\_\_\_ Council Junior Leader Training Conference, a special program, but you have not joined a special troop. We run the training conference like a Scout troop because it's the Scouting way, and it's the most effective way to carry out the program.

"Every Scout participating in this junior leader training conference is a troop junior leader or potential leader. One purpose of the conference is to give each of you lots of good activity ideas to take back to your troop or patrol. You will also learn some important skills that will make your leadership job easier and more fun.

"There are no special rules. The Scout Oath, the Scout Law, the Scout motto, the Scout slogan, and the Outdoor Code are all that are really needed.

"At the junior leader training conference, we use the patrol method. Since 1907, when Baden-Powell tested his ideas on Brownsea Island in Poole Harbor, the patrol method has proved the best way for Scouts to work together, to learn together, and to have a good time.

"Each of you is a member of a patrol at the junior leader training conference. You should be wearing the colors of your patrol now—the shoulder ribbons you received when you signed in. Each patrol has been named for a color. You will want to give your patrol a real name.



"The junior leader training conference has four themes." (A staff member steps forward to the Scoutmaster's left with poster 1.)

**"High expectations.** We expect the best from every Scout at the conference, and you should expect the best from every member of the staff. Set your standards high and reach as far as you can. We've all made the same promise, 'On my honor, I will do my best.' And that's really what it's all about." (A staff member steps forward to the Scoutmaster's left with poster 2.)

**"Strong motivation.** We have the high expectation that each of you is here to learn to be the best he can. A strong desire to learn is really important if you are going to make the most of the junior leader training conference. In this group of Scouts and Scouters, there are years of experience and worlds of good ideas. Learn as much as you can and resolve to take home what you learn here and put it to work for you and your troop." (A staff member steps forward to the Scoutmaster's right with poster 3.)

**"True education.** There is a lot to learn at the junior leader training conference. And it's better to learn things by doing them. So, at the conference, we learn by experience, by doing things, and there will be a lot of things to do. You will also learn by observation. Watch how your staff does things—you may want to use some of the same methods in your own patrol or troop." (A staff member steps forward to the Scoutmaster's right with poster 4.)

**"Total involvement.** Jump into junior leader training headfirst. And use your head while you're at it. Get into the game of Scouting all the way. Go all out. Lead when it's time to lead and follow when it's time to follow. If you have a question, ask it; an idea, offer it; a problem, tell us about it.

"That may sound like a lot to expect. But we promise you that the more you put into your experience here, the more you will get out of the conference. So go for it.

"Baden-Powell once said that the best troop is one where real responsibility for leadership is in the hands of the Scouts. So now let me turn over the assembly to our senior patrol leader."

## Senior Patrol Leader

The senior patrol leader welcomes the Scouts to junior leader training conference camp and covers the following points.

**Quality camping.** "As participants in the junior leader training conference, we ask you to do the best quality camping you can. It's the easy way to live out-of-doors. Anybody can be uncomfortable; only good campers know how to make camping fun. The staff assumes that all of you are experienced Scout campers. We look forward to seeing what you will do with the patrol sites that will be your homes for the next week."

**Orientation trail.** "So that the conference gets off to a good start, the staff has set up an orientation trail that will show you some things to make your camp convenient and comfortable. There are five areas: (1) gracious living—that's tenting and bedding; (2) elegant dining—that's setting up your kitchen and dining areas; (3) sound utilization of fuels and "haute cuisine"—that's fire building and cooking; (4) environmentally sound organizational and personal practices—that's health and sanitation; and (5) scientific logistics, provisioning, and materials handling—that's the quartermaster."

Explain that the troop will now be dismissed and the troop guides will lead each patrol through the orientation trail.

## Dismiss the Troop

"Troop guides, please lead the patrols to their starting station on the orientation trail." Staff members (minus the troop guides) leave the assembly area to go to their assignments, singing, "Hi-ho, hi-ho, it's off to work we go."

# Orientation Trail

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**Leader:** Assistant senior patrol leader

**Location:** Patrols start at assigned station

## Program Notes

This is a five-station round-robin by patrols. The stations are set up to demonstrate sound camping techniques, point out good ideas, set standards for patrol sites at the junior leader training conference, and provide some testing of the participants' knowledge. Several stations include a skit as a highlight. Scoutcraft staff should ensure that the message of the skit is not lost in the humor, and that the questions and discussion following the skit direct the Scouts' attention by example to good camping practices. It is most important that each patrol discovers the resources available from within the patrol for the skills necessary to set up and operate an effective, safe patrol site.

Assembled patrols are dispatched to one of five stations (see below). At the end of each 25-minute station, the horn will sound and the staff at each station will send patrols to the next station. A maximum of 5 minutes is allowed to move between stations.

Keep the demonstrations moving and maintain a snappy pace. End presentations after 20 minutes even if you're not finished—do better next time. Each presentation will be made once for every patrol attending.

Stations are as follows:

**Station 1:** Tenting and Bedding with Tommy and Sly

**Station 2:** Dining Area and Kitchen with Esther Posthole

**Station 3:** Fire Building and Cooking

**Station 4:** Sanitation with Nasty Elmo

**Station 5:** The Quartermaster with the Quartermaster Himself

The rotation starts with patrols as follows:

Color	Location
_____ Patrol	Station 1—_____
_____ Patrol	Station 2—_____
_____ Patrol	Station 3—_____
_____ Patrol	Station 4—_____
_____ Patrol	Station 5—_____

Starting at the assigned station, patrols move to the next numbered station. The patrol at station 1 moves to station 2, etc. (The patrol at station 5 moves to station 1.)

## Station 1: Tenting and Bedding with Tommy and Sly

Leader: Troop instructor \_\_\_\_\_

Location: \_\_\_\_\_

Troop instructor resources: \_\_\_\_\_

At this station, there will be two tents set up next to each other. Tommy's tent will be neat and organized; Sly's tent will be a complete disaster with a cluttered floor. They have a scheduled swim time, so both prepare for the beach. Tommy finds his equipment fast with no problems, while Sly is unable to find his stuff because of the clutter in his tent. Tommy then instructs Sly on how his tent should look and what is needed and not needed.

After the skit is over, ask the participants to look over the area carefully. Do they have any questions?

### Tents

- Which tent would you prefer to sleep in? (The organized one.)
- Who knows what kind of tent this is? (If someone knows, acknowledge the answerer. If not, give the correct answer.)
- Who knows what kinds of knots are used for tent ropes? (If someone knows, acknowledge the answerer. If not, teach the bowline, two half-hitches, and taut-line hitch.)
- Why aren't the tents ditched, with a trench around them for rain? (If someone knows, acknowledge the answerer. If not, the answer is that it is a good conservation practice.)
- What are some other features of this tent site? (If someone knows, acknowledge the answerer. If not, then point out that the site is level but with slight drainage and is not in a water flow area. The sleepers' heads are at the high end.)

### Bedding and Gear

- Why do we have a ground cloth? (If someone knows, acknowledge the answerer. If not, explain that its purpose is to keep ground moisture from sleeping bags and other gear.)
- Why are the sleeping bags folded back? (If someone knows, acknowledge the answerer. If not, point out that it is to give more room and prevent moisture from forming later in the day.)
- Why don't we keep food in our tents? (If someone knows, acknowledge the answerer. If not, point out that it is to keep small rodents and larger animals from visiting.)

Distribute any locally prepared tenting and bedding handouts.

### Knot Rack

In the time remaining, let any Scout(s) who demonstrated knowledge of taut-line hitch, two half-hitches, and bowline teach other Scouts.

## Station 2: Dining Area and Kitchen with Esther Posthole

Leader: Troop instructor \_\_\_\_\_

Location: \_\_\_\_\_

Troop instructor resources: \_\_\_\_\_

A Scout (played by a youth staff member) is preparing dinner. The table is messy. He places the stove under the tarp, puts the patrol box directly on the table, and makes many other mistakes. Esther Posthole (another staff member) arrives, tells the Scout he did everything wrong, and then teaches him the proper way to prepare a meal and where to place all the equipment. Grace and table manners are included at the end of the skit.

After the skit is over, ask the Scouts to look over the area carefully. Do they have any questions?

### Dining Area

- Note the centerpiece. Classy, huh? Who knows how to set up a dining fly? (If someone knows, acknowledge the answerer. If not, point out the design.)
- What knots are used in setting up a dining fly? (If someone knows, acknowledge the answerer. If not, point out that two of the knots are the same as those used in setting up a tent—the taut-line hitch and two half-hitches. The other two knots are the square knot and sheet bend.)
- Does everyone know how to tie these knots? (If some do not, use the patrol resource person to teach the knots to those who don't know the skill. Point out that there is a duty roster posted. Mention that there will be guests at meals and mention that inviting and escorting guests make it a special experience.)

### Food Storage

- Who knows how to store staple foods? (If someone knows, acknowledge the answerer. If not, point out the contents of the patrol box.)
- Who knows how to store silverware?
- Who knows what to do with unused perishables?

### Tools and Wood Supply

- Note the ax yard. Why do we have a fence around the ax yard? (If someone knows, acknowledge the answerer. If not, point out that it is for safety.)
- How do you properly store an ax when it is not in use? (If someone knows, have him show how. If not, demonstrate the correct procedure.)
- Who knows why the wood is stacked as it is?
- Who knows how to keep the wood dry in case of rain?

## Totin' Chip Review

- How many have their Totin' Chip cards? (Have "card-carrying" participants teach those without. Only Totin' Chip carriers should be allowed to use a knife and ax, so all participants should be encouraged to qualify as soon as possible.)

Distribute handouts on "Things to Make for Camping" (from the Appendix).

## Station 3: Fire Building and Cooking

Leader: \_\_\_\_\_

Location: \_\_\_\_\_

Troop instructor resources: \_\_\_\_\_

Troop instructors demonstrate fire building and cooking on camp stoves. They take turns doing it wrong. For instance, one tries to light a cooking fire using a three-inch stack of paper with 51 logs on top; he does many other wrong things, too. Then the other instructor enters and shows him the correct way to make the fire and explains why his method is effective. They then switch roles and do a stove demonstration. They include important things to know such as how to light fires, how to maintain them, which stove cooks different foods the best, and how to clean the stoves.

After the skit is over, ask the Scouts to look over the area carefully. Do they have any questions?

## Fireplace and Cooking Area

- Who knows why we have two fires? (If someone knows, acknowledge the answerer. If not, point out that one is for hot water, and the other for cooking.)
- Who knows how to clear a fire circle? (If someone knows, have him use the site to demonstrate. If not, explain that an area 10 feet in diameter should be cleared. The ground cover should be stored to be replaced.)
- Why are the pots soaped? (If someone knows, have him give the answer. If not, explain that the pots are soaped so they can be cleaned easily.)
- If you are using charcoal or other types of stoves, it is important to determine whether anyone in the patrol has used these. (If not, teach all participants how to use them.)

## Station 4: Sanitation with Nasty Elmo (Cleanup, Latrines, Showers, and Laundry)

Leader: Troop instructor \_\_\_\_\_

Location: \_\_\_\_\_

Troop instructor resources: \_\_\_\_\_

There is one clean, sanitary Scout, and then there is Elmo, the filthy Scout. Elmo does things in an unsanitary way, such as washing dishes in a bucket of dirty, cold water and throwing garbage in the latrine and

everywhere else. The clean Scout explains to Elmo why he cannot do the things he has been doing and shows him the right way to maintain sanitation.

After the skit is over, ask the Scouts to look over the area carefully. Do they have any questions?

## Freshwater Supply

- Do you know where you get your fresh water? (Be sure the patrol knows.)
- Who knows how to keep the water clean?
- Who knows how to store it?
- (Other comments:) \_\_\_\_\_

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## Dishwashing

- Who knows why there are two buckets for dishwashing? What's in the first pot? (Soapy water.) What's in the second pot? (Very hot rinse water with sanitizer.)
- Who knows what tool you need for a good dishwashing job? (Tongs.)
- Who knows how you dry dishes and pots? (Air dry.)
- Who knows how to dispose of dishwater? (Take it to edge of campsite and fling it.)
- Who knows why we don't have a grease pit? (It's a poor environmental practice.)
- (Other comments:) \_\_\_\_\_

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## Garbage

- Is there more than one kind of garbage to be disposed of?
- Who knows how you get rid of it?

Explain the camp garbage disposal plan and make any other comments. \_\_\_\_\_

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## Latrine

Explain where the latrines are located. Explain the latrine cleaning rotation schedule (from the Appendix).

- On a hike away from camp, like the outpost hike this Friday, what do you use? (A cathole.)

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Showers

- A homemade shower makes a good project, but it's really more practical to use the camp showers. (Be sure the patrols know where the showers are located. Suggest strongly that they be used on a regular basis.)

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distribute handouts on cleanup and sanitation.

## Station 5: The Quartermaster with the Quartermaster Himself (Quartermaster, First Aid, and Emergency Procedures)

Leader: Quartermaster \_\_\_\_\_

Location: \_\_\_\_\_

Quartermaster resources: \_\_\_\_\_

## Food Issue

- Staple foods are issued at 4:30 p.m. each day, perishables at 7:15 a.m. and 11:30 a.m. All unused perishables (milk, meat, etc.) *must* be returned to the commissary after each meal.
- Staples are stored in the patrol box.

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Menus

- (Distribute patrol menus from the Appendix—"Typical Patrol Menus.") The menus give full details on preparing each meal. Read *twice* before starting.

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Guests

- Each patrol will have two or three guests from the staff for each meal. The guest list is posted at the commissary and on the troop bulletin board.
- Guests will report to patrol sites about 5 minutes before each meal. A patrol might consider inviting guests and arranging to escort them to the patrol site before mealtime.

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Patrol Equipment

- (Point out the poster showing patrol equipment.) An inventory is included with each issue of equipment. An initial issue has been placed in each patrol site.
- Inventories are to be checked, signed by all patrol members, and countersigned by a member of the quartermaster staff. You are personally responsible for all the equipment issued to your patrol. (Show the patrol a sample inventory form.)

- (Other comments:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Tools

- Tools can be checked out as needed.



## Trading Post

- A limited supply of items is available from the trading post. (The quartermaster describes the items available.)

## Mail

- The camp address is posted on the bulletin board.
- (Point out the mailbox and the schedule for sending and receiving mail.)

## First Aid and Emergencies

- (Note the first aid station location and procedures. Hand out locally prepared emergency procedures bulletin to all patrol members. Explain precautions concerning poison ivy and ticks.)
- (Other comments:) \_\_\_\_\_

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Distribute handouts on quartermaster facts, first aid, and emergency procedures. Develop and provide local information.

# Fellowship and Troop Lunch

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**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

### Fellowship Period

Scouts return from the orientation trail. Each patrol sits at a picnic table with the troop guide. The rest of the staff sits at the head tables facing the patrols.

### Welcome

The senior patrol leader welcomes everyone. Each patrol is introduced by the troop guide. Each patrol member introduces himself by standing and stating his name, rank, position in Scouting, troop number, and home community.

### Grace

This is given by \_\_\_\_\_.

### Lunch

Everyone eats.

### After the Meal

The Scoutmaster presents a brief overview of junior leader training. (See the Appendix for detailed information.) The following sources are available for detailed information:

- Suggested Junior Leader Training Conference fact sheet (see the Appendix)
- Local council service center
- Conference Schedule (see the Appendix)
- Scoutmaster Junior Leader Training Kit, No. 33422 (see page 4 of the kit)

# Afternoon Troop Assembly

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**Leaders:** Scoutmaster and senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

After lunch, Scouts pick up their gear and reassemble at the troop assembly area. The senior patrol leader and staff, using silent signals and a minimum of communication, direct Scouts to the proper location. Flags are already raised. The senior patrol leader calls the troop to attention with the Scout sign.

The senior patrol leader is in charge of this assembly. Marker flags with patrol totems (colors) indicate where each patrol should line up.

A quick, well-known, fun song (see the Appendix for ideas) will help get the group together and cover the arrival of stragglers.

Song \_\_\_\_\_ Song leader \_\_\_\_\_

1. The senior patrol leader explains that this is the arrangement for the troop assembly each morning. Each patrol leader is to inspect his own patrol before leaving the patrol site. There will be no formal inspection at the troop assembly.
2. Patrols will take turns conducting the morning flag ceremony. The staff will demonstrate the ceremony tomorrow morning..
3. Announce the rest of the day's schedule.
  - Food pickup is at 4:30 p.m.
  - Dinner is at 6:00 p.m. (Don't forget that each patrol will have guests.)
  - The staff will lower the flags at 7:15 p.m. You will hear the sound of the horn. Come to attention where you are and face the flag area. A second horn will signal that the flags have been lowered and that you may continue what you were doing.
  - Vespers will be held at 7:30 p.m. Assemble by patrol at the entrance to the chapel.
  - After vespers there will be a leadership skill session on Communicating.
  - The opening campfire tonight will be conducted by the staff.
4. Each patrol should now move with its gear to its patrol site and begin setting up camp.
5. With no further instructions, dismiss the group. The troop guide will lead the patrol to its site.

# Staff Meeting

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Leader: Scoutmaster

Location: \_\_\_\_\_

## Program Notes

The staff meets after patrols begin setting up their sites. Cover these items:

- Evaluation of morning activities
- Troop guides' observations of patrols on orientation trail
- Quick recheck of preparations for rest of day's activities
  - Vespers (interfaith service) \_\_\_\_\_
    - Flags and podium checked \_\_\_\_\_
    - Order of service (participants) \_\_\_\_\_
    - Songs assigned and readings chosen \_\_\_\_\_
  - Communicating \_\_\_\_\_
    - Troop meeting room setup \_\_\_\_\_
    - Two flip chart easels and pens \_\_\_\_\_
    - Chalkboard, chalk, and erasers \_\_\_\_\_
  - Model patrol leaders' council meeting \_\_\_\_\_
  - Troop campfire \_\_\_\_\_
    - Arrangements:
      - Fire built \_\_\_\_\_
      - Props \_\_\_\_\_
    - Program:
      - Campfire program \_\_\_\_\_
      - Personal conference goals forms \_\_\_\_\_
  - Troop cracker barrel \_\_\_\_\_
- Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Knowing and Using the Resources of the Group

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**Leader:** Troop guide

**Location:** Patrol site

## Learning Objectives

At the end of this session, each participant should be able to

- List resources available to the patrol
- Know where and how to obtain support materials to assist in accomplishing a task
- Explain that people are a resource because they have knowledge and skills
- Be able to recognize outside resources such as family, friends, staff, and others
- Understand the personal skills and abilities of individual patrol members
- List his personal resources and those available from other patrol members
- Explain the importance of leadership as a resource to make the patrol successful
- Understand that to accomplish any task, he must know what resources are available to him.

## Materials Needed

- Handouts: "Inventory of Resources Available to the Patrol" (ten copies), "Rotation of Patrol Duties" (three copies), and "Patrol Leader Job Description" (one copy)
- Patrol leader emblem
- Assistant patrol leader emblem
- *Junior Leader Handbook* (for use by patrol)
- *Woods Wisdom* (for use by patrol)
- *Fieldbook* (for use by patrol)
- *Boy Scout Handbook* (the troop guide's personal copy)

## Patrol Resources

When patrols are released from the troop assembly, the senior patrol leader will have asked each patrol to pick up its equipment, move to the patrol site, and make camp. The troop guide leads his patrol to the correct campsite, then conducts a discussion on what needs to happen at the patrol site and what resources are available to help patrol members accomplish these objectives.

The patrol will assist the troop guide in creating a list of items to be accomplished, who will accomplish these items, and what equipment is necessary to complete each task. (The troop guide must ensure that each patrol member has a responsibility.)

The patrol proceeds to set up camp.

Allow time for the patrol to set up camp before continuing with the presentation. The troop guide should return to the staff area for a brief staff meeting.

## Looking at Resources of the Group

The troop guide makes the following points:

"Before you began setting up camp, we took time to discuss the job at hand and who was best qualified to handle each task. What we were doing was using a leadership skill called *knowing and using the resources of the group*. You made a list of the tasks to be accomplished, and then determined what equipment resources you needed to accomplish the task and who the right person was to do the job. Determining the equipment needed was probably a pretty easy task. If you were missing any equipment, please contact the quartermaster.

"Probably your most difficult task was identifying the right person for the job. How did you know who was best at setting up a tent?" (They found out on the orientation trail.) "How could you find out more about the other members of your patrol?"

Lead the group in conducting a survey or inventory. Give one Inventory of Resources sheet to each patrol member. Review the headings and have each member fill out his own sheet as you go along. Ask the group if there are any items they would like to add. If there are, have the Scouts write them in on the reverse side of the sheet.

"Now that you have reviewed your own resources, let's share this information with each other."

Take a few minutes for each Scout to read off his inventory and for the other Scouts to note these skills on their inventory sheets.

"When you began setting up camp this afternoon, you did so without a leader. Would things have gone better if you had had a leader?" Look for positive responses and then ask, "Why?" Look for an answer that suggests that a leader helps to get things organized. A leader helps the group get the job done.

Seek agreement that a leader is a resource. Point out that a leader is a resource because he helps organize things to get a job done. He can do this best by knowing the resources of the group. He will know what tools are available to the patrol, and also what skills are available from each member.

## **Election of a Patrol Leader**

Explain to the group that each member of the patrol will have an opportunity to serve as patrol leader or assistant patrol leader during the first five days of the conference. At the outpost camp, the patrol will elect a patrol leader for the rest of the conference.

Ask, "What are the duties of the patrol leader?" If patrol members offer suggestions, good. If not, ask, "Where could we find the job description for a patrol leader? How about a resource? Aren't they listed in the *Junior Leader Handbook*?"

Ask patrol members to open their copy of the *Junior Leader Handbook* and review the duties of the patrol leader.

Point out that we are going to do things a little differently today since we are going to elect an assistant patrol leader, rather than have the patrol leader appoint him.

## **Conduct Elections**

Conduct elections for the patrol leader and assistant patrol leader for the first day. Explain that for the first five days, patrol leadership will change at the morning troop assembly. The first patrol leader and assistant patrol leader will probably have the shortest time in office, but they will have the big job of getting the patrol organized and camp set up.

## **Installation of Patrol Leader and Assistant**

As soon as the patrol leader and assistant are elected, the troop guide should install them in office. Have patrol members stand. Ask the patrol leader and assistant to grasp the patrol flag staff, each with his left hand, raise his right hand in the Scout sign, and repeat the Scout Oath. Pin the badges on their sleeves, give each a warm handclasp, congratulate them, and declare them installed.

## **Patrol Duty Roster**

Explain that now the patrol and its new leader have a task. Display a copy of the Rotation of Patrol Duties sheet. Point out that duties are shared by a two-member team and that the patrol should decide, using the resources at hand, who should fill each position on the chart. It will be the new patrol leader's responsibility to give leadership to this task.

## **Summary**

Summarize the main points of the presentation on Knowing and Using the Resources of the Group.

## **Guidelines for Reflection**

Explain that you would like to take a few minutes to think about what patrol members have just been learning. Tell them you would like to ask a few questions to see how they feel about this skill and how they think it can be used. Point out that they should feel free to express their own feelings, but you would like to set a few guidelines.

- One person speaks at a time.
- There are no “wrong” or “dumb” answers.
- There are no put-downs. Let’s do this on a Scout-like level so everyone feels free to contribute.

Ask the group to agree: “Is that okay with everyone?”

## Reflection on Knowing and Using the Resources of the Group

Lead a reflection on Knowing and Using the Resources of the Group. Remember your role as leader of the reflection. Do not offer judgments or opinions. Keep this moving and keep the reflection to no more than 15 minutes.

Use the following questions:

- Why do you think this skill is important?
- Why do you think knowing and using the resources of the group is the first skill presented at the junior leader training conference?
- What are the most significant points of this skill?
- What makes a leader a resource? Can you put it in your own words?  
How can you use this skill in your patrol at the conference?
- What specific things can you do to help you know and use your resources?
- How can you help each other in using what you have learned?
- How do you think you can use this skill in your home troop?

Be sure to thank patrol members for their ideas.

## Some Reminders

Before leaving the patrol to its tasks, *remind the patrol leader* that the first day’s cooking team should report to the quartermaster at 4:30 p.m. for food issue. Patrol members not otherwise busy should continue making camp.

Point out that the resource inventories can be very useful as the week progresses. Patrol members will discover things about each other and themselves that they might not have thought about. Wouldn’t it be a good idea to add these to their lists?

Compliment the patrol on its initial efforts and the election of its leaders. Congratulate the patrol leader and the assistant patrol leader again, and depart, leaving the patrol leader in charge.



## Followup

As the patrol sets about its work for the rest of this first day, the troop guide should be alert to how the group is doing. Don't snoop, but invent some reason to pass through the patrol site at around 4:45 p.m. to see if the cooks have gone for food and to see if the fire and water team is active. Pass through again about 30 to 40 minutes later. If things are going reasonably well, make no comment. If there are problems, seek out the patrol leader for a counseling opportunity.

Under no circumstances should the troop guide take over. If disaster appears to be happening, check with the Scoutmaster before taking any direct action. Even the best patrol may look ragged the first day.

# Vespers

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**Leaders:** Staff chaplain's aide and senior patrol leader

**Location:** Chapel

## Program Notes

The troop gathers at the troop assembly area. The senior patrol leader leads the staff and troop to the chapel for an interfaith vesper service conducted by the the troop chaplain's aide.

Post staff members as ushers at the chapel to direct patrol members to benches, and have them seat them by patrols. Ushers are seated on the front on staff benches with the Scoutmaster, one assistant Scoutmaster, the chaplain's aide, the senior patrol leader, and the assistant senior patrol leader. The rest of the staff should be seated on the rear benches when the patrols begin to arrive.

All staff members, and ushers in particular, should pay special attention to their personal appearance and behavior. Set the example.

Chaplain's aide: \_\_\_\_\_

Ushers: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

At the conclusion of the service, the chaplain's aide turns the troop over to the senior patrol leader. He asks the staff to form at the head of the trail leading from the chapel under the leadership of the assistant senior patrol leader. He then asks patrol leaders to take charge of their patrols and to follow the staff to the troop meeting room.

# Communicating

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Leader: Assigned staff \_\_\_\_\_

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain the four elements of communicating: receiving, retrieving, giving, and interpreting information
- Demonstrate the ability to communicate clearly within the group to accomplish a task
- Evaluate the group's communication skills both in doing a job and in keeping the group together

## Materials Needed

- Flip chart and easel
- Marking pen or dark crayon
- Handout: "The Rumor Mill" (one per patrol) (from the Appendix)
- Handout: "Notes and How to Keep Them" (one per participant) (from the Appendix)
- Envelopes marked X (one per patrol)
- Disinfectant for X envelopes
- Envelopes marked Y (one per patrol)
- Perfume for Y envelopes

## Preparation

As the Scouts enter, ask them to sit by patrols with the patrol leader at one end and the assistant patrol leader at the other end of the patrol. Warm up the group with a rousing action song.

## The Rumor Mill

Explain that the subject tonight is communicating, or getting and giving information, and we're going to demonstrate what can happen when we fail to give information properly.

Ask the patrol leaders to come forward and distribute a folded copy of "The Rumor Mill" to each leader. Ask them not to look at it until told to do so. Have the patrol leaders return to their patrols.

Explain that each patrol leader has received a really juicy bit of information, and he's going to pass it along to the other patrol members. At the signal, he is silently to read the rumor carefully, more than once if he wishes. When he has it in mind, he's to fold the paper and put it in his pocket.

Next, the patrol leader will whisper the rumor to the next Scout, who will whisper it to the next, and so on, until the assistant patrol leader has the message. The goal is to get the rumor to the assistant patrol leader as accurately as possible.

## **"Ready? Go!"**

When the message has been passed through the patrols, ask each assistant patrol leader to stand and repeat the message he received. The results may be hilarious. Next, ask one of the patrol leaders to read the original message.

## **Communication**

Ask the group, "What happened? Why didn't the message get through correctly?" Ask for suggestions on how the rumor could have been passed more accurately. Aim for the following points:

- The written message could have been passed along, but they were asked not to do that.
- Each Scout could have written down the message as he got it.
- Each Scout could have repeated the message back to confirm the information.
- Each Scout could have taken notes.
- The patrol leaders could have read the message aloud to all the members as a group, but they were asked not to.

Make the point that every time information is passed from one person to another, there is probably a loss in accuracy.

## **Receiving Information**

On the flip chart, write the word *Receiving* followed by (*Getting*). Ask the group to suggest ways that we receive information. Write each suggestion on the pad. Aim for the following:

- Hearing
- Seeing
- Feeling
- Tasting
- Smelling

Pass around the two scented envelopes. "You've received these two letters from two young women. Which one, X or Y, would you like to know better? Why? What does the scent of the letter tell you?"

Next, ask the group to look around carefully. "What do you see? What messages are you receiving? What do your eyes tell you?"

At this point, stop talking and wait. The Scouts probably will be looking around carefully, and it is likely to be quiet. At the first interruption of any noise, ask the group to identify the sound.

It might have been a noisy Scout, barking dog, cough, or a natural sound of a singing bird or the wind. Ask group members to comment on what they saw and then heard.

Then, demonstrate various types of body language. Frown, grin, strike an aggressive pose, strike a shy pose, fidget impatiently, etc. Ask the group what your pose or expression says.

Ask the Scouts to feel the fabric of their shirt, the ribs of their socks, the wood of their chair or bench, and the metal of their belt buckle.

"Just by feeling something you can tell a lot about it. You can identify some things by taste, too. If we passed around a cup of soft drink and a cup of cold tea, you would surely know the difference.

"So, we get information in many ways. The more ways we use, the better the information is received."

Remove and post the flip chart sheet.

## Retrieving Information

On the next page of the flip chart write the word *Retrieving*, followed by (*Recalling*).

"This is a way you communicate with yourself."

Ask the group how many can recall the name of the course Scoutmaster (show of hands). Ask a Scout to describe the woods tools ax yard on the orientation trail. He will not remember everything, so ask other participants to fill in the gaps. Make the point that we need a "retrieval system," some way to recall information.

"What are some retrieval systems?" Note answers on the pad. As suggestions are made, cover the following points:

**Memorizing.** "How many have done this?" (Show of hands.) "Does it work?" (Probably.) "What are some problems with memorizing?" (There's too much to remember, it may be quickly forgotten, etc.)

**Memory joggers.** "What are some ways to remember things?"

- A string around your finger (if you don't forget what the string is for.)
- Association (He has the same name as my uncle.)
- Rhymes or sayings ("Thirty days hath September, April, June, and November . . .")
- Abbreviations (KISMIF: Keep it simple, make it fun.)

"Do these work?" (Probably.) "What are the problems?" (As with memorizing, it can be used only with a small amount of data.)

**Repeating.** When you repeat what you receive, you can check the accuracy of your understanding. When you know that you'll be asked to repeat, you listen better. Asking the receiver to repeat will check his understanding.

"Does it work?" (Usually. It's good for remembering names when you're introduced to new people.) "What are the problems?" (It's not good for remembering a lot of information over a long period of time.)

**Note taking.** It is the best retrieval system.

- It's great for remembering a lot of things.
- It gives you a permanent record.

Distribute the "Notes and How to Keep Them" handout and briefly review the major points. Remove and post the flip chart sheet.

## Giving Information

On the next sheet of the flip chart write the words *Giving Information*. Ask the group, "What are some ways we use to give information?" Write answers on the flip chart. Aim for the following points:

- Use the five senses. We've demonstrated these.
- Speak clearly. Can everybody hear you?
- Write clearly. Use simple language; write the way you speak.
- Use visuals. Use charts like we're using now.
- Look at the group. Make eye contact. If they're not looking back, they may not be listening.
- Use feedback. Ask questions that cannot be answered with a simple yes or no.
- Summarize. In a few words, tell them what you told them.

Remove and post the flip chart sheet.

## Interpreting

"Maybe you've worked hard to get and give information, but somehow communication did not happen. Why?" Encourage answers from the group.

Explain that there are lots of things that could be placed under the heading *interpretation*. Write the word *Interpretation* on a flip chart sheet followed by the word (*Filtering*.)

Summarize the reasons for lack of communication suggested by the group. Note the following key words on the flip chart:

- **Motivation.** One of the two parties didn't think the information was important.

- **Conflict.** Two messages didn't agree. How can a leader talk about good uniforming when you can see that he is not in correct uniform himself?
- **Experience.** You dislike the other person, so you filter out what he says. Your own experience or prejudice may cause you not to accept what he says.
- **Distractions.** You don't receive because something else is on your mind, or something happens to shift your attention—a butterfly lands unnoticed on the instructor's head, for example.
- **Attitude.** You think you know it all.

Remove and post the flip chart sheet.

## Summary

Make the point that skill in communication is one of the most important elements of leadership—not only what you communicate, but how.

People learn *11 percent* of what they know by *listening*, but they learn *83 percent* of what they know by *seeing* (observation or reading). Note these figures on the flip chart.

What do people remember? They remember *20 percent* of what they *heard*. But they can recall *50 percent* of what they both *heard and saw*. Note these figures on the flip chart.

"That's why we're using this flip chart—so you can *see* as well as *hear*. I hope you've been taking notes.

"During the next seven days, we're going to give and get a lot of information. You'll need a good retrieval system to put the ideas to work in your own troop or patrol.

"So make the effort to take good notes. You've each got a notebook. Bring it with you whenever we get together. The information you receive and can retrieve will be one of the really important results of your junior leader training experience."

## Application

State that after a short break, we're going to see real communication at work. We're going to watch an actual patrol leaders' council meeting.

Turn the group over to the senior patrol leader for the break period.

# Model Patrol Leaders' Council Meeting

---

Leader: Senior patrol leader \_\_\_\_\_

Location: \_\_\_\_\_

## Program Notes

The senior patrol leader announces: "We are going to hold the first patrol leaders' council meeting with the whole troop looking on. We're asking you all to observe for two reasons—so you'll know what happens at a patrol leaders' council meeting, and so you can see examples of the skill of communicating in action."

Invite the patrol leaders and assistant patrol leaders to be seated around a central table. The senior patrol leader is at the head of the table. The Scoutmaster is seated slightly removed from the table at the other end.

The senior patrol leader calls the meeting to order (with the Scout sign) and proceeds as follows.

Opening

The Scout Oath is led by a selected patrol leader.

Reports from patrols

Ask such questions as "How are we doing? Any problems?" Keep this positive. Let the patrol leaders know that the first day is tough, but their leadership is getting things moving.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Explain that patrol leaders are responsible for reporting to their patrols all the information covered at the patrol leaders' council meeting. Hand out the patrol leaders' report form (see the Appendix for the Patrol Leaders' Council Meeting Notes) for patrol leaders to record information at the meeting. Point out that these forms should be passed on to the new patrol leader each day.

Review of the daily program

Outline the schedule for the rest of the evening and for the next day until noon (refer to the daily schedule). Make the point that from now on, patrol leaders' council meetings will be held at 11:30 a.m. at the staff site.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Service and program patrols

Explain the service and program patrol duties (distribute the "Service and Program Patrols" handout from the Appendix) and display their symbols. Explain that the rotation schedule is in the handout and will be posted on the troop bulletin boards at the staff site



and in the commissary. The service and program patrols will be installed at tomorrow morning's troop assembly.

Explain the importance of the troop bulletin board. Important information is posted there every day.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### Troop assembly

Patrol leadership will change at the troop assembly. The current patrol leader should stand to the right of the patrol, and the assistant patrol leader to the left. The new patrol leader and assistant should stand next in line to the current leaders so the exchange of badges of office can be done easily. The current patrol and assistant patrol leaders will be asked to introduce their replacements. Please mention this to the new leaders.

#### Flag ceremonies

The staff will raise the colors tomorrow morning to show the troop how it should be done. Watch closely, as each program patrol will do this in the future. (Note: The program patrol installed at Day Two assembly presents the colors on Day Three, etc.)

The program patrol lowers the flags at 7:15 p.m. They should turn in the flags to the quartermaster and pick up the flags to be hoisted the next morning. They may wish to practice—that's up to them.

The flag ceremonies and songs are explained in the "Conference Flag Ceremonies and Songs" handout (from the Appendix) provided to each patrol leader. (Distribute.)

#### Assignments for activities

Patrols should begin working on their patrol flag and patrol yell or cheer. Art supplies are available for decorating patrol flags. All decorations should be Scout-like and should be approved by the senior patrol leader before presentation to the troop.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### Uniform for the day

The uniform for the day is as follows. From first light until dinner, the uniform will be Scout shorts and Scout socks, Scout belt, and appropriate T-shirt. If a hat is worn, it must be an official Scout hat or troop hat. Patrol leaders inspect their patrols before the troop assembly to ensure proper uniforming. Note: The *official Scout shirt* should not be worn during the day.

From dinner until lights out, the uniform will be the complete Scout summer uniform and the conference neckerchief.

Notebooks

All Scouts should bring their notebooks to the morning assembly so that they are prepared for the leadership skills presentation set for 9:00 a.m.

Questions

The senior patrol leader concludes by asking the patrol leaders if they have any questions.

Scoutmaster's comments

The senior patrol leader asks for the Scoutmaster's comments.

Adjournment

Thank the patrol leaders for their participation, remind them to share this information with their patrol, and dismiss the meeting.

## Reflection on Model Patrol Leaders' Council Meeting

The senior patrol leader asks the participants about their reactions to and understanding of the patrol leaders' council meeting. Suggested questions include

- What types of communicating did you see during the meeting? Can you give an example of each type (giving, receiving, interpreting, retrieving)?
- What do you think each patrol leader should do during the meeting to be sure he gets and understands all the information given by the senior patrol leader? (Look for responses such as taking notes, asking questions, and paying attention.)
- What should the patrol leader do to ensure that the information gets back to his patrol? (Take notes, meet with the patrol as soon as possible and convey the information, post the schedule information on a patrol bulletin board, and have each patrol member write the schedule in his notebook.)
- When do you think is the best time to give this information to the patrol? (At the patrol meeting after lunch each day)
- What can the patrol leader do to ensure that all patrol members get the message? (Suggest that they write it down, encourage them to ask questions, and ask them questions to confirm their understanding).
- Why is communicating an important skill of leadership?
- What can each of us do to communicate effectively here at the conference?

# Troop Campfire (Opening Campfire)

---

**Leader:** Assigned staff

**Location:** Campfire ring

## Program Notes

This campfire is conducted by the staff as a demonstration to the participants. The campfire leader should be someone other than the senior patrol leader—he's had a busy day.

Keep the campfire fast moving, with lots of action. Use the "Campfire Program Planner" from the Appendix. Keep it fairly short, not more than 40 minutes, as the Scouts will be pretty tired by now. This is a good time to teach some Scouting songs. "Scout Vesper" is a good closer.

## Personal Conference Goals (10 minutes, presented by Scoutmaster)

The campfire "headliner" is the conference Scoutmaster presenting a review of the Scouts' conference goals. Distribute a "Personal Conference Goals" sheet (from the Appendix) to each Scout. The Scoutmaster reviews the sheet, making the following points:

For each participant, the payoff for this junior leader training conference is what will happen in his troop when he returns home. If each Scout doesn't have a plan to use what he learns, nothing may happen. That would be a shame.

Each participant will be asked to write out his personal conference goals. That is a little different from the goals the Scouts are used to. Explain:

"The conference goals sheet is a contract you are making to improve your home troop. Often the biggest obstacle to achieving your goals is getting your Scoutmaster to 'buy in' to your goals. To help that happen, we have planned a final course 'application' session for (date). This session will give you a chance to share your goals with your Scoutmaster and, together, make a plan for your success. We will also present your course certificate at this session.

"So far in our conference, we have learned about two important leadership skills. This afternoon we explored the resources of our group—the patrol—and tonight, the skill of communicating. During the rest of the week, we will look at nine more skills. Each will make your leadership job easier and more fun."

The form that was passed out has a space for each Scout to write at least two good ideas he's learned about each of the skills that he can use in his troop. As the week continues, he may want to change the ideas. That's fine. Assure the Scouts that the quartermaster has lots of forms—just ask.

"When you decide on the ideas you'll put to work and write them down, you're making a promise to yourself, Scout's honor, that you'll really *do* something to make your troop better.

"So, tonight when you get back to your tent, think about what you learned about resources and communication. Get out your flashlight, a pencil, and the conference goals form. Write in at least two ideas about resources and two about communication. In the morning, after you've slept on it, look over your ideas. You may want to change them; if not, that's okay, too. It's your promise to yourself."

After this presentation, continue the campfire with quiet activities and an inspirational closing.

## **Troop Cracker Barrel**

---

Leader: Quartermaster

Location: \_\_\_\_\_

### **Program Notes**

The troop assembles at the specified location for a troop cracker barrel. There is no set program. Staff members should mix with participants and get to know them. Seek out the loners and make them feel welcome.

# Staff Meeting

---

Leader: Senior patrol leader

Location: \_\_\_\_\_

## Tomorrow's Program

Troop assembly

Needs and Characteristics of the Group

Presenters \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

Progressive Pioneering

Patrol leaders' council meeting

Effective Teaching

Presenters \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

Outdoor cooking skills

Troop and patrol games

Preparing presentations

Patrol campfires

Patrol cracker barrel

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Daily Schedule—Day Two

Time	Activity	Responsible	Location
6:30 a.m.	Arise	Patrol leader	Patrol site
6:45 a.m.	Patrol cooking	Patrol leader	Patrol site
7:30 a.m.	Breakfast and cleanup	Patrol leader	Patrol site
8:30 a.m.	Troop assembly	Senior patrol leader and staff	Troop assembly area
9:00 a.m.	<b>Understanding Needs and Characteristics</b>	Troop guides	_____
9:45 a.m.	<b>Progressive Pioneering</b>	Scoutcraft staff	_____
11:30 a.m.	Patrol leaders' council meeting	Senior patrol leader	Staff site
	Patrol cooking	Assistant patrol leader	Patrol site
12:00 p.m.	Lunch and cleanup	Patrol leader	Patrol site
12:45 p.m.	<b>Reflection: Forming the Group</b>	Troop guide	Patrol site
	Patrol meeting	Patrol leader	Patrol site
1:30 p.m.	<b>Effective Teaching</b>	Scoutcraft staff	_____
2:15 p.m.	<b>Outdoor cooking skills</b>	Scoutcraft staff	_____
4:30 p.m.	Troop cookout preparation	Staff and patrols	_____
5:30 p.m.	Troop cookout	Staff	_____
	Patrol meeting	Patrol leader	_____
7:00 p.m.	Flag lowering	Program patrol	Troop assembly area
7:15 p.m.	<b>Initiative games and reflection</b>	Senior patrol leader and staff	_____
8:30 p.m.	<b>Preparing presentations</b>	Assigned staff	_____
9:30 p.m.	Patrol campfire	Patrol leader	Patrol site
	Patrol cracker barrel	Quartermaster staff	Patrol site
10:30 p.m.	Lights out	Patrol leader	Patrol site
	Staff meeting	Scoutmaster	_____

# Troop Assembly

---

**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Each patrol leader inspects his own patrol in the patrol site before proceeding to the assembly. The staff sounds the horn at exactly 8:30 a.m. The staff proceeds from the staff site to the assembly area. Patrols form in their assigned positions.

Call to attention	Senior patrol leader
Flag ceremony	Program patrol
Morning devotion	Scoutmaster
Introduction of new patrol leaders	Senior patrol leader, old patrol leaders, old assistant patrol leaders
Patrol Leaders' Promise	Scoutmaster, new patrol leaders, new assistant patrol leaders
Exchange of service patrol symbols	Senior patrol leader, patrol leaders of old and new service patrol
Exchange of program patrol symbols	Senior patrol leader, patrol leaders of old and new program patrol
Thought for the Day	Assigned staff member
Announcements and recognitions	Senior patrol leader and staff as planned <ul style="list-style-type: none"><li>• Patrol flags, patrol yells, or cheers</li><li>• _____</li><li>• _____</li></ul>
Program of the day	<ul style="list-style-type: none"><li>• Leadership skill presentations with troop guides</li><li>• Progressive pioneering with troop instructors</li><li>• Patrol leaders' council meeting at the staff site at 11:30 a.m.</li></ul>
Dismissal	Senior patrol leader

# Understanding the Needs and Characteristics of the Group

---

**Leaders:** Troop guides

**Location:** \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain why being sensitive to differences and the needs of others as individuals is important in handling the group
- Understand that people are different and that diversity is good
- Explain why understanding the needs and characteristics of the members of a group is an important skill for a leader
- State his own needs and characteristics and those of other members of his group
- Explain why understanding the needs and characteristics of the group is helpful in planning successful programs and activities

## Materials Needed

- Easel, flip chart, and pens
- Handout: "Who Am I?" (see the Appendix)

## Preparation

Prepare a flip chart with the learning objectives and the "Who Am I?" diagram. Review the following procedures for the "Boundary Breaking" exercise.

## Acknowledgment

Thanks to Karl Rohnke of Project Adventure in Hamilton, Massachusetts, for the use of the following "Boundary Breaking" exercise.

## Boundary Breaking Exercise

Seat the group in a close circle. Each person must answer every question, with the provision that he may "pass" in order to think. If a person passes twice, do not pressure him for an answer. Group members should try not to repeat the answer of someone else.

Explanation of answers is not necessary. In fact, it's counterproductive to the flow and mood you are trying to establish. Limit the number of questions so that the exercise does not become tedious—allow approximately 20 to 25 minutes.

## Introduction

Tell the patrol we are going to explore a skill called "Understanding the Needs and Characteristics of the Group." First we'll look at our objectives.

Display the flip chart with the learning objectives and review briefly with the group. Do not get into a discussion of the objectives.

Explain that we will begin with a game called Boundary Breaking.



## Instructions

"Here are the instructions." (Read the following to the group.)

"I'd like you to respond to a series of questions. Every answer you give is correct. No one will question your response or react to your answer in any way.

"Please don't 'steal' or repeat anyone else's answer. We will proceed around the circle, starting with a different person for each new question. If you can't think of an answer, you may pass and I'll come back to you.

"Speak loudly so that everyone can hear. Be as honest as you can. Remember that we are interested in discovering good things about each other.

"We are here to listen to each person's response. We are not here to disagree, only to seek the person that is in each of us.

"As each one answers, begin developing an idea of each person in the group, and perhaps a few of the invisible boundaries—held up by ignorance of one another—will begin to tumble.

"Okay, let's go!"

## Boundary Breaking Questions

Begin the exercise. (Remember the guidelines and instructions.)

1. What is the best movie you have ever seen?
2. What is the most beautiful thing about people?
3. What is the ugliest thing you know?
4. What do you like to do most with a free afternoon?
5. On what basis do you select your friends?
6. What is the greatest problem in the United States?
7. If you could smash one thing, what would you smash?
8. If you could choose one talent, what would that one talent be?
9. What is the greatest value that guides your life?
10. What quality do you look for in a really good friend?
11. Other than a relative, what one person has greatly influenced your life?
12. What gives you the most security?
13. What is the biggest waste you know of?
14. What is your greatest fear?
15. Select a word that you feel describes people of your age.
16. If you could give your school principal one piece of advice, what would it be?
17. Name the most unreasonable thing you know.

18. If you could choose to be a book, what book would you choose to be?
19. If you were to paint a picture, what would you paint a picture of?
20. What do people like best about you?
21. What do you consider to be your biggest fault?
22. When do you feel the most lonely?
23. What television commercial bothers you the most?
24. What one thing would you change in your school?
25. Describe your feelings about fast-food hamburgers.
26. Choose one word to describe older people.
27. What future discovery are you looking forward to the most?
28. What subject is discussed most frequently among your peers?
29. If you could be a song, what song would you choose to be?
30. What is the very last thing you would be willing to give up?
31. What is the best advice you have ever gotten?
32. When you are depressed, what cheers you up the most?
33. If you were tape recording the sound of violence, what sound would you use?
34. Who is your favorite rock, new wave, or country music star?
35. What is your least favorite food?
36. Describe the ideal family.
37. What is your favorite holiday?
38. If you could have any car in the world, what kind of car would you choose?
39. Which cartoon character do you identify with?
40. What scares you the most about next year?

## Who Am I?

Tell the patrol: "Now we are going to see if we can put to use some of the things we learned about ourselves and each other by playing this game."

Near the top of a flip chart sheet, draw two rows of three rectangles. Distribute the handout "Who Am I?" On the pad, print the words *Who Am I?* above the top row.

Ask each Scout to write words in the rectangles that he feels best describe him. Tell him to keep in mind the thoughts he just shared with the patrol in the Boundary Breaking exercise. Perhaps he's an athlete, or studious, or a musician. He may want to include personal characteristics such as outgoing, shy, serious thinker, stubborn, etc. Ask the Scouts to look over their lists carefully.

Ask the patrol: "Are these the best descriptions of who you are?" Allow time for the Scouts to think.

## What Are My Needs?

On the flip chart, print the words *What Are My Needs?* above the second row of rectangles.

Again reminding the Scouts to keep in mind the thoughts they shared with the group, ask them to write in the boxes what they feel their needs are. These are the things they need to be the person they are or would like to be. It may be sports practice, time to read, more friends, attention, privacy, or something similar.

Ask the Scouts to review their lists. Encourage them to ask themselves the question: "Do my needs reflect who I am or are they not related? Could either way be okay?" Allow time for this evaluation. Tell the patrol members, "If you're not satisfied with what you've written, go ahead and change it."

## Who Are You? What Are Your Needs?

Next, ask pairs of Scouts to work together. Draw two more rows of three rectangles on the flip chart and label them *Who Are You?* and *What Are Your Needs?*

Now, without looking at what the other person said about himself, each Scout attempts to describe his partner. Tell them to think about what their partner shared in the Boundary Breaking exercise. When each is satisfied that he has properly described the other, they compare notes. They may find that they are similar or quite different.

Make the following point in your own words. "You may have found that your description of your partner is close to his description of himself. Or your description may be different. You may be sensitive to the other person. Or he might be good at concealing his true feelings. As the week proceeds and we get to know each other better, you'll find that you become more aware of the needs and characteristics of others."

## List Needs and Characteristics

Ask the Scouts to give you some of the words that they listed under characteristics (*Who Are You?*) and write them on a fresh sheet of the flip chart.

Then list the needs suggested by the group (*What Are Your Needs?*). See if the lists match (i.e., shy—more friends, athlete—sports practice, etc.) Ask for suggestions of needs and characteristics that could be matched but have not yet been suggested.

## Buzz Groups

Ask the Scouts to form quick buzz groups of three or four. Assign each group three or four characteristics from the list on the flip chart. Ask the group to prepare them in three columns: (1) characteristic, (2) need, and (3) action or activity that could satisfy the characteristic and the need.

For example, someone's characteristic may be *shy*, his need may be *more friends*, and the action may be *to invite him to take part in your group's activities*.

"Buzz" for 5 to 10 minutes and then have the groups report. Ask for each group to give you one characteristic, the need, and the corresponding action and activity. Post these on the flip chart. Ask for other sets from the other groups until you have six or seven sets of answers.

## Summary

Summarize the major points in your presentation.

## Reflection on Needs and Characteristics

Review the guidelines for reflection. Ask these questions:

- Why is this skill important?
- How can you, as a leader in your troop, learn about the needs of the individuals in the troop? What about the needs of the entire troop?
- Do we, as a group, have anything in common? What?
- Is it okay to be different? Why?
- How can you be sensitive to the needs of individuals while accomplishing a group (troop) objective?
- What does this skill have to do with treating people with respect?
- What does this skill have to do with treating people as individuals?
- How and why is that important in Scouting or in any group?
- How did you feel when you were answering the questions in the Boundary Breaking exercise?
- How did you feel when your partner shared his thoughts about who you are and what your needs are?
- How did you feel when you shared your thoughts about your partner?
- What did your feelings have to do with this skill—understanding the needs and characteristics of the group?
- What have you learned about your patrol in this exercise?
- What have you learned about yourself?
- How can you apply what you have learned today to your work as a patrol during the conference?
- How can you apply what you have learned in your own actions at the conference?

Thank the patrol members for their ideas and compliment them on the way they handled a challenging exercise. Turn over the patrol to the assistant senior patrol leader for Scoutcraft to proceed with the next activity.

# Progressive Pioneering

**Leaders:** Assistant senior patrol leader and troop instructors

**Location:** \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Lash two spars together with the Japanese lashing
- Lash two spars together with a Filipino lashing
- Lash three spars together with the figure-of-eight lashing to make a tripod
- Explain why these might be better than regular lashings
- Teach these skills to other patrol members

## Materials Needed

- Three models: one each of the Japanese square, the Filipino diagonal, and the figure-of-eight lashings
- Twelve Scout staves
- Nine 15-foot lengths of ¼-inch rope
- Handout: "Japanese, Filipino, and Figure-of-Eight lashings" (one per participant)

## Introduction

Display the models and briefly describe the three lashings. Ask if any Scout is familiar with these lashings. If so, involve him in the teaching.

## Demonstration

Using two Scouts as helpers, demonstrate the Japanese square lashing. Point out that it originally was developed to be used with bamboo, which is slippery. If the lashing does slip, it will slip only as far as the bamboo joint.

Using Scouts to help, demonstrate the Filipino diagonal lashing. It is a good alternate for the diagonal.

Use Scouts to help demonstrate the figure-of-eight lashing. This is good for building a tripod.

## Program Notes

Patrols assemble in assigned locations in the activity area. The troop instructors present demonstrations on the innovative Japanese square lashing, Filipino diagonal lashing, and figure-of-eight lashing. (See the Appendix for details of these lashings—"Progressive Pioneering—Lashings.")

## Presentation Plans

Standard presentation plans will be prepared for each lashing by the Scoutcraft staff. Some items to cover are the following:

- Before the presentation, prepare one trestle using conventional square and diagonal lashings and another using the Japanese and Filipino lashings (a Pacific Rim trestle).
- Include background information on the development of the knots.
- Explain that these are the preferred lashings for use at the junior leader training conference for pioneering projects and patrol projects.
- Demonstrate the strength of these lashings by comparing the two prepared trestles.

A troop instructor works with each patrol. He demonstrates each lashing and then works with the Scouts to teach the skill. As each lashing is taught, the troop instructor should draw on the resources of the patrol to assist the other Scouts. The more they are involved in their own learning, the more effective the experience will be for the patrol and its members.

### Skill Presentations

- Japanese square lashing
- Filipino diagonal lashing
- Figure-of-eight lashing

### Patrol Assignments

Patrol	Troop instructor
_____	_____
_____	_____
_____	_____
_____	_____

### Pacific Rim Trestle

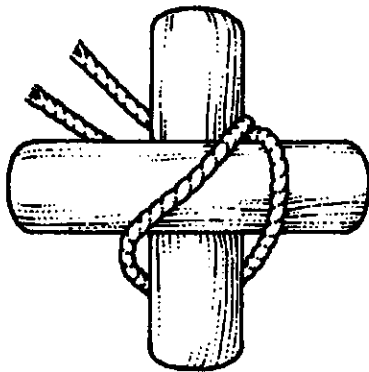
After each patrol member has learned the three lashings, the troop instructor should point out the use of the Japanese and Filipino lashings in the construction of the Pacific Rim trestle. The patrol then divides into two groups to build trestles. The patrol leader should select the sturdiest trestle for use in "Crossing the Pacific."

(**Note:** *Pacific Rim* is a term applied to countries bordering the Pacific Ocean. It has come into use to describe the increased international trade across the Pacific among countries including the United States, Japan, the Philippines, and Australia.)

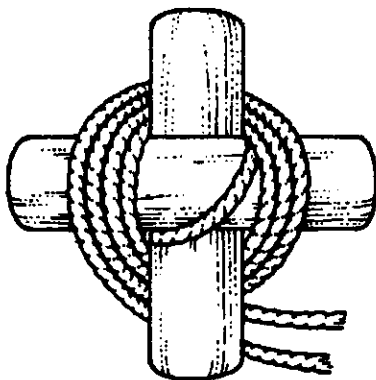
### Crossing the Pacific in (Your State)

After trestles and tripods are completed by patrols, they will assemble at one end of the activity area to "cross the Pacific." In this event, a patrol member is seated on the cross braces of the trestle and the Scouts carry him across the field (to Asia) and return. (Some might call this a race.)

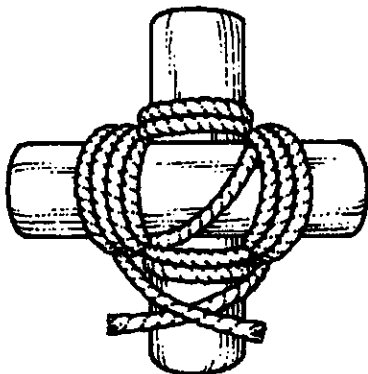
## Japanese Square Lashing



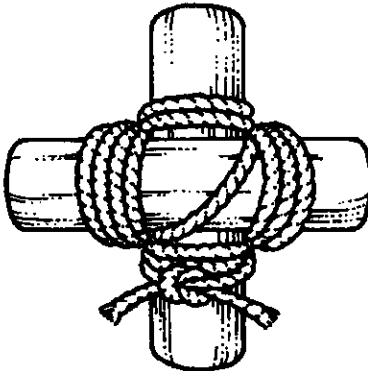
Use an ordinary rope about 30 percent longer than for the traditional square lashing. Double it and pass the bight to the lower spar.



With the two parts of the rope side by side, and never overriding, take two complete turns around both spars the same as for the traditional square lashing.

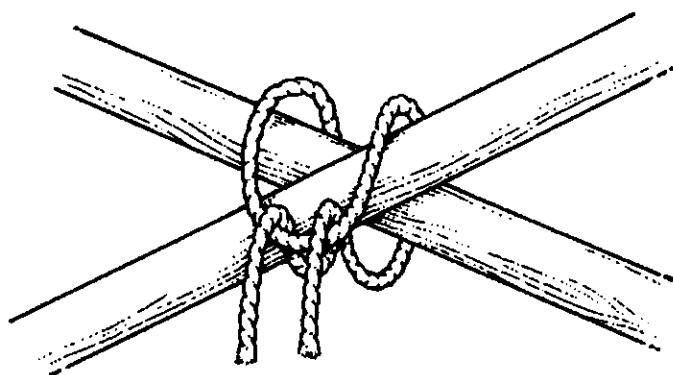


Take the two parts of the double rope and make frapping turns by taking the two ropes between the spars in opposite directions. (One advantage is that it is easier to pull these turns very tight.) Two or three turns are sufficient.

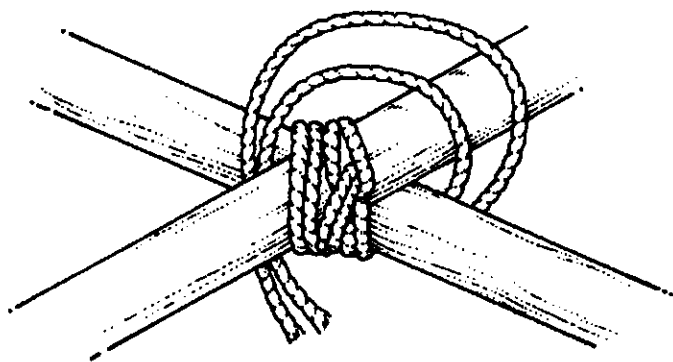


Finish the lashing by joining the two running ends together with a square knot and tucking in the ends.

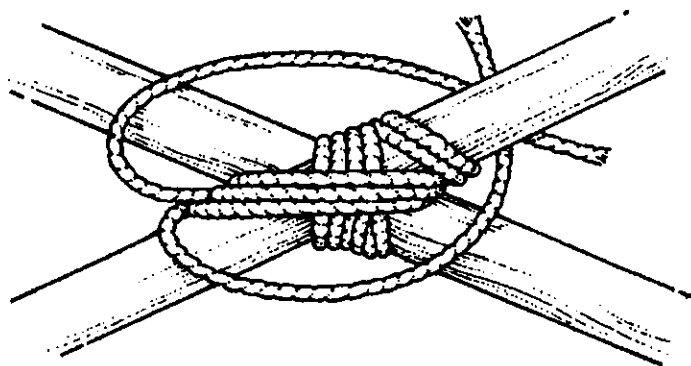
## Filipino Diagonal Lashing



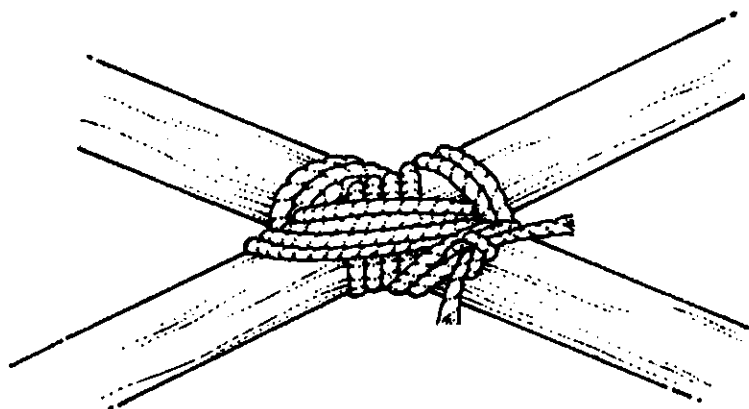
Start with the middle of the rope, tucking the running ends through the middle "loop" after going around both spars. Use the loop to pull the spars together.



Proceed as for a diagonal lashing, taking the running end around both spars, keeping both ends together.



Separate the ends and take frapping turns *between* the spars, pulling the rope tight as you do so.



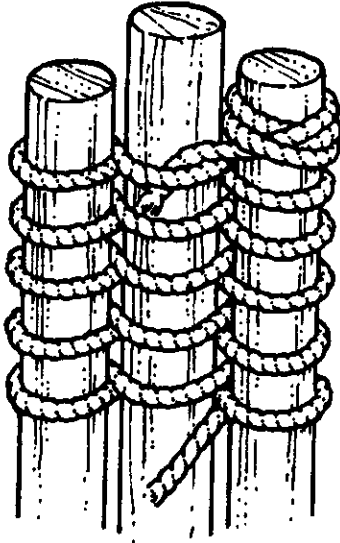
Finish with a square knot. The Filipino lashing is a good alternate for the diagonal lashing.

(From *The Advanced Scout Standard*, London: The Scout Association, 1975. Originally presented by John Thurman, camp chief of Gilwell Park, in *Pioneering Principles*.)



## Figure-of-Eight Lashing

When three spars are lashed together, the so-called figure-of-eight is used ("so-called" because "figure-of-eight" is not a true description). Lay the three spars alongside each other, butt to butt, tip to tip, and apply the lashing to the three tips 12 or 18 inches from the end.



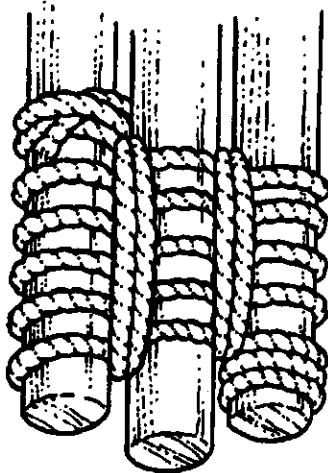
Start with a clove hitch around one of the outside spars and twist the end around the rope.

The rope goes alternately over and under. Use six or more loose turns.

Finish with a clove hitch.

Make frapping turns between each pair of spars.

The three legs are then opened to form an equilateral triangle at the base—spars an equal distance from each other.



To complete the tripod, three extra spars should be square lashed across the butts a foot or so from the base. For greater security, the butts should be heeled into the turf.

(From John Sweet, *Scout Pioneering*, London: The Scout Association, 1974.)

# Patrol Leaders' Council Meeting

---

**Leader:** Senior patrol leader

**Location:** Staff site or \_\_\_\_\_

## Program Notes

Opening

The Scout Oath is led by a selected patrol leader.

Reports from patrols

Ask such questions as "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improvement.

Review of the daily program

Cover events from now until the next patrol leaders' council meeting.

- Refer to the daily schedule.
- Bring notebooks for leadership skill presentations.

Assignments for activities

For patrol meeting at 1:00 p.m.

- Patrol flags and yells or cheers
- Patrol campfires tonight ("Campfire Program Planner" handout)
- Procedure for cracker barrel tonight
- Review program and service patrol duties
- Each Scout is to write down three problems relating to his troop back home. They will be needed in the morning for a leadership skill presentation on counseling. A simple written description is fine. (Give an example.)
- Evening patrol meeting after dinner. Review the use of a map and compass. Hand out map symbol cards.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Planning period

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior patrol leader's comments

\_\_\_\_\_

Scoutmaster's comments

\_\_\_\_\_

Adjourn

# Reflection—Forming the Group

---

Leader: Troop guide

Location: Patrol site

## Program Notes

After lunch and cleanup, the troop guide assembles the patrol for a 10- to 15-minute session reflecting on the skills presented to the troop yesterday and today. The reflection should tie together communicating with understanding needs and characteristics and resources of the group, to bring the patrol to an understanding of why these together are important in forming the group.

## Reflection Questions

- What is the importance of effective communication?
- What are the key elements of communicating?
- Why is taking notes important?
- How can you use note taking to help you at the junior leader training conference?
- How can you use your notes to help you and your troop back home?
- How does communicating relate to the skill of knowing and using the resources of the group?
- What do we mean by the terms “knowledge” and “skill”?
- What can you do as a leader to know and use the resources of the group?
- How does communicating relate to the skill of understanding the needs and characteristics of the group?

Make the following point: So far we have covered three skills of leadership: knowing and using the resources of the group, understanding the needs and characteristics of the group, and communicating.

- Why do you think these three skills were the first skills introduced at the junior leader training conference?
- How do these three skills relate to each other?
- Why is each of these skills important in bringing a group together?
- Why is each of these skills important in helping the group to complete a task or job?
- What have you learned about your patrol by learning about these skills?
- How can you use what you have learned to make your patrol successful at the junior leader training conference?

# Patrol Meeting

---

**Leader:** Patrol leader

**Location:** Patrol site

## Program Notes

Opening

The Scout Law is led by the selected patrol member.

Patrol leader's report

The patrol leader shares information from the patrol leaders' council meeting.

Patrol assignments

Review assignments and work on them.

- Patrol flag
- Patrol yell or cheer
- Prepare the campfire plan for tonight. (Use the "Campfire Program Planner" handout.)
- Work on three problems for tomorrow's discussion of counseling.

# Effective Teaching

---

Leader: Assigned staff

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain the purpose of effective teaching
- Explain the steps usually needed for effective teaching
- Explain the importance of hearing, seeing, and doing in effective teaching
- Demonstrate effective teaching methods
- Help someone else learn a skill

## Materials Needed

- Three spars and ropes for lashing demonstration
- Six spars and two additional ropes for practice by the patrol
- Handout: "Figure-of-Eight Lashing"
- Presentation plan for the figure-of-eight lashing

**Note:** The Scoutcraft staff and troop scribe are responsible for securing these materials.

## Preparation

Practice making a tripod with the figure-of-eight lashing until you know it well. You must be able to demonstrate the lashing without using the handout. Remember, for your presentation to be effective, you must show not only your knowledge and skill, but also your motivation and confidence.

Prepare flip charts covering the five steps of effective teaching. State the learning objectives and detail the discovery—three parts of the discovery and three choices for teaching-learning, and the elements of hearing, seeing, and doing.

**Note:** Do not present the learning objectives at the beginning of the presentation. Start with the warmup, then the introduction, and then go right into the first demonstration. Follow the instructions carefully to achieve the real benefit of the discovery. State the learning objectives after the second demonstration as outlined below on page 109.

## Warmup

Warm up the group with a lively stunt or action song:

\_\_\_\_\_

Announce that the subject to be covered is how to teach effectively. Explain that everyone in a leadership position gets involved in teaching things to other Scouts, to members of a patrol or a troop. The process we call "effective teaching" is the best way to do this.

## A Demonstration

Tell the group you are going to show them how to lash a tripod. Without delay start to tie the lashing. Tell them to watch carefully, but do not explain. Do not make it difficult for them to see, but do not ask them if they can see what you are doing. Try not to make eye contact. Just proceed to make the tripod using the figure-of-eight lashing.

When you are finished, set up the tripod on the table or on the ground without further comment.

Ask the group if everyone understands how to tie the lashing. Acknowledge their responses with an "okay," and thank them for their attention.

## Another Demonstration

Explain that you are now going to teach the lashing a little differently. *Be sure to follow each step carefully, providing all the information to the group.* Remember, you can use your demonstration to reinforce the group's understanding of effective teaching as you teach the leadership skill.

**Learning Objectives.** "What we are going to do now is learn how to tie a new kind of tripod lashing. When we are finished, you should all be able to make a tripod using a lashing called the figure-of-eight lashing."

**Discovery.** "The English Scouts have always been interested in knots, lashings, and pioneering projects. They seem to delight in new, different, and creative ways to do things. Many of their ideas have been gathered by English Scouters in their travels around the world. Have any of you heard of the Japanese square lashing? Well, it's one of those creative English ideas.

"Over the years, these ideas have been brought together in several books, and during the junior leader training conference, we will try a few of them—for fun and to see if we can learn a few new twists.

"So, here is a different way to make a tripod. Instead of the standard tripod lashing most of you probably know, we will try an English knot called the *figure-of-eight lashing*."

**Teaching-Learning (Seeing and Hearing).** Explain each step as you go along. Ask if everyone can see. Look up from time to time and make eye contact with each member of the group. Address them by name. ("Bob, did you see how I twisted the rope around itself after the starting clove hitch?")

- Lay the three spars alongside each other, butt to butt, tip to tip.
- Apply the lashing to the three tips 12" to 18" from the end.
- Start the lashing with a clove hitch around one of the outside spars.
- Twist the end around the rope as you start the wrapping turns.
- Make six or more loose wrapping turns over and under the spars.
- Top these off with two or three frapping turns between each pair.
- Finish the lashing with a clove hitch.
- Set up the tripod. Open the three legs and set them up, making an equilateral triangle at the base. (All three sides' legs are the same distance apart; all three sides of the triangle are the same size.)

Make the following points:

- Be careful not to make the lashing too tight, or you will not be able to open the tripod.
- If the tripod is going to support any weight or undergo any stress, you will want to reinforce it. Square-lash three extra spars across the butts of the tripod spars a foot or so from the base. For even greater security, the butts should be heeled into the ground.
- "Figure-of-eight" is not exactly a true description of this lashing, because it is not really a figure-of-eight, but it is a useful description of the wrappings around the spars.
- Refer the patrol to the handout. Tell the patrol they should use it for reference and to help them in using and teaching the figure-of-eight lashing.

**Teaching-Learning (Doing).** After the demonstration, ask for two volunteers to demonstrate the lashing. Divide the patrol into two groups, hand out two sets of spars and ropes, and let them try the lashing. Observe, comment, and assist as appropriate.

**Evaluation.** When they finish, check their work and make suggestions for improving the tripods.

## Which Way Was Better?

Ask the group "Which demonstration was better, the first or the second?" "Why?" (It was easier to follow. We were involved. It was more interesting, etc.)

"What were some of the things I did that made learning easier for you?"

Take suggestions from the group. (**Note:** Some of these ideas should lead into your presentation of effective teaching. You may want to refer back to them later, but do not get into a discussion now.)

## What We Really Did

Make the point that what we really did was demonstrate different ways to teach a skill. The first demonstration used one-way communication with no involvement of the group. The second demonstration showed how learning can be managed using two-way communication, involving the group, with the process of effective teaching.

## The Purpose of Effective Teaching

Tell the group: "The purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group."

Ask the group to define each of these terms in their own words. For example: "Can anyone define knowledge?" "How about skill?" "And motivation?" "And how about confidence?"

Look for simple answers in the participants' own words, then cover the definitions below. Make sure to allow time for them to write these down.

- **Knowledge** is what you know. It's what a person learns through familiarity or experience.
- **Skill** is the ability to use what you know.
- **Motivation** is the desire to do something.
- **Confidence** is the belief that you can do it.

Emphasize that **the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence.**

Make the following point: "In effective teaching, the focus is on learning, not teaching." In other words (write this on the flip chart):

**"For teaching to be effective, learning must take place."**

Point out: "That is the point of effective teaching."

Tell the group: "What we are going to do now is take a closer look at the process, at the skill of effective teaching."

## State the Learning Objectives

Display the flip chart with the learning objectives. Explain to the group that at the end of this presentation they should be able to do the following. (Read the objectives to the group. Make certain they have time to copy these down.)

- Explain the purpose of effective teaching.
- Explain the steps usually needed for effective teaching.



- Explain the importance of hearing, seeing, and doing in effective teaching.
- Demonstrate effective teaching methods.
- Help someone else learn a skill.

## **The Five Steps of Effective Teaching**

Tell the group: "There are five steps in effective teaching."  
(List these on the flip chart.)

- Learning objectives
- Discovery
- Teaching-learning
- Application
- Evaluation

Point out that each of these is a part of a process. Let's look at each part.

## ***Learning Objectives***

Write the words *Learning Objectives* on the flip chart.

Ask the group: "What do you think this means?" Accept suggestions and summarize by writing "What the person should be able to do as a result of the learning."

Point out that when you make a presentation, the learning objectives should be written out in advance so you'll know what you want to achieve. For informal situations, the objectives wouldn't be written out, but you *would* have them in mind.

"When I did the second demonstration of the figure-of-eight lashing did anybody hear the learning objectives?" "When did I state them?" (At the very beginning.) "What were they?" ("When we are finished, you should all be able to make a tripod using a lashing called the *figure-of-eight lashing*.")

"This morning we had a session on Progressive Pioneering. What do you think the learning objectives were?" Get suggestions from the group and then read the actual objectives that the staff member established for the firebuilding session.

Tell the group: "When you set learning objectives, you really do two things:

- You decide what to teach.
- You set specific objectives for what the participant should be able to do when the presentation or demonstration is over.

"You think of what you are going to do in terms of both teaching and learning."

## Discovery

Write the word *Discovery* on the flip chart.

Tell the group: "The next step in effective teaching is the *discovery*. "What do you think that means?" Accept suggestions and then summarize as follows (write this on the flip chart):

A discovery is any experience that has three results for the participant:

- Help the participant find out what he really knows.
- Help him to find out what he doesn't know.
- Give him a reason to want to learn.

Often an instructor will set up a discovery, such as the two demonstrations of lashing we used to start this presentation.

Ask the group: "This morning, what were some of the discoveries you made during the pioneering session?" (Allow responses from the group.) "Did they just happen or did the instructor set them up?" (Allow responses from the group.)

Point out that sometimes a discovery just happens. You'll find that an alert leader can then turn this into a learning experience.

Tell the group: "A good example of how this kind of 'mini-discovery' can happen is found in learning the figure-of-eight lashing. Did everybody know how to do the starting clove hitch?

"If someone did not know the clove hitch, then you have had a discovery right there. And you could teach the clove hitch as you started the lashing. These 'minidiscoversies' are real learning opportunities. You should be on the lookout and be prepared for them."

Be sure to make the point that a discovery also has important results for the presenter. Ask the group: "What do you think these results might be?" Take suggestions and summarize (write these on the flip chart):

- You find out how much the participant knows.
- You determine how much of the subject you need to cover.

Explain that, based on the discovery, you have some choices to make. You could

- Stop. You are certain that the participant knows and can do what's desired. The learning objectives have been met.
- Deduct what the participant already knows from what's desired, and work on what the participant needs to know.
- Give the full session. The participant will learn what he needs to know and will review what he already knows.

Point out that once you have made your choice, you can do some teaching, and the participant can do some learning.

And tell the group: "This is important!"

- Try to make the discovery as interesting as you can.
- Remember, you want to get the participant's attention and give him a reason to learn.

## ***Teaching-Learning***

Write the words *Teaching-Learning* on the flip chart and state that this is the most important part of the process of effective teaching.

Tell the group: "We say that for teaching to be effective, learning must take place. So, in teaching-learning, you teach and they learn."

Point out that **people learn by hearing, seeing, and doing**. In other words, **tell them, show them, then let them try it**.

Write the following on the flip chart:

Three basic ways that we learn:

- Hearing—tell them
- Seeing—show them
- Doing—let them try it

**Hearing.** Write the word *Hearing* on the flip chart and ask for ways we learn by hearing. Listen for the following answers and list them on the flip chart:

- Lecture
- Informal conversation
- Discussion
- Dramatization

Recall the firebuilding session. "What were some of the things we learned by hearing?" (Allow responses from the group.)

**Seeing.** Write the word *Seeing* on the flip chart. Ask for ways we learn by seeing. Listen for the following answers and list them on the flip chart:

- |                    |                  |
|--------------------|------------------|
| • Reading material | • Flip charts    |
| • Posters          | • Displays       |
| • Demonstrations   | • Visual aids    |
| • Movies           | • TV, videotapes |

Ask: "What were some of the firebuilding skills we learned by seeing?"

**Doing.** Write *Doing* on the flip chart. Ask: "How do we learn by doing?" Listen for the following answers and list them on the flip chart:

- Trial-and-error
- Experimenting
- Figuring it out for ourselves
- Do what we've seen or heard others do

Ask: "What were some of the things we learned about firebuilding by doing?"

## Use Effective Communication

Make the point that good communication skills are vital in teaching-learning. Remember what we learned about communicating. Use your senses and keep communication two-way to be effective.

## Application

Write the word *Application* on the flip chart. This is the next step in effective teaching. "What do you think this means?" Accept suggestions from the group and summarize by writing the following: "Using what you've learned to see how it works."

In other words, ***let them do it on their own.***

Make the learning real. Let the participant practice the skill on his own.

Ask the group: "What were some of the applications we used this morning in the firebuilding session?" (Allow responses from the group.) "What were some of the applications in the adhesive bandage experience?" (Allow responses from the group.)

## Evaluation

Write the word *Evaluation* on the flip chart. "What do you think this means?" Accept suggestions and summarize by writing the following: "Review what happened to see if the objectives were met."

In other words, **check the work with these questions in mind: "How did they do?" "How did I do?" "Did learning take place?"**

State that evaluation is an important part of effective teaching—and many other things. Tell the group that tomorrow we will be learning more about evaluation.

Evaluation is almost constant in everything we do. We are always checking for the following: "Did it work? Do I understand? What do I do next?"

## Recycling

Ask the question: "What do you do if you evaluate and discover that the person has *not* learned what you tried to teach him?" Accept suggestions and summarize by explaining the need to recycle—teach it again. The approach might have to be changed, you might have to go slower, the steps might have to be simpler, the learning objectives might change.

## Minidiscoversies

Be on the alert for **minidiscoversies**. 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 lightbulb goes on. Use them, and apply the techniques of effective teaching to make sure that learning takes place.

## An Important Concept

Point out again to patrol members that there is an important idea they should always keep in mind when making a presentation, giving a demonstration, or teaching a skill.

**"For teaching to be effective, learning must take place."**

Write this on the flip chart again, and tell the Scouts to write it down in their notes. Ask: "Can somebody explain what we mean by this phrase?"

Look for an explanation in their own words. Once you get a good answer, ask them: "With that in mind, how do you measure whether or not your *teaching* has been *effective*?"

Then follow up with a question that ties into the skill of communicating: "What skill did I have in mind when I asked you to write this down? Can anyone tell me what element of communicating note taking is part of?" (Retrieving.)

## Summary

Make the point that there are several skills of leadership involved in effective teaching. We have identified several of them during this presentation. Ask the group: "Can you name some of the skills of leadership involved in effective teaching?" Seek responses from the group and make the following points:

- You must understand the needs and characteristics of the group or the individual you are teaching.

- The needs will tell you what learning is required.
- The characteristics will suggest how to teach.
- You'll need to know and use the resources available.
- Good two-way communication is vital for effective teaching.

## **An Ongoing Process**

Emphasize that effective teaching always starts with learning objectives, but the other steps seldom need to follow in an exact sequence. 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.

Tell the group: "Remember, the purpose of effective teaching is to increase knowledge and skill and to develop motivation and confidence in individuals and in a group. By effective teaching, a leader helps a group develop real capability—to work together and to get the job done."

## **A Personal Project**

State that in the short time we've been together at the junior leader training conference, each Scout has probably made many discoveries about himself. He has found that he's pretty good at some skills and that he might need help with others. He has also been observing other people's skills.

Tell the group: "Here is a personal project where you can apply the skill of effective teaching.

"Ask a fellow patrol member to teach you a skill that you need to know and that he does well. Also, offer to teach what you know to a person who might need to learn. The object will be to teach something effectively to another person and also to learn something. As you learn from another, note how effectively he teaches you. You'll both have a discovery experience."

## **A Real-Time Application**

Inform the patrol members that later today we will talk about giving them a real opportunity to apply what they have learned about effective teaching.

"During the evening we will show you how to prepare a presentation plan and prepare a presentation. And, we will show you a simple approach to do it. Tomorrow, each of you will have an opportunity to try your hand at this important skill."

## Reflection on Effective Teaching

Tell the Scouts that you would like to take a few minutes to reflect on what we've just been learning. Review the guidelines for reflection. Ask the following questions:

- Why is this skill important?
- What is the purpose of effective teaching?
- In your own words, explain what you think is meant by learning objectives, discovery, teaching-learning, application, and evaluation.
- Think about this morning's session on fire-by-friction. Can you identify some examples of the steps of effective teaching? What are they? Be specific.
- How do you feel about being called on to make a presentation or give a demonstration to a group?
- What do you think will be the most difficult part about using this skill?
- How do you think using the skill of effective teaching could help you?
- How do you think using the skill of effective teaching could help your patrol?
- What are some specific things you could do to develop your skill in effective teaching?

# Outdoor Cooking Skills

---

**Leaders:** Assistant senior patrol leader, quartermaster, and troop instructors

**Location:** \_\_\_\_\_

## Program Notes

Patrols assemble at the specified location. The assistant senior patrol leader for Scoutcraft will introduce the afternoon's activities and direct the patrols to their starting points.

Each demonstration should be planned carefully using a written presentation plan. The use of effective teaching in this activity will further demonstrate the skill presented earlier in the day.

## Cooking Skills Round-Robin

Patrols will proceed through four outdoor cooking skills stations. Each station will be equipped so that the patrol can work in two groups of Scouts. Each station will be staffed by a troop instructor assisted by another staff member. Each station will have a demonstration followed by actual preparation and cooking by patrol members. The objective is hands-on participant involvement.

## Suggested Stations

- Swiss-style, grilled-cheese sandwiches
- Reflector-oven pizza
- Biscuit twist
- Dutch-oven bread, scones, and biscuits
- Pie-plate Dutch ovens
- Parched corn
- Orange-peel biscuits
- Dutch-oven cinnamon caramel rolls
- Dutch-oven cobbler
- Dutch-oven doughnuts
- Sheepherder baking
- Fish-in-foil



## Staff Assignments

Stations

Staff assignments

1 \_\_\_\_\_ and \_\_\_\_\_  
2 \_\_\_\_\_ and \_\_\_\_\_  
3 \_\_\_\_\_ and \_\_\_\_\_  
4 \_\_\_\_\_ and \_\_\_\_\_

Stations should last approximately 15 to 20 minutes. Patrols move on the sound of the horn.

## Patrol Rotation

\_\_\_\_\_ Patrol starts at station 1, and continues to stations 2, 3, 4.

\_\_\_\_\_ Patrol starts at station 2, and continues to stations 3, 4, 1.

\_\_\_\_\_ Patrol starts at station 3, and continues to stations 4, 1, 2.

\_\_\_\_\_ Patrol starts at station 4, and continues to stations 1, 2, 3.

## Cooking Demonstration Stations

When the cooking skills round-robin is complete, the patrols will reassemble briefly and receive instructions for the cooking demonstration stations. Each of two stations will demonstrate a special cooking method the Scouts can use in their patrols either at the conference or at home. The stations are as follows:

- Station 1: Turkey-in-a-bag
- Station 2: Dutch-oven magic

Stations should last approximately 10 to 15 minutes.

## Patrol Rotation

\_\_\_\_\_ and \_\_\_\_\_ patrols start at station 1.

\_\_\_\_\_ and \_\_\_\_\_ patrols start at station 2.

At the conclusion of this activity, patrols will reassemble at \_\_\_\_\_.

# Troop Cookout

---

Leader: Senior patrol leader

Location: \_\_\_\_\_

## Program Notes

### Assignments

Cleanup from cooking demonstrations	_____
Food preparation	_____
Fires for dinner	_____
Tables and other setup (flowers)	_____
Cooking	_____
Dinner serving	_____
Dinner cleanup	_____

Under the leadership of assigned staff, all troop members help prepare, eat, and clean up dinner.

### Menu

- Dutch-oven stew
- Fresh biscuits
- Tossed salad
- Assorted cobblers

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Evening Patrol Meeting

---

**Leader:** Patrol leader

**Location:** Patrol site

## Program Notes

Opening

The Scout Law is led by the selected patrol member.

Assignments

Review assignments and work on them. Review map symbols for tomorrow's session on the map and compass.

# Patrol and Troop Initiative Games and Reflection

---

**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

The objective of this activity is to explore the reflection process with participants through a series of patrol games followed by reflection.

Games are organized and led by youth staff members. The patrols should be separated by some distance so that they cannot observe each other.

The staff members should observe the patrol during the activity and note any actions and behaviors that might be useful in the reflection process.

At the conclusion of each game, the youth staff member calls the patrol together and reflects on the activity completed. Reflection should be limited to approximately 10 minutes.

The setup for each game and suggested questions for reflection are covered in the "Cooperative and Initiative Games" section of the Appendix.

## Opening Comments

The senior patrol leader opens the activity with a few brief remarks about initiative games and how we can often learn more from a simple game than appears obvious at first. He covers the following points and relates them to Scouting and to our activities at the junior leader training conference.

- Playing games
- Learning by doing
- Games with a purpose

## Troop Guides

Patrols meet with their troop guides for this activity. Troop guides and the assigned staff move with the patrols to the designated locations. The troop guide leads his patrol through several initiative games and follows each activity with a reflection.

Troop guides should observe individual and group behavior carefully. They may be assisted by another staff member and compare notes prior to the reflection. A staff member will lead the reflection with the patrol.

Approximately 20 to 25 minutes is planned for each game and reflection. For game suggestions, see the Appendix.

## Game Plan

A game plan, with instructions and questions for reflection, should be prepared for each game.

Patrol game 1: \_\_\_\_\_ Game plan assigned to: \_\_\_\_\_

Patrol game 2: \_\_\_\_\_ Game plan assigned to: \_\_\_\_\_

Patrol game 3: \_\_\_\_\_ Game plan assigned to: \_\_\_\_\_

Patrol game 4: \_\_\_\_\_ Game plan assigned to: \_\_\_\_\_

## Closing Remarks

After all patrol games and reflections are finished, the troop guide or assigned staff member should make closing remarks about Scouting as a game with a purpose and learning by doing—that's why we're here.

## Troop Games

The troop reassembles for an all-troop version of "The Great Centipede." Adult and selected youth staff organize the game.

# Presentation Plans and Making Presentations

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Leader: Assistant senior patrol leader

Location: \_\_\_\_\_

## Program Notes

The troop assembles by patrols. The assistant senior patrol leader explains the participant presentations scheduled for Tuesday afternoon. He should make the following points:

## Participant Presentations

- Each patrol will be divided into two teams of four Scouts for tomorrow's presentations.
- Each participant will select one Scoutcraft subject for his presentation. Four different subjects will be presented within each team.
- The presentation should be based on information found in the references indicated in the subject list below. Scouts may draw on additional sources but they should be sure to cover the basics.
- The presentation should include all the steps of effective teaching and be complete in the time allowed.
- Feel free to adapt the subject matter so that the entire presentation takes no more than 8 to 10 minutes. Although the time is short, your presentation should be as complete as possible. Try to make the subject as interesting as you can. Be creative.

## Staff Presentations

Assigned staff members make presentations on

- Presenting the subject
- Preparing a presentation plan (review of effective teaching)

Distribute the handouts "Presenting the Subject," "Preparing a Presentation," and "Presentation Plan Form" from the Appendix.

## Preparation

- The troop guides meet with patrols. Patrol members select subjects for their participant presentations. Patrol teams are selected for tomorrow's presentations.
- Patrol members begin preparation of presentation plans with support from assigned staff.

Remind Scouts that teaching is effective only when learning takes place.

Dismiss the patrols for patrol campfires and cracker barrels.

## List of Presentation Subjects

Use the following topics for skill presentations. References are to the *Boy Scout Handbook*, No. 33229 (tenth edition).

1. Birds, pp. 298–301 (including the six S's)
2. Lost, pp. 209–211
3. Our American Trees, pp. 318–324 (through the section “Conifers”)
4. Wind and Weather, pp. 347–350 (including types of clouds)
5. Caring for the Earth, pp. 361–370
6. Silent Scout Signals, pp. 445–447
7. Ecology: Peeling Back the Layers, pp. 251–259
8. Seven Keys to Low-Impact Camping, pp. 60–61
9. Reading a Map, pp. 181–186 (including map symbols)
10. Making a Map, pp. 198–199
11. Compass, pp. 188–192

## Patrol Campfires and Cracker Barrels

---

**Leader:** Patrol leaders

**Location:** Patrol sites

### Program Notes

Patrols adjourn to their sites for their patrol campfire. Cooks pick up the cracker barrel from the quartermaster on the way back to the site. For this campfire the patrols should be entirely on their own. If staff members are invited to a patrol campfire, they should thank the patrol but decline with regrets because the staff meeting is scheduled at the same time.

# Daily Schedule—Day Three

Time	Activity	Responsible	Location
6:30 a.m.	Arise	Patrol leader	Patrol site
6:45 a.m.	Patrol cooking	Patrol leader	Patrol site
7:30 a.m.	Breakfast and cleanup	Patrol leader	Patrol site
8:30 a.m.	Troop assembly	Senior patrol leader	Troop assembly area
9:00 a.m.	<b>Counseling</b>	Assigned staff	_____
10:00 a.m.	<b>Maps and measuring skills</b>	Scoutcraft staff	_____
11:30 a.m.	Patrol leaders' council meeting	Senior patrol leader	Staff site
	Patrol cooking	Assistant patrol leader	Patrol site
12:00 p.m.	Lunch and cleanup	Patrol leader	Patrol site
12:45 p.m.	<b>Reflection on Counseling</b>	Troop guide	Patrol site
	Patrol meeting	Assigned staff	_____
1:30 p.m.	<b>Evaluating</b>	Scoutcraft staff	_____
2:30 p.m.	<b>Scoutcraft skill presentations</b>	Troop guide/instructors	Patrol site
4:30 p.m.	Patrol cooking	Patrol leader	Patrol site
	Patrol activities	Scoutmaster	_____
	<b>Scoutmaster's Reflection</b>	Patrol leader	Patrol site
6:00 p.m.	Dinner and cleanup	Patrol leader	Patrol site
7:00 p.m.	Patrol meeting (prepare for troop meeting)	Program patrol	Troop assembly area
7:15 p.m.	Flag lowering	Senior patrol leader and staff	_____
7:45 p.m.	<b>Troop meeting</b>	Assigned staff	_____
9:15 p.m.	<b>Woods Wisdom Workshop/ Scavenger Hunt</b>	Quartermaster	Patrol site
9:45 p.m.	Patrol cracker barrel	Patrol leader	Patrol site
10:30 p.m.	Lights out	Scoutmaster	_____
	Staff meeting		



# Troop Assembly

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**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Each patrol leader inspects his own patrol in the patrol site before proceeding to the assembly. The staff sounds the horn at exactly 8:30 a.m. The staff proceeds from the staff site to the assembly area. Patrols form in their assigned positions.

Call to attention	Senior patrol leader
Flag ceremony	The program patrol conducts the flag ceremony.
Morning devotion	Scoutmaster
Introduction of new patrol leaders	Senior patrol leader, old patrol leaders, old assistant patrol leaders
Patrol Leaders' Promise	Scoutmaster, new patrol leaders, new assistant patrol leaders
Exchange of service patrol symbols	Senior patrol leader, patrol leaders of old and new service patrol
Exchange of program patrol symbols	Senior patrol leader, patrol leaders of old and new program patrol
Thought for the Day	Assigned staff member
Announcements and recognitions	Senior patrol leader and staff, as planned <ul style="list-style-type: none"><li>• Patrol flags, yells, cheers</li><li>• _____</li><li>• _____</li></ul>
Program of the day	<ul style="list-style-type: none"><li>• Leadership skills presentations</li><li>• Scoutcraft skills</li><li>• Patrol leaders' council meeting at the staff site, 11:30 a.m.</li></ul>
Dismissal	Senior patrol leader

# Counseling

---

Leader: Assigned staff

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain the role of counseling in helping to solve problems
- List the six basics of counseling
- List five techniques for encouraging a person to talk about his problems
- Explain the meaning of the term *first-aid counseling*

## Materials Needed

- Copy of the *Boy Scout Handbook*
- Signs for role-playing activities ("The Incident," "Counseling Method 1," and "Counseling Method 2")
- Handouts: "Six Basics of Counseling" and "Five Possible Responses and Reactions" (from the Appendix)

## Preparation

The troop assembles by patrols. Each patrol is seated so patrol members can work with an assigned staff member. The presentation on counseling uses a role-playing activity to highlight the principles of counseling. The role-playing activity is presented "on stage" in front of the entire troop, but all discussion takes place in the patrol.

## The Role-Playing Activity

The role-playing activity has a cast of three staff members:

- Bob, a member of the Raccoon Patrol
- Dan, the Raccoon Patrol leader
- Steve, the senior patrol leader

A staff member acts as the narrator.

The role-playing activity has three acts and an instant replay. The three acts are "The Incident," "Counseling Method 1," and "Counseling Method 2."

## Rehearsal

The cast and staff members assigned to patrols should carefully review the role-playing activity and each part of the outlined discussion between the acts. Carefully rehearse the role-playing activity to ensure that the key points of counseling are clearly presented as a basis for discussion by the patrols.

## Set the Stage

The narrator announces to the troop that we are going to learn about the leadership skill of counseling. He then turns the meeting over to the troop guides.

## What Is Counseling?

Ask patrol members for some definitions of *counseling*. Accept their statements without comment but seek agreement that the counseling under discussion is how you listen to a friend who has a problem and how you help.

## People Have Problems

Point out that everybody has problems. When people join groups, they bring their problems with them. Sometimes problems arise because of a person's membership in a group.

Remind patrol members that they were asked to write down three problems connected with their Scout troop back home. "Do you all have your problem lists with you?" If not, allow about 3 minutes to write them out.

## Role-Playing Activity

The narrator explains to the troop: "We are going to see a role-playing activity about a problem that could happen in any Scout troop. Observe carefully. Try to identify each person's point of view and what concerns each person. After the incident, we will observe different approaches to counseling, and we will try to identify the best method."

## The Incident

Display the poster titled "The Incident."

"Bob," a member of the Raccoon Patrol, walks in front of the troop. He is talking to himself, but loud enough for everyone to hear. He is upset and unhappy. Bob is complaining about life in the Raccoon Patrol. It seems he gets every dirty job that comes along. And "Dan," the patrol leader, is always on his case. No matter what he does, Dan is there breathing down his neck. He corrects him on everything. It seems Bob can't do anything right.

Bob explains that he joined Scouting to have fun and go camping with his friends. Now all he does is collect wood and wash dishes. He's had it. He's going to go home. He's not doing any more work. He's going to quit.

Bob walks off.

Dan, the patrol leader, walks in front of the troop. He is thinking out loud—loud enough for everyone to hear him. Dan is disgusted and frustrated. No matter how hard he tries, he can't seem to get Bob to take any responsibility. He gives Bob a job and the kid just drifts off and daydreams. The last time he sent Bob to collect wood for the patrol, he found him sitting by the stream skimming rocks. He really has no idea what it means to be a

Scout and a patrol member. Just to get Bob to do his fair share, he has to stand over him to make sure the work gets done.

And nothing Bob ever does is done right. Dan tells him what to do, he explains it, then he tells him he better do it. But Dan might as well save his breath. "I don't know what to do. I guess I'll have to find a way to make my point. I'll put him on KP until we go home on Saturday."

Bob walks in front of the troop. Dan sees him and says to himself, "There he is. Now I'll tell him what he's going to do."

Dan and Bob meet in front of the troop. Dan proceeds to tell Bob off. He tells him he is on KP for the rest of the week, until he gets it right.

Bob gets very upset. He storms off, saying, "I quit. I'm going home."

## **Patrol Discussion**

The troop guide works with each patrol. He asks the Scouts to think about "The Incident." Ask the group, "What is the problem?" Note answers on a flip chart.

Ask the group to consider the following questions:

- How do you think Bob sees the problem?
- How do you think he feels about the way Dan spoke to him?
- How do you think Dan sees the problem?
- How do you think he feels about Bob's response, and Bob's threat to leave camp?
- What should Dan do next?

Note the group's responses. Keep the discussion short and to the point.

## **Counseling Method 1**

The narrator announces that now we are going to see an example of one method of counseling. Everyone should observe carefully and make notes about what they see. They should pay particular attention to the "counselor" and to how he communicates with Bob.

## **Role-Playing Activity**

Dan, the patrol leader, meets Steve, the troop's senior patrol leader. He tells Steve he doesn't know what to do. He explains the problem totally from his point of view. He concludes by telling Steve that Bob plans to leave camp, go home, and quit Scouting.

Steve listens carefully, asking a few questions. It is clear that Steve is seeing the problem from Dan's perspective. Steve tells Dan, "Don't worry, I'll take care of this. I know that Bob really wants to be a Scout. He'll just have to shape up, if he wants to stay."

Dan leaves. Bob walks out in front of the troop. Steve sees him and calls him over.

Steve proceeds to lecture Bob on "his" problem. Bob tries to explain but Steve will not listen. The conversation is one-sided. Steve is forceful, and Bob is increasingly intimidated. Steve concludes by telling Bob that he had better do what Dan tells him. If he wants to be a Scout, he had better shape up.

## Patrol Discussion

The patrols now discuss method 1. The staff member should ask the following questions:

- How did the senior patrol leader handle the discussion with the patrol leader? Did he get all the information he needed? Did he understand the problem?
- How did the senior patrol leader handle the discussion with Bob? Did he get all the information he needed? Did he understand the problem?
- How do you think Bob felt about all of this? Did anything get resolved from his point of view?
- How could the senior patrol leader have done a better job with the patrol leader? How could he have prepared for his meeting with Bob?
- What could the senior patrol leader have done to help solve the problem? How could he have helped both Bob and Dan?

Note responses to the last two sets of questions.

## Counseling Method 2

The narrator explains that now the audience is going to see an example of counseling done the right way. Everyone should observe carefully and make notes about what they see. They should pay particular attention to the senior patrol leader's approach in talking with Dan and then Bob.

## Role-Playing Activity

The scene returns to the meeting between the senior patrol leader and the patrol leader. As Dan tells Steve the problem, Steve listens carefully and uses the *principles of counseling* and the appropriate *responses*. Steve asks Dan to try to see Bob's side of the problem.

In their meeting, Dan and Steve agree that Steve, the senior patrol leader, will talk with Bob, try to understand his point of view, and try to bring everybody together.

Dan leaves. Bob walks out and Steve calls him over. Using the principles of counseling and responding appropriately, Steve brings out Bob's side of the story. He calms him down. Steve gets

Bob to see Dan's side of the problem. They agree to meet with Dan to work things out.

## Patrol Discussion

The patrols now discuss method 2. The staff member should ask the patrol: "Which method of counseling seems to be the right method?"

Explain that the second role-playing activity was an effort to show some of the important principles of counseling. Ask patrol members to list some of the techniques or approaches they saw in use during the role-playing activity. Write these down on the flip chart.

After patrol members have identified some of these techniques and approaches, ask them the following questions:

- How do you think Dan, the patrol leader, felt after his discussion with the senior patrol leader? What was different about the discussion? How did this affect Dan's view of the problem?
- Was the senior patrol leader better prepared for his talk with Bob? What additional information did he have to work with?
- How do you think Bob felt after his discussion with the senior patrol leader? What was different about their talk? How did this affect Bob's view of the problem?
- What do you think will happen when Bob, Dan, and Steve get together? What are their chances for success? Why?

## The Skill of Counseling

With this "discovery" and discussion, the stage is set for presentation of the skill of counseling. The staff member should tell the patrol that now that we have some experience behind us, having seen examples of counseling in action, we can really explore the skill of counseling.

Flip charts should be prepared in advance covering the learning objectives, the basics of counseling, and the five responses.

## Learning Objectives

Begin by presenting the learning objectives. At the end of this session, each participant should be able to

- Explain the role of counseling in helping to solve problems
- List the six basics of counseling
- List five techniques for encouraging a person to talk about his problems
- Explain the meaning of the term *first-aid counseling*

## Why Do We Counsel?

Explain that good counseling is a difficult skill but all leaders are called upon to do it from time to time.

Write *Why Do We Counsel?* on the flip chart and ask for suggestions. Write participants' responses on the flip chart, aiming for the following:

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

Discuss each point briefly. Emphasize that we cannot really solve a problem *for* another person, we can only help him reach his *own* solution.

## **When Do We Counsel?**

Write *When Do We Counsel?* on the flip chart and ask for suggestions. Aim for the following.

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 alternatives.)

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

Continue the list.

We counsel 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.
- He didn't consider alternatives.

Discuss briefly. Make the point that counseling may give the person a chance to reconsider and decide what to do.

## **First Aid Counseling**

Explain that often counseling is 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. Explain that leaders are often approached with problems or they may spot problems on their own. "You have to help—you can't just let them suffer."

## Counseling Techniques

Explain that there are some proven techniques of good counseling. On a fresh sheet of the flip chart, write *Is there really a problem?* Make the following points:

- If the person 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 feels you may be willing and able to help.

Next, write *A climate for counseling* on the flip chart. Make the following points:

- 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 the person relax and take it easy. Perhaps he can't get started talking, or maybe he can't stop talking. No two people or problems are alike.
- Wait and see what this problem looks like.

## Six Basics of Counseling

Distribute a copy of the handout "Six Basics of Counseling" to each patrol member. As a group, review the six points. Have a patrol member read the first basic principle to the patrol. Then discuss with the group to be sure all patrol members understand how the principle can apply. Have another Scout read the second basic principle and discuss with the group. Continue until all six basics are reviewed.

As you review each principle, ask the patrol members if they can recall an example from the role-playing activity that shows the principle in action. Try to cover the following points:

**Listen carefully.** Hear what he has to say. We usually are not good listeners. Sometimes we are so busy preparing an answer that we may not hear the question. You must give your undivided attention. Make it known that you are willing to take time to hear him out.

Ask yourself, "Do I understand what he is trying to say?"

**Summarize.** It is important to summarize now and then to ensure understanding and to keep on track and check what is being told.

**Add facts.** Maybe there is only a need to give additional information to someone who might not have all the facts or who might not know all of the resources available to help. (When you add facts, be sure it is information, not advice.)

**Check alternatives.** Encourage the person to think of different ways of handling a problem. Ask if he can think of anything else to do. Try not to let him settle on just one approach, too hastily.



Encourage him to think through all possibilities.

As a last resort, suggest some other solution. Let the person decide which solution to use.

**Don't give advice.** Above all, you should not give advice. If you give advice, you might stop him from solving his own problems, and the *advice might be wrong for him.*

## Five Ways to Respond

Point out that, to put these six basics into operation successfully, you must show that you are listening, you are interested, you understand, and you care. Certain comments or reactions you can make will let him know this and will keep the person talking.

Ask patrol members if they can think what these comments might be. Be sure they suggest some of the following:

**Restate his words in your own way.**

**Make a statement regarding his feelings.** When counseling someone whose feelings have been hurt, it helps if he feels you have concern for his feelings. It may only require a few kind words: "It made you feel pretty bad, huh?"

**Show that you are listening and that you understand.** All it might take is just "I understand," "Uh-huh," "Tell me about it," "Go ahead," or simply a nod of the head.

Although this is not to be used often, you may **ask him a question.** "Uh-huh, what happened then?" "How did you feel about it?" **Don't cross-examine him or give the impression of cross-examining.**

**Always encourage him to keep talking.**

Point out that these suggested responses or reactions might not be natural to you. If not, you can put these ideas in your own words. Remember the purpose of the responses as you come up with your own—keep the person talking.

Summarize the five possible ways to respond and react. Write them on the flip chart. Make sure the Scouts are comfortable in their understanding.

The five responses are as follows:

1. Restate his words in your own words.
2. Make a statement about his feelings.
3. Show that you are listening and that you understand.
4. Ask a question now and then but don't cross-examine.
5. Encourage him to continue talking.

## Applying What's Been Learned

Ask the patrol to divide up into groups of three. The instructor may participate to fill a group as an observer only.

Ask each group of three to select one person to be the counselor, one to be counseled (the one with the problem), and one to act as observer. The counselor and the person being counseled sit face to face. The observer sits to one side, behind the person being counseled and facing the counselor.

The person to be counseled presents one of his problems (connected with his Scout troop at home) to the counselor. The counseling session should last about 5 minutes. The observer takes notes as the counseling session proceeds.

## Evaluate

At the end of 5 minutes, the instructor calls time. Each small group evaluates what happened. The following questions could be asked:

- Was the counselor a good listener?
- Did he give advice?
- Did he keep the person talking?
- Did he help the person come up with a solution? More than one?
- Did he ask questions? Too many? The right ones?
- Did the person get help? Reach a decision?

## A Word of Caution

Make the point that a good counselor should be able to know when the person with a problem needs help from someone more experienced in counseling than himself.

Ask the Scouts to open their *Boy Scout Handbook* to page 401. "Isn't counseling a lot like first aid?" A good first-aider knows when to seek help. So does a good counselor.

Suggest that the Scouts add this skill to their Personal Conference Goals. They should think about the problems in their troop that they listed and see what ideas they can come up with to use counseling to help solve them.

Now turn the group over to the assistant senior patrol leader for the session on maps and measuring skills.

# Maps and Measuring Skills

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**Leaders:** Assistant senior patrol leader and troop instructors

**Location:** \_\_\_\_\_

## Program Notes

Patrols assemble at patrol tables with a troop instructor. Scouts should be able to refer to a copy of the *Boy Scout Handbook*.

Scouts should have reviewed map symbols and topographic maps at their last patrol meeting.

## Patrol Assignments

\_\_\_\_\_ Patrol \_\_\_\_\_

\_\_\_\_\_ Patrol \_\_\_\_\_

\_\_\_\_\_ Patrol \_\_\_\_\_

\_\_\_\_\_ Patrol \_\_\_\_\_

## Topographic Map Skills—Review

Patrols divide into teams, each with a map. The patrol should check for its best map resources (people and reference materials) and allocate them between the two teams.

- The staff reviews the maps and map symbols using topographic maps.
- The patrols review the basics using topographic maps (two per patrol).
- Review scale, titles, contour lines, major colors, and symbols. (Refer to the *Boy Scout Handbook*.)

## Map Quiz—General Knowledge

- Patrols have 10 minutes to complete the first section of the Map Quiz (from the Appendix).
- The staff reviews the results with the patrols.

## Map Quiz—Individual Quadrangle

- The patrol may reorganize its two teams. Then the patrol has approximately 20 to 25 minutes to complete the second section of the Map Quiz for its quadrangle. Patrol map resource people should make the quiz an opportunity for inexperienced patrol members to learn and test their skills.
- If time allows, the troop instructor should review the results with the patrol.

## Measuring Skills—Review

Patrols assemble under the direction of the assistant senior patrol leader for Scoutcraft. Six stations have been set up to cover the methods of measuring height and distance. Patrols proceed to their assigned stations and spend approximately 8 to 10 minutes at each.

## Patrol Assignments

\_\_\_\_\_ Patrol—Station 1

\_\_\_\_\_ Patrol—Station 2

\_\_\_\_\_ Patrol—Station 3

\_\_\_\_\_ Patrol—Station 4

## Measurement Stations and Scoutcraft Resources

### Station 1: Pencil Method

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Station 4: Stick Method

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Station 2: Tree-Felling Method

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Station 5: Compass Method

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Station 3: Napoleon Method

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Station 6: Time and Direction

Assigned staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Patrol Measurement Problems

After patrols complete all six review stations (approximately 60 minutes), they report to the assigned troop instructor.

Each patrol is divided into two teams. Patrols may divide their resources as they prefer. Each station will have two measurement problems. Each team will be given one problem to solve in approximately 15 minutes. Then the teams will switch and solve the second problem in approximately the same amount of time. In each team, each Scout should have an opportunity to apply what he has learned.

## Patrol Assignments

\_\_\_\_\_ Patrol—Station 1

\_\_\_\_\_ Patrol—Station 2

\_\_\_\_\_ Patrol—Station 3

\_\_\_\_\_ Patrol—Station 4

The staff member at each station hands each team a card with the problem to be solved. Each station has a width problem and a height problem. Any of the methods learned may be used (more than one may be used as a means of cross-checking).

	Resource	Location
<b>Station 1</b>		
Problem 1a:	_____	_____
Problem 1b:	_____	_____
<b>Station 2</b>		
Problem 2a:	_____	_____
Problem 2b:	_____	_____
<b>Station 3</b>		
Problem 3a:	_____	_____
Problem 3b:	_____	_____
<b>Station 4</b>		
Problem 4a:	_____	_____
Problem 4b:	_____	_____

# Patrol Leaders' Council Meeting

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**Leader:** Senior patrol leader

**Location:** Staff site

## Program Notes

Opening

The Scout Oath is led by the selected patrol leader.

Reports from patrols

Ask such questions as "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improvement.

Review of the daily program

Cover all events from now until the next patrol leaders' council meeting.

- Refer to the daily schedule.
- Bring notebooks for leadership skill presentations.

Assignments for activities

For the patrol meeting at 1:00 p.m.

- Pioneering projects for desktop pioneering tomorrow morning (make plans, appoint pioneering consultants, etc.).

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Planning period

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior patrol leader's comments

Scoutmaster's comments

Adjourn

## Patrol Meeting

**Leader:** Patrol leader

**Location:** Patrol site

## Program Notes

## Opening

The Scout Law is led by the selected patrol member.

### Patrol leader's report

The patrol leader shares information from the patrol leaders' council meeting.

### Patrol assignments

Review assignments and work on them.

- Appoint two pioneering consultants to work on pioneering project plans.

Troop guide's notes

Troop guide's notes for patrol leader:

[illegible]

# Reflection on Counseling

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**Leader:** Troop guide

**Location:** Patrol site

## Program Notes

After the patrol meeting, the troop guide assembles the patrol for a 10- to 15-minute session reflecting on the skill of counseling presented to the troop earlier in the day. Ask patrol members what ideas they have about how they can apply the skill during the rest of the conference.

## Questions for Reflection

Review the guidelines for reflection. Ask the following questions:

- Can someone tell me, in his own words, why counseling is important? Why do we counsel?
- What are the most important things to remember when you are counseling someone?
- What are some of the ways you could respond to the person you are counseling?
- Does the whole idea of counseling someone sound scary to you or make you nervous? Why?
- What are some of the things you could do to make counseling less scary? What could you do to prepare yourself for counseling someone?
- It's really important to be able to understand how the person you are counseling is feeling. Try to put yourself in his place. For example:
  - Have you ever had a problem and wished you could talk it over with someone? Why did you want to talk it over?
  - If you were to talk a problem over with an older Scout or a Scouter, what would you want him to do? What would you expect from him?
  - Have you ever had a conversation with an adult—a parent, teacher, or Scout leader—in which that person didn't seem to understand what you were saying, or wasn't even listening? How did you feel? What could the adult have done differently?
- Is there a time when you shouldn't counsel? When should you refer the problem to an older Scout or an adult leader?
- Can somebody tell me what we mean by "first aid" counseling?
- Have you had a chance to use this skill here at the junior leader training conference, even if you didn't think what you were doing was counseling? Would you share that experience?
- Can you suggest some ways you might be able to apply counseling here at the junior leader training conference?
- Does somebody have some ideas about ways you could apply this skill in your own troop? Why would you use counseling in these situations?

Thank the patrol members for their participation and interest, and turn them over to the patrol leader.



# Evaluating

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Leader: Assigned staff

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- State the six questions asked in evaluating
- Explain the two elements—job and group
- Apply these principles to a variety of situations
- Explain the importance of evaluating in improving group performance
- Balance the requirements of the job to be done with the needs of the group and its members through skilled evaluation

## Materials Needed

- Easel, flip chart, and pens
- Prepared flip-chart posters: “The Objective” and “Balance Beam”
- Handout: “Par 18 Evaluation” (from the Appendix)

## Preparation

Gather the patrol around the patrol table. Flip charts or posters with the three “Balance Beam” diagrams, “The Objective,” and the Par 18 Evaluation should be prepared in advance.

## What Do We Mean by Evaluating?

Ask the group what they think the term *evaluating* means. As the participants respond, seek agreement that evaluating is reviewing what happened to see if the job got done.

Ask the group, “How do we evaluate?” Seek responses from the participants.

Ask, “Don’t we often evaluate by asking ourselves questions?” Seek agreement from the group.

## The Patrol Camp

Ask patrol members to think over the week in camp so far. One of the things the patrol had to do was set up its patrol campsite. The orientation trail suggested some things that might be done with the patrol camp.

## Questions

“What are some of the questions you could now ask yourselves about your patrol camp?” As questions are suggested, ask each Scout to write them in his notebook while the instructor notes them on the flip chart.

A typical question might be, "Is the cooking fire in the right place?"

## Answers

"Now we have some questions. Do we agree on the questions? Let's see if we can agree on the answers."

The patrol members might agree that the question about the cooking fire is a good question. They might not agree, however, on the answer. Some feel it is, others feel it isn't. Don't allow this to get into a debate on the fire location—that's not the point. Simply establish that the patrol cannot agree easily. Move through the list of questions quickly, deciding that the patrol members either feel that a given part of the camp setup is okay, is not okay, or they can't agree.

## Answers Lead to Action

"We're well along into the evaluating. Some good questions have been asked and we've got some answers. Now, what do we do about it?"

As the participants offer suggestions, accept them without comment. Summarize by pointing out that if everybody agrees something is okay, there's no need to make a major change. If the group agrees that something is not okay, it probably should be changed. If patrol members can't agree, they probably will do nothing *unless* some Scout feels so strongly that he'll make the change himself, with the group's consent.

## Getting the Job Done

Explain that we've been evaluating a job—setting up the patrol camp. In evaluating any job, we ask three basic questions (list these on the flip chart):

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

"We've talked about setting up a patrol camp and that's a pretty complicated job. What about lunch today? Did you get your lunch? Was it on time? Was it prepared well? Simpler jobs are easier to evaluate."

## What About the Group?

Explain that jobs never get done by themselves. People do them. Most patrol jobs are done by a group—maybe the whole patrol, maybe a group of two or three. Here are some questions we can ask to evaluate how the group performed as it worked on a job. (List these on the flip chart.)

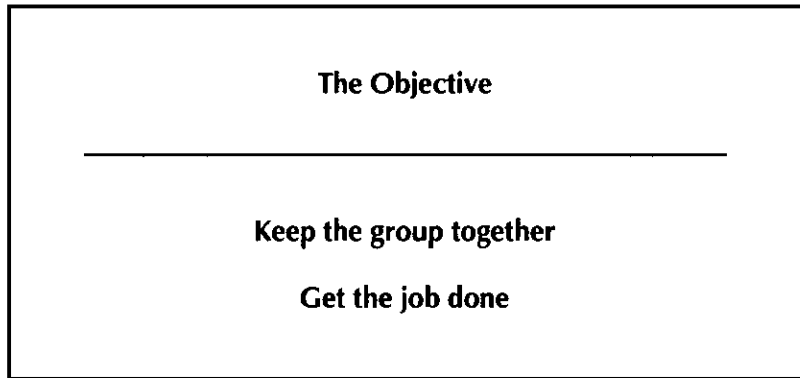
- Did everybody help?
- Are they pleased with the effort?

- Are they eager for the next job?

"Are these good questions about group performance?" Seek agreement.

## The Objective

Explain that the objective of the junior leader training conference—or of a Scout troop, a patrol, or any other group activity—is to *keep the group together* and *get the job done*. Display the prepared poster, "The Objective."



If a project is evaluated with this objective in mind, good ideas will result to improve both the job at hand and the ways you get group members involved.

## Par 18 Evaluation

Distribute copies of the Par 18 Evaluation to each Scout. Explain that this is a way to give a score of 1, 2, or 3 for each basic question we ask in evaluating.

To see how it works, have patrol members evaluate the Maps and Measures session this morning. Ask each Scout to tell how he scored the job and how he scored the group's performance. As time permits, ask how this Scoutcraft session could have been improved.

## Doing the Job and Keeping the Group Together

Ask, "Would it be possible for a patrol to receive a high score on the job, but a low score on group performance?" Seek ideas from patrol members. "What would that mean?" (The group got the job done, on time, and right, but the group didn't work well together.)

"How about a high score for the group but a low score for the job?" (The group had a fine time but didn't get much done.)

## Keeping a Balance

State that the leader has a responsibility to both the job *and* the group. How this balances depends on the kind of group, the kind of job, and how well the leader uses the leadership skills we're discussing and learning this week.

"Let's take a closer look at this idea of balance." Use the flip chart to show the "Balance Beam" diagrams while explaining the following points.

"If a job is getting done and the group is working together, then the objectives are met. You could say that the job and the group are in balance."



Ask, "Where is your patrol right now?" Point out that after three days at the conference, most of us are beginning to work together and the job is getting done.

Ask, "How did things look Sunday afternoon? If the patrol site was getting set up, but with only a few patrol members doing most of the work, the balance might have looked like this."



"If by the Sunday night cracker barrel you had come together with high spirit and morale but you were getting little work done, then the balance might have looked like this."



Point out that in either case, patrol members probably were aware of the imbalance (that things were not in balance), and so they took some corrective action. What they did was *evaluate*—perhaps without realizing it—and they *acted* to correct the situation.

## Working Together

Review the following with the group: "In evaluating, we measure how well the group works together." This is important because

- Working together creates an awareness of each other.
- As we work together to get a job done, we realize that we need each other to do a good job.
- That awareness helps bring us 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.

Tell the group: "Ben Franklin understood this point well. After he signed the Declaration of Independence on July 4, 1776, he said to the assembled Continental Congress: 'We must all hang together, or assuredly we shall all hang separately.'

"And Mr. Spock also understood, when he said to Captain Kirk: 'Sometimes the needs of the many outweigh the needs of the few, or the one.'"

## The Leader's Responsibility

Balancing the needs of both the job and the group is a major responsibility of the leader. Working together to get the job done can support the need to keep the group together, and help it to work more effectively. Evaluating is a good tool for the leader and the group to measure the balance situation and identify areas for improvement.

## Under Way

Evaluating also is a good technique to use when a project is under way, like when you're making a presentation. Here are the six questions restated for that purpose:

<i>Underway Evaluating</i>	
☆ Are we getting the job done?	☆ Is everybody involved?
☆ Are we doing it right?	☆ Is everyone working well together, and is everyone satisfied with what the group is doing?
☆ Are we on schedule?	☆ Does everyone want to keep going?

Write these questions on the flip chart and suggest that everyone copy them in their notes.

## Evaluating As Part of Effective Teaching

Remind the patrol that we talked about evaluating as a part of the skill of effective teaching. An instructor can evaluate how well the objectives were met (the job) and how well the participants responded (the group).

Point out that in effective teaching the objectives should be based on the participants' needs and characteristics.

We evaluate the needs by asking

- "What do I teach that will meet his needs?" (That's the job.)
- "How much time will it take?"
- "How do I do it right?"

We could evaluate the characteristics by asking

## **Evaluating in Patrol and Troop**

- "How can I get him involved in his own learning—what discovery is needed?" (Get him to help.)
- "How can I make the learning enjoyable?" (Encourage him to be pleased with the effort.)
- "How can I cause him to want to learn more?" (Make him eager for the next job.)

Ask the participants, "When and where could evaluating be used in a patrol or troop?" Aim for the following:

- During and at the end of a program or activity
- As a regular feature of the patrol leaders' council meeting and patrol meetings
- Before planning: "How did we do last time? How can we do better?"

## **Reflection**

Lead a short reflection on evaluating. Use the following questions:

- How do you feel about using this process?
- How can it help you in a group?
- How can it help the whole group?
- Can an individual use evaluating? How and when?
- What is the difference between an evaluation and a reflection?
- What is the hardest thing about evaluating?
- What do you like best about this approach?
- How can you use evaluating in your patrol at the junior leader training conference?

## **Summary**

Make the point that by evaluating, the group can look for ways to do things better the next time. Group members can use evaluating to identify a problem (everybody wasn't involved, the job wasn't completed on time, etc.). By asking why, patrol members can plan how to do the next job better.

Thank the patrol members for their attention and interest. The troop guide turns the patrol over to the patrol leader, who awaits directions from the staff member responsible for the next activity.

# Scoutcraft Skill Presentations

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**Leaders:** Troop guides and troop instructors

**Location:** \_\_\_\_\_

## Program Notes

Each patrol divides into two groups of four Scouts, who meet with an assigned staff member. They proceed to designated locations for this activity.

## Setting the Tone

After the patrol is seated, the staff member reviews the purpose of these presentations. Suggest that the Scouts take notes. Cover the following points:

- This is an application of the skill of effective teaching to help each of us learn how to really use this important skill.
- This is practical knowledge you should be able to put to good use as soon as you return to your troop at home.
- We selected Scoutcraft subjects because they are the ones with which we are most familiar and they make sense when we are out here together in a Scouting activity.
- Each Scout will have about 10 minutes to present his Scoutcraft skill presentation to the group.
- After each presentation, each Scout will have a chance to evaluate the presentation and make suggestions for improvement.
- The staff member will provide a more detailed evaluation of the presentation. He will share it with the patrol and give a written copy to the presenter.


## Thoughts on Evaluating Presentations

Use the handout "Evaluating Scoutcraft Skill Presentations" as a basis for a brief discussion. Distribute the handout and cover the following points.

- The purpose of evaluation is
  - To set and maintain standards of performance
  - To recognize achievement
  - To help improve performance
  - To motivate
- Ask the Scouts to put each of these points in their own words. Seek agreement on each.
- Ask one Scout to read the following:

"The goal is not to criticize, but rather to offer positive suggestions for growth and improvement. Evaluation should be friendly and supportive."

Ask the Scouts to put this in their own words.
- Cover these simple rules for evaluating a presentation:

- 
1. Find something good to say about it.
  2. Focus on the presentation before you criticize the presenter.
  3. Keep the focus of your critique clearly on the future.
  4. Be specific.
  5. Make it useful for everybody.


Ask the Scouts to put each point in their own words.

Distribute copies of the evaluation form. Briefly review the content and check that patrol members understand the terms.

Explain that they should use this form as a checklist to review each presentation. Explain that it can serve as a useful reference as they prepare to make presentations in the future.

Point out that you will try to take detailed notes on each presentation, but they should focus on the use of effective teaching steps as they take part in each session. Briefly review the steps of effective teaching. They are covered on the evaluation form. The Scouts should refer to them.

## Skill Presentations and Evaluations



Begin the presentations. Give each Scout approximately 10 minutes. Put the presenter at ease. *Be very supportive.* Hold the group together and make it clear by your actions that this should be a positive experience for the presenter. Make it so.

After each presentation, ask each Scout to make a few comments about the presentation (not about the presenter). Ask the presenter to share his presentation plan with the group. Keep this positive and on target. After each Scout has had an opportunity to comment, gently proceed with your comments and evaluation. If there are any serious problems, share them privately with the participant at an appropriate time and place.

Be sure to compliment the presenter and thank him for his efforts. Remember, this is a first effort.


After two presentations, take a 5-minute break. Get up and stretch. Be careful not to disturb any of the other groups. They may be on a different time schedule.

After the conclusion of all presentations and evaluations, ask each participant to evaluate his own presentation based on the six questions used in evaluating. Review the six questions with the group by having them refer to their notes. (This evaluation need not be shared.)

Compliment patrol members on their efforts and proceed to the reflection.

## Reflection on Presentations and Effective Teaching

Review the guidelines for reflection. Ask the following questions.

- 
- What was the purpose of this activity?
  - What did you learn from this activity?



- What was the best part?
- What was the most difficult part?
- How did you feel about standing up in front of the group?
- How did you feel when your presentation was over?
- How did you feel about being evaluated by other patrol members?
- How did you feel about evaluating other patrol members?
- What do you think you can learn from the evaluation process?
- How did you use the steps of effective teaching to organize your presentation?
- Why is a discovery an important part of effective teaching?
- How do you think you can improve your presentation skills?
- How can you apply what you've learned about effective teaching while you work with your patrol here at the conference?
- How can you apply what you've learned in your troop back home?

Thank the patrol members for their efforts and the quality of their work. Turn over the patrol to the patrol leader for the next activity.

**Remember: For teaching to be effective, learning must take place.**

# Scoutmaster's Reflection

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**Leader:** Scoutmaster or designated assistant Scoutmaster

**Location:** Patrol sites

## Program Notes

The Scoutmaster or a designated assistant Scoutmaster will meet with each patrol during the late afternoon or early evening. This is one of two reflection sessions conducted by the adult leaders during the conference. Limit the reflection to approximately 10 to 15 minutes.

## Leading the Reflection

Gather the patrol members. Have everyone sit so they can see each other. The adult leader should join the group. Do not stand while they sit. This is not a presentation, but a discussion, and the leader is part of the process. Review the ground rules for reflection. Keep it relaxed and informal.

## Questions for Reflection

Start with the following questions and let the group take the discussion from there.

- How is it going?
- What do you like best so far?
- What have you learned that you did not expect to learn?
- What have you learned about each other?
- Why is understanding other people's needs and characteristics important?
- How can you take advantage of the resources of your patrol?
- How can you ensure that information gets to everyone in the patrol?
- Why do we use the patrol method at the junior leader training conference?
- What do you expect to get out of the conference?
- What do you need to do to make sure you learn the most you can?
- What can you learn from each other?
- How can you apply what you learn each day?
- What do you like best about working with this patrol?
- If you could change one thing about how the patrol works together, what would it be?

## Closing Comments

Thank the patrol members for their enthusiasm and interest. Tell them that there is lots more to come, a lot of fun and a lot of learning. Wish them luck.

# Troop Meeting

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**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

The Scoutmaster and the senior patrol leader should develop the troop meeting plan during staff development. (See following page.) This troop meeting should be planned using *Woods Wisdom* and the Troop Meeting Plan sheet. Have a short break between each meeting part to make sure all participants are aware of the various parts of the meeting. Break announcements could take the form of the old vaudeville signs used to introduce various acts.

## Evaluation

The senior patrol leader and the troop guides conduct a quick evaluation session using the Par 18 Evaluation form. The staff evaluates the meeting as planned and executed. The patrols, with their troop guides, conduct a Par 18 Evaluation and also give examples of the skills of leadership they observed in the meeting.

## Reflection

The senior patrol leader leads a brief reflection on the troop meeting. Look for an understanding of the skills that were required to plan and run the meeting.

## Notes for Reflection

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# Troop Meeting Plan

Date \_\_\_\_\_

Activity	Description	Run by	Time
<b>Preopening</b> ____ minutes	<ul style="list-style-type: none"> <li>• Service patrol setup</li> <li>• Program patrol activity</li> <li>• Patrol leaders' council quick start</li> </ul>		
<b>Opening Ceremony</b> ____ minutes	<ul style="list-style-type: none"> <li>• Troop formation</li> <li>• Ceremony</li> <li>• Uniform inspection</li> </ul>		
<b>Skills Instruction</b> ____ minutes	<ul style="list-style-type: none"> <li>• New Scouts</li> <li>• Experienced Scouts</li> <li>• Older Scouts</li> </ul>		
<b>Patrol Meetings</b> ____ minutes			
<b>Interpatrol Activity</b> ____ minutes			
<b>Closing</b> ____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Recognitions</li> <li>• Scoutmaster's Minute</li> <li>• Ceremony</li> </ul>	SM	
<b>After the Meeting</b> ____ minutes	<ul style="list-style-type: none"> <li>• The patrol leaders' council evaluates the meeting plan.</li> <li>• The service patrol cleans up.</li> </ul>		

# **Woods Wisdom Workshop/Scavenger Hunt**

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Leader: Assigned staff

Location: \_\_\_\_\_

## **Program Notes**

This session is designed to familiarize participants with *Woods Wisdom* and to help them understand the need for good troop planning using the troop program planning kit as a resource.

## **Introduction**

"You have just been part of an ideal troop meeting. How many of your troop meetings look like the one you just participated in?" (Congratulate those who respond positively.)

"Several years ago the Boy Scouts of America did a survey of a lot of Scouts like you and some others who did not stay in Scouting. They found out from the Scouts who left Scouting that the number one reason they left was because they did not like dull, boring troop meetings.

"I think you will agree that our troop meeting tonight was anything but dull and boring. The reason it wasn't is because it was well planned using one of the best resources we have available for planning—*Woods Wisdom*.

"How many of you use *Woods Wisdom* on a regular basis to plan your troop's program?" (Congratulate those who respond positively.) "We know from studies we have done that the best troops, and the ones that use junior leaders the most, use *Woods Wisdom* a majority of the time.

"How many of you have used the troop program planning kit to help you in planning programs from *Woods Wisdom*?

"We have a little scavenger hunt that we would like you to try that will help you become more familiar with *Woods Wisdom*."

## **Scavenger Hunt**

A staff member distributes sample copies of *Woods Wisdom* to each patrol. He gives each patrol leader a copy of the *Woods Wisdom* scavenger hunt (see the Appendix).

## **Reflection**

After the game, the staff member leads a brief reflection on the benefits of using *Woods Wisdom*.

# Daily Schedule—Day Four

Time	Activity	Responsible	Location. _____
6:30 a.m.	Arise	Patrol leader	Patrol site _____
6:45 a.m.	Patrol cooking	Patrol leader	Patrol site
7:30 a.m.	Breakfast and cleanup	Patrol leader	Patrol site
8:30 a.m.	Troop assembly	Senior patrol leader	Troop assembly area
9:00 a.m.	<b>Planning</b>	Staff	_____
10:00 a.m.	<b>Desktop pioneering</b>	Assistant senior patrol leader and staff	_____
11:30 a.m.	Patrol leaders' council meeting	Senior patrol leader	Staff site
	Patrol cooking	Assistant patrol leader	Patrol site
12:00 p.m.	Lunch and cleanup	Patrol leader	Patrol site
12:45 p.m.	<b>Reflection on Planning</b>	Troop guide	Patrol site
	Patrol meeting	Patrol leader	Patrol site
1:30 p.m.	<b>Representing the Group</b>	Staff	_____
2:15 p.m.	<b>Pioneering projects</b>	Assistant senior patrol leader and staff	_____
4:30 p.m.	Patrol cooking	Patrol leader	Patrol site
	Patrol activities	Patrol leader	Patrol site
5:00 p.m.	Staff meeting	Scoutmaster	_____
6:00 p.m.	Dinner and cleanup	Patrol leader	Patrol site
7:00 p.m.	<b>Reflection on Pioneering projects</b>	Troop guide	Patrol site
7:15 p.m.	Flag lowering	Program patrol	_____
7:30 p.m.	Open activity	Senior patrol leader and staff	Waterfront
8:30 p.m.	<b>Controlling Group Performance</b>	Staff	_____
9:00 p.m.	Troop campfire	Staff	Campfire ring
9:45 p.m.	Troop cracker barrel	Quartermaster staff	Patrol site
10:30 p.m.	Lights out	Patrol leader	Patrol site
	Staff meeting	Scoutmaster	_____

# Troop Assembly

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Leader: Senior patrol leader

Location: \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Each patrol leader inspects his own patrol in the patrol site before proceeding to the assembly. The staff sounds the horn at exactly 8:30 a.m. The staff proceeds from the staff site to the assembly area. Patrols form in their assigned positions.

Call to attention	Senior patrol leader
Flag ceremony	Program patrol
Morning devotion	Scoutmaster
Introduction of new patrol leaders	Senior patrol leader, old patrol leaders, old assistant patrol leaders
Patrol Leaders' Promise	Scoutmaster, new patrol leaders, new assistant patrol leaders
Exchange of service patrol symbols	Senior patrol leader, patrol leaders of old and new service patrol
Exchange of program patrol symbols	Senior patrol leader, patrol leaders of old and new program patrol
Thought for the Day	Assigned staff member
Announcements and recognitions	Senior patrol leader and staff as planned <ul style="list-style-type: none"><li>• Patrol site inspections</li><li>• _____</li><li>• _____</li></ul>
Program of the day	<ul style="list-style-type: none"><li>• Leadership skills presentations</li><li>• Scoutcraft skills</li><li>• Patrol leaders' council meeting at the staff site at 11:30 a.m.</li></ul>
Dismissal	Senior patrol leader

# Planning

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Leader: Assigned staff

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- List the stages required in planning
- Apply these stages to planning exercises in this course
- Apply this leadership skill in long-term and short-term program planning of individual troop meetings and activities
- Evaluate a plan on the basis of the group's success in carrying out the plan
- Explain the importance and value of careful planning

## Materials Needed

- Poster: "Planning Tower" (from the Appendix)
- Handout: "Planning Tower" (from the Appendix)

## Preparation

A flip chart or posters should be prepared in advance with a drawing of the Planning Tower and a page for each planning step with the necessary elements listed.

## The Need for Planning

Explain that planning is needed for almost everything we do. For simple tasks, the planning is simple and we do it almost unconsciously. For more complicated jobs, we can get into difficulty if we don't plan carefully.

## Review

Remind the group members that during the conference they have been asked to plan and carry out many tasks. However, they have not been told how to do the planning.

Ask the group to think about this afternoon's pioneering projects as we talk about how to plan.

## Planning Procedure

Display the poster or flip chart, "Planning Tower," copied from the handout in the Appendix. Explain that there are six steps that should be followed as an activity or event is planned. If the steps are followed carefully, success is almost guaranteed.

Point to each part of the chart and make the comments and explanations suggested below.

## Consider the Task

Explain that planners should ask themselves some questions:

- Exactly what is the task?



- Does everybody understand it?
- Does everybody agree to go along with it?

## **Decision**

Now a decision must be reached.

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

## **Consider the Resources**

Point out that before a task can be accomplished, we must know what we have to work with.

- What are the resources of the group? Recall the first leadership skill discussed on opening day and the resource survey the patrol made.
- Remember that people are a resource because they have knowledge and skills.
- Who's got 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 it in the time available? Can we get more time or reduce the task to fit the time?

## **Decision**

Explain that when the resources are known, another decision is needed. Ask, "What is it?" (Whether or not to proceed.)

## **Consider Alternatives**

Remind the group that unforeseen happenings can change even the best plans. The secret is to think of what could happen before it happens.

A famous Antarctic explorer once said, "The secret of good planning is living the experience in advance." That's a good way to be sure alternatives are fully considered.

Think through a "plan B" approach. What reasonable possibilities can they anticipate? What if it rains? What if not enough patrol members have the skills to complete the project?

Consider the possibilities and write them into the plan.

## **Decision**

Explain that another decision is now needed. Ask, "What is it?" (What alternatives can be used if the plan must be changed?)

## **Write Down the Plan**

Explain that writing down the plan is the most important step. When the plan is written on paper, it automatically is clarified and reviewed. The written plan should include the steps needed to carry out the task. Also write down your backup plan (plan B), using the alternatives that have been listed.

Point out the following advantages of the written plan:

- It can be reviewed and revised before you start.
- It formalizes the group's decision. You've got it in writing.
- It becomes a checklist.
- People can accept their part of the plan and this is noted in writing. It commits the members of the group.
- Everybody can get a copy.
- The plan can be filed with whomever is in charge.

## **Decision**

Point out that, in writing down the plan, a decision has been reached on how to proceed.

## **Put the Plan into Action**

Now the plan is carried out. Make the following points:

- The plan should be followed as closely as possible.
- If something happens to cause the plan to be changed, resort to the alternatives that have been considered.
- Keep the task in sight. It's the desired result the group is working toward.
- Carefully weigh any temptation to depart from the plan unless there is a good reason.

## **Decision**

When the plan has been carried out and the task accomplished, another decision must be made. Ask, "What is it?" (How did we do?) This leads us to the final step.

## **Evaluation**

An evaluation will tell us how well we did. "What are the questions that should be asked about the job?" (If the participants hesitate in responding, have them check their notes from Day Three on the presentation about evaluating.)

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

"What questions should be asked about the members of the group?" Responses should agree with the presentation on evaluating:

- Did they help?

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

## Buzz Sessions

State that each patrol has two desktop pioneering projects to be built this morning. "Yesterday, your patrol leader was given sketches of the projects and was asked to select two 'pioneering consultants' to plan the projects. They were not told how to plan these—they were only given the task."

Each patrol should now meet as a buzz group so that each consultant can review his plan with the patrol members. Based on what has just been covered, the patrol should help the consultant with any steps he might have overlooked in his plan. This is just a checkup—spend no more than 5 minutes on each plan.

Distribute copies of the handout "A Planning Procedure" (or the "Planning Tower") to assist in this review.

## Patrol Reports

Allow approximately 10 to 12 minutes for review of the two plans. Then ask the patrol leader of each patrol to report briefly on what changes they made in their consultants' plans as a result of this morning's presentation.

Ask the group members how they feel this second look at the plans can help them in completing the project.

## Review

Briefly review the main steps in planning. Ask the group to give you the steps in sequence. Look for these answers:

- Consider the task.
- Consider the resources.
- Consider the alternatives.
- Write the plan down.
- Put the plan into action.
- Evaluate.

Ask the Scouts to put these steps in their own words and to explain the parts of each step. Go through each step.

Ask, "When are decisions made in the planning process?" Look for the answer "after each step." Ask the Scouts to recall some of these decisions. "What decisions are made when you consider the resources? At what point in the planning process do you consider the knowledge and skills of the members of the group?"

Explain to the group that we are going to put our new knowledge of planning to a challenge. Each patrol will build the projects it has planned.

# Desktop Pioneering

**Leaders:** Assistant senior patrol leader and troop instructors

**Location:** \_\_\_\_\_

## Program Notes

Patrol leaders divide their patrols into two groups. Each group should include one of the two pioneering consultants, with the project plans reviewed in the last session.

Suggest that the patrol leaders “consider their resources” for the project when breaking down the patrol into two groups. Each group is to work independently.

A troop instructor is assigned to each patrol. He reminds the Scouts to try to follow their plan.

## Construction

The troop instructor helps the patrol get the proper spars and twine for construction. Models are built on or near the patrol table. Only the lashings taught in the Progressive Pioneering session should be used (Japanese and Filipino lashings). Troop instructors may give guidance on the lashing technique but may not be involved in constructing the model in any way. Any knot-tying instruction must be done with spars and twine provided for that purpose.

## Patrol Assignments

Patrol	Troop instructor
_____	_____
_____	_____
_____	_____
_____	_____

Each group proceeds with construction of its project. Models will be judged on the basis of completion, accuracy of lashings, sturdiness, neatness, and appearance.

Post a copy of B-P's comments on planning: **Plan your work, then work your plan.—Baden-Powell**

## Par 18 Evaluation

After each project is completed, each team should complete a Par 18 Evaluation form evaluating its own performance on the project. The patrol leader should keep a copy of both team evaluations for discussion at this afternoon's patrol meeting.

## Evaluation of Planning Scoresheet

If time allows, the troop guide should meet with the patrol and have each team complete the Evaluation of Planning scoresheet. (If there is insufficient time, this may be completed as part of the reflection after lunch today.)

Hand out a copy of the scoresheet (reproduce from the Appendix) to each patrol member. Explain that they should meet in their teams and agree on a score for each category of planning. Remind them that they are evaluating their effectiveness at planning, *not* their ability to improvise to get the job done. (They already have evaluated their performance on the project using the Par 18 Evaluation.)

They should score each of the steps of planning according to the scoring guidelines on the scoresheet. When they evaluate the last section, "Accomplished Task," remind them that they are evaluating their use of a plan to help them get the job done.

The troop guide should offer to assist in the process. He should make a copy of the two evaluations and bring them with him to the reflection after lunch.

# Patrol Leaders' Council Meeting

---

Leader: Senior patrol leader

Location: Staff site

## Program Notes

Opening

Scout Oath led by selected patrol leader

Reports from patrols  
ment.

Ask such questions as "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improve-

Review of the daily program

Cover events from now until the next patrol leaders' council meeting.

- Refer to the daily schedule.
- Bring notebooks for leadership skill presentations.

Assignments for activities

For patrol meeting at 1:00 p.m.

- Distribute plans for ballista.
- Patrols to appoint "boss riggers" to manage pioneering projects.
- Boss riggers to meet assistant senior patrol leader for Scoutcraft at activity area at 1:45 p.m.
- Patrols to assemble at activity area at 2:00 p.m.
- Campfire tonight—bring your song sheets.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Planning period

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior patrol leader's comments

Scoutmaster's comments

Emphasize the importance of planning in work on ballistas this afternoon.

Adjourn

# Reflection on Planning

---

**Leader:** Troop guide

**Location:** Patrol site

## Review of Application of Planning

- Review the application of planning in this morning's desktop pioneering projects, and the lessons to be applied in constructing the ballistas this afternoon.
- Before you start the reflection, briefly review the Evaluation of Planning scoresheets from this morning's desktop pioneering projects. If the patrol was not able to complete the scoresheets at the end of the projects, give them a few minutes to do so now. Ask each participant to share one important point from his evaluation.

## Questions for Reflection

Review the guidelines for reflection. Ask the following questions:

- What did you learn about planning from your work on the desktop pioneering projects this morning? What were the practical lessons?
- Think back to the presentation this morning, when you were asked to redo your plans for the pioneering projects using the steps of planning. What was the most difficult part of rethinking your plans?
- Did you involve everyone in that planning process? Why is involvement important in planning?
- Did you actually plan your work this morning? Why? Why not?
- Did you make a conscious effort to follow your plan while working on the desktop projects? How might that have helped you in completing the projects?
- How did you feel about trying to use the steps of planning to help get things done?
- Did it work well? Why? Why not?
- Why do you think planning is important?
- What do you think are the most important points in the planning process?
- What is the most difficult part of planning?
- How do you think planning could help you in doing a project?
- How could you apply the skill of planning in your own troop at home?

Thank the patrol members for their participation. Point out that this afternoon we will be working on another project, the Scout stave ballistas. Suggest that they review the construction plans at their patrol meeting and consciously go through the steps of planning to be better prepared. The Evaluation of Planning scoresheet, distributed at this morning's skill presentation, is an excellent tool for this.





# Representing the Group

---

Leader: Assigned staff

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain that the patrol leader represents two groups, he “wears two hats”
- Explain the two ways that a leader represents his group
- Explain that the leader has the ability to represent the group’s opinion not merely his own
- Explain the importance of this leadership skill for effective leadership

## Materials Needed

Handouts: “Troop Scoutcraft Skills Field Day,” “Reaction Scale” (reproduce from the Appendix), and “What Would You Do?”

**Note:** For this presentation to be successful, it is important that the participants take the planning of the field day seriously. The presenter should treat the field day as a “real” activity and must not inform the participants that it is only an exercise until the session is completed.

## Introduction

Explain to the group that now they’re going to see how the skills of communicating and understanding the needs and characteristics of the group can be combined with the skill of representing the group.

## The Problem

Explain that they’re going to plan a troop Scoutcraft skills field day. The plan is to cover those skills that will be the most useful to participants when they return home. The object is to sharpen each Scout’s individual skills, and also demonstrate some activities that can be used in the patrol or troop to assist Scouts in their advancement.

This problem will be dealt with in six steps. Tell the Scouts, “There’ll be lots of moving around so please follow the instructions carefully.”

## Step 1

Ask the patrol leaders (group 1) to meet with the senior patrol leader while the rest of the patrol members (group 2) meet with their troop guides. When the groups are settled, proceed to the second step.

## Step 2

Ask the senior patrol leader and troop guides to distribute copies of “Troop Scoutcraft Skills Field Day” sheet to each participant.

**Group 1.** The senior patrol leader asks each patrol leader to check off (in column A of the handout) those activities he thinks his patrol would like to do at the field day.

**Group 2.** The troop guide asks each patrol member to check off (in column A of the handout) the field day activities he personally would like to do.

Allow 5 minutes for this.

### **Step 3**

Announce that the patrol leaders and the patrol members will now share the lists within the small groups and come up with a master list of not more than six field day activities.

**Group 1.** The patrol leaders compare lists and agree on six activities, checking them off in column B.

**Group 2.** The patrol members compare lists and agree on six activities, checking them off in column B.

Allow 5 minutes for this.

### **Step 4**

Now each patrol leader returns to his patrol. The patrol leader checks off the patrol members' choices (their column B) in his column C while the members enter the patrol leader's choices (his column B) in their column C.

Allow 5 minutes for this.

### **Step 5**

Explain that the patrol leader now has some options:

- a. He may ask the patrol members to accept his column B without change.
- b. He may accept the patrol members' column B without change.
- c. The patrol leader and members can agree on a new list of what they would like to do, checking the items in column D.

After the decision is made, the patrol leader and members put the list adopted by the patrol in column D.

### **Step 6**

The troop reassembles. Each patrol leader reports on his patrol's choices. As they report, list the choices by patrol on the easel pad. Ask the participants to look over the lists, noting similarities and differences. Make no comment on the lists yourself so your own opinion will not influence the group.

### **Representing the Group**

Explain that what the Scouts have just done is an exercise in representing the group. A patrol leader represents his patrol in two different situations.

## Representing Without Consulting

Write the heading *Two Situations* on the flip chart and tell the group, "We are going to look at each of these situations."

Write *Without Consultation* on the flip chart.

Explain that there are situations where the patrol leader must represent his patrol without consultation. He makes a decision on the basis of his best judgment and hopefully, the patrol will go along with him.

There is a good chance of error in this situation. The odds of making the right decision are improved if the leader knows his patrol—its likes, dislikes, resources, and capabilities.

Ask the group: "What two skills of leadership we have learned would be most important in knowing these things?"

Look for

- Knowing and using the resources of the group
- Understanding the needs and characteristics of the group

Ask for a short explanation of why each skill is important for this purpose.

Make the following point: "Even when you don't have a chance to consult with your patrol, you should always make your decisions based on your understanding of the patrol."

## Consulting with the Patrol

Explain that there are also situations where the patrol leader can consult with the patrol and get its reaction to the task at hand. Write *Consulting with the Patrol* on the flip chart.

When this happens, there are several things they should try to do (write these on the flip chart):

- Before you represent the group
- When you represent the group
- After you represent the group

Make the following points. Use the flip chart to highlight them.

**Before you represent the group**, you should do the following:

- Decide on the nature of the job or problem
- Get all the facts you can
- Determine the mood of the group (How much leeway do you have in representing the group?)
- Use your skill in communicating to prepare yourself

**When you represent the group**, you should be able to

- Clearly state your patrol's position.

- Listen to the position of the other patrol leaders and respect their opinions—or their right to hold them.
- If there is a conflict or disagreement, decide whether to stand fast or to compromise. This will be easier if you are aware of your patrol's feelings.

**After representing the group**, you should do the following:

- Refer to your notes (Retrieving information)
- Explain the situation to your patrol (Remember, you are now preparing to represent another group, the patrol leaders' council, so be sure to think through the steps just covered and use them.)

Ask the group: "Has everybody got that?" Ask for questions, review the key points, and remind them to make sure they have them in their notes.

Whether or not you can consult your patrol, you really need to understand where they are coming from.

## Reaction Scale

Distribute a copy of the "Reaction Scale" handout to each participant. Comment that this may help translate how your patrol feels about something into how the leader should represent them. The *Yes*, *Maybe*, and *No* lists (from the handout) should be on the flip chart so the Scouts can refer to them. Give them a minute to look over the "Reaction Scale" chart.

### 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. Not. Uh-uh.	Never! Absolutely not! No way! Not a chance!

Point out that how the patrol members respond to an idea will indicate how they feel about it. Have them refer to the Reaction Scale and identify a few responses. Ask them: "If the guys say 'Great!' what does that indicate about how they feel toward the idea?" (It indicates that they are enthusiastic.) Ask: "If the patrol members respond with a 'maybe' or a 'yeah' what does that seem to indicate?" (They are indifferent.)

Make the following point: **"Once you know how your patrol members feel, you have to represent them appropriately."**

## What Would You Do?

Sometimes your patrol and the other patrols will not feel the same way about an idea. What do you do then? Ask the participants to look over the "What Would You Do?" chart (below). Point out that it may help them decide.

### What Would You Do?

How would you as a 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	?

Ask the group to respond to the situations on the chart. Discuss each one separately, and note the response from the group on the flip chart. Seek agreement on each situation.

After you have covered all six situations, point out that although the answers developed here can't be definite (because not all facts are known), with this information alone their answers should bring out the following points:

Whether your patrol is for or against a proposition, as the patrol leader, you are committed to that position in the patrol leaders' council. If you differed with the patrol, it should have been in the patrol meeting. You are obliged to vote the way the patrol decides, unless you can go back to them with new information that might change their minds. So, this would apply to situations 1, 2, and 4.

If your patrol is only compliant, indifferent, or resistant to an idea, the patrol may decide to leave you uncommitted. This shows a high trust level, and allows you, as the patrol leader, to decide on the basis of how the other patrols seem to feel. This answer applies in situations 3, 5, and 6.

## Two Ways to Represent the Group

Point out that another way of saying this is that there are two ways that a leader represents the group.

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

Write these on the flip chart. Ask the participants to copy these down in their notes.

Ask someone to explain each of these two ways in his own words.

Suggest to the group that these two charts are a good reference to



## Democracy in Action

help determine how a patrol feels about something, and how the leader should be guided when he represents them and their views.

Emphasize that when a patrol leader represents his patrol, it is really an exercise in representative democracy—the U.S. Congress operates the same way. The issues are smaller and less complicated but the process is the same.

## The Patrol Leader Wears Two Hats

State that sometimes the skill of representing the group is summarized by the phrase *The patrol leader wears two hats*. Write the phrase on the flip chart.

Ask the group what they think this phrase means.

Look for the following:

- He must represent the views of his patrol to the patrol leaders' council.
- He must represent the views of the patrol leaders' council to his patrol.

Write these on the flip chart.

Point out that representing the group works in two directions. The patrol leader speaks for his patrol at the patrol leaders' council meeting. He also represents the patrol leaders' council to the patrol and its members.



## Reflection on Representing the Group

Conduct a brief review and reflection on the skill of representing the group. Review the guidelines for reflection and ask the following questions:

- What are some of the main points for a leader to keep in mind while representing the group?
- How is knowing the group's resources important in representing the group?
- Why is understanding the group's needs and characteristics important in representing the group?
- What do we mean when we say "representing the group without consulting"?
- What problems could result when you have to represent the group without the chance to consult with it?
- What could you do to be prepared to represent the group?
- How could you use the "reaction scale" to help you represent the group?
- Why is representing the group important?
- What could happen in the group if you only represented your own ideas?

- How would you feel as a member of the group, if your leader only represented his own ideas and views?
- How could a member of the group help the leader to represent them effectively?
- What is the most difficult part of this skill? Why? How could you make it easier?
- How do you think you could apply this skill at the junior leader training conference?
- What are some ways you could apply this skill in your patrol or troop back home?

### Questions for Reflection

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Summary

Make the following points:

- Representing the group is important to the success of patrols and troops.
- It helps get jobs done, and, by allowing group members to express their own needs and preferences, it helps keep the interest and support of the members of the group.

### A Reminder

Remind the Scouts that they now have learned about several of Scouting's leadership skills. During a quiet time in the patrol site, each Scout should think about what he has learned and add two or more ideas he can use to his Personal Conference Goals for each skill.

# Pioneering Projects

---

**Leaders:** Assistant senior patrol leader, troop instructors, troop guides

**Location:** \_\_\_\_\_

## Program Notes

The horn sounds and the patrols assemble in the activity area under direction of their “boss riggers” to begin their projects.

Each patrol will build a Scout stave ballista. In the interest of conservation, reusable Scout staves are used. If available, large spars may be used. The ballistas will be built with Scout staves and baler’s twine for all lashings. Limit lashings to the Japanese and Filipino lashings taught in the Progressive Pioneering session. See the Appendix for detailed instructions on building the Scout stave ballista.

Allow two hours to complete the projects. Troop guides should observe the patrols and make occasional notes for use in the reflection on pioneering projects and in the leadership skill session on controlling the group.

Staff members should be cooperative and supportive. However, they *should not* get involved in the actual construction of the ballistas. Staff members may assist in checking lashings and correcting the way in which they are done. Safety should be a prime concern in light of the warlike uses these projects will be put to (throwing balloons during ballista effectiveness on Day Six).

Boss riggers are responsible for safety and quality control. They should check all lashings and ensure proper adherence to design specifications. Projects will remain standing until the end of the conference. Boss riggers are responsible for maintenance.

## Preparing for the Reflection

The staff member assigned to lead the reflection on the pioneering projects should carefully observe the performance of the patrol during the project. Use the information in “Observation of Group Activities” on pages 257–259 in the Appendix for guidance about what to look for. It covers the following areas:

- Leadership
- Effective following
- Expressions of concern
- Building consensus
- Use of power and influence
- Decision making
- Evaluating progress
- Listening skills
- Trust
- Willingness to disagree
- Planning
- Encouragement



- Soliciting ideas
- Equal participation

Be alert for examples of behavior that indicate a conscious use of leadership skills. This should help you to develop a few specific questions based on what you observed while the patrol members were working together.

## Evaluation of Pioneering Projects

After completing the project, or at the end of this session, each patrol should complete a Par 18 Evaluation of the project. Patrol members also should complete an Evaluation of Planning scoresheet to measure how they did in their application of the skill of planning. The patrol may finish the scoresheet at its patrol site, but it must be completed before this evening's reflection session on the pioneering projects.

## Reflection on Pioneering Projects

---

**Leader:** Troop guide

**Location:** Patrol site

### Program Notes

After supper and cleanup, the troop guide assembles the patrol for a 10- to 15-minute session reflecting on this afternoon's pioneering project activities. The troop guide should have his notes from observing the project to add to the basic questions for reflection.

A review of the patrol's own evaluation of the project is a good first step. Have the patrol leader discuss results of the Par 18 Evaluation and the Evaluation of Planning scoresheet. Be alert for actions or comments that may be useful during the reflection.

### Questions for Reflection

Start with the following questions and let the group take the discussion from there.

- What was the purpose of this activity?
- What was the best part of working on the project?
- If you could start over, what would you do differently?
- Did you follow your plan? How did that work?
- If you did not follow the plan, how did that work?
- What do you see as the value of a plan?
- What did the project tell you about the planning process?
- Who led the work on the project?

- What role did the patrol leader take?
- What role did the boss rigger take?
- Did leadership change during the project? How? Why?
- Was everybody involved? What did you do to include people?
- How effective were you in using your resources? Give examples.
- What were the most important things you learned from working on this project?
- How can you use what you learned in working together as a patrol?
- How can you use what you have learned as an individual?
- How can you apply what you have learned to your patrol or troop at home?

## Closing Comments

Thank the patrol members for their enthusiasm and interest. Congratulate them on their ballista.

## Open Activity

**Leader:** \_\_\_\_\_

**Location:** \_\_\_\_\_

## Program Notes

Activities might include a midweek interfaith service, a troop swim (optional—use the Safe Swim Defense plan), cooperative games, etc.

[illegible]

# Controlling Group Performance

---

**Leaders:** Assigned staff and troop guides

**Location:** \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Explain why control is necessary to the group to coordinate individual effort
- Explain why control is a function of leadership
- Identify five basic ways a leader can control or influence group performance
- Teach group members to control themselves
- Explain how to use reflection to control group behavior

## Materials Needed

- Flip chart, easel and pad, and markers
- Handout: "Five Methods of Controlling Group Performance"
- Flip chart of Five Methods (prepared by presenters)
- Evaluation of Controlling Group Performance scoresheet

**Note:** The troop guides and staff members presenting this skill should have carefully observed how each patrol approached the pioneering projects in the afternoon. Particular note should have been made of how individual boss riggers demonstrated elements of good planning and control. Mention these during the session but avoid negative comments.

## Preparation

Prepare for a game of "Simon Says" with at least 10 to 15 commands. This will be used for the discovery in the Action Break. Troop guides prepare a scoresheet for Evaluation of Controlling Group Performance based on the afternoon's activities.

## Action Break

Lead group members in a quick session of "Simon Says" as they stand in their places. This will refresh the group and "Simon Says" will be used as an example in the presentation.

## Controlling

When the group is seated, ask, "What did I just do with you as a group?"

Take what suggestions are offered and make the point that group action and performance were almost completely controlled by one person. Every member of the group wanted to be controlled—that's the point of the game. Anyone who did not follow instructions was out.

## Why Control?

Ask, "Does a group really need to be controlled? Why?" Accept suggestions and aim for the following points:

- A group needs control like an engine needs a throttle—to keep it from running itself to death for no reason
- A group works together best when everybody is heading in the same direction
- If a plan is to be properly carried out, someone must direct the effort

## Control Is a Function of Leadership

Ask, "Who controls the group?" (The leader.) "Is he still controlling when he delegates supervision to another person?"

Explain that controlling is a function the group assigns to the leader in order to get the job done. Ask participants to write the following definition of leadership in their notebooks:

"Leadership is the process of persuasion or example by which an individual influences a group to pursue objectives held by the leader and shared by his followers."

Repeat this if needed or post it on a chart for the participants to copy.

## When to Control

Ask the group, "When does the leader control?" Aim for the following points and note them on the flip chart:

- Always, in whatever a group is doing
- As the work progresses, so he knows it's going well and can make corrections if it isn't
- When the job is finished (He evaluates.)

## Whom to Control

Ask, "Who gets the most attention from the leader?" Aim for the following points and note them on the flip chart:

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

## What to Control

Ask, "What does the leader control?" Aim for the following:

- The work schedule—the time involved and the order in which the tasks are to be done
- Quality of the work
- Quantity of the work

- Delegation of tasks to the proper people
- Himself—is he doing his job of leading as well as he knows how?

## How to Control

State that there are five basic ways a leader controls a group. Display the flip chart listing these methods, then review each as follows.

### *Five Methods of Controlling the Group:*

- Observing
- Instructing
- Helping
- Inspecting
- Reacting

#### **Observing**

With the participants, discuss specific ways the leader can effectively observe the group.

- Take a position where you can see the group members and be seen by them. Then you can communicate well.
- Be available. Your presence is reassuring.
- Don't stand over people. Move in to check, then move away so the person is not over-controlled.
- Praise good work; suggest—rather than order—improvements.

#### **Instructing**

State that the leader must often give instructions as the work proceeds and the situation changes. "How should he do this?"

Aim for the following:

- Speak clearly. Use your communication skills. Don't be bossy.
- Use your skills of effective teaching.
- Give a minimum of instructions as the work progresses. Let members use their initiative. Stay out of the way.

#### **Helping**

Point out that when the group has decided it wants to perform a task, the leader must help the members be successful. "How can the leader help the patrol in action?"

- Do your own job well. Set an example.
- Take a positive approach. Praise good work, encourage effort, and instruct to correct substandard work.
- Give a helping hand *only* when needed—and only when it's help, not implied criticism.

### **Inspecting**

Ask how the leader can inspect the work without offending the group or individual. Aim for the following:

- Know what you should expect to see. Know the plan and the skills involved.
- Be sure you can clearly see the work.
- Use a checklist.
- If the work is not correct, use evaluation techniques to lead the person to the proper performance of the task. Make it a discovery experience.

### **Reacting**

Ask the participants to suggest how the leader should react to the quality of the work. Aim for the following:

- Praise if the work is good, but be sincere about it.
- If the work is not correct, praise the parts that were done well. For the incorrect parts, take the attitude that "Gosh, I guess I didn't explain it very well." That doesn't hurt the leader but makes the person feel better about the corrections you may suggest.
- Consider the whole job. Don't focus only on the obvious weak points.

## **Setting the Example**

Point out that the most effective way of controlling a group is through the personal example of the leader. How he observes, instructs, helps, inspects, and reacts is vital. The skill of setting the example will be covered later in the conference and we'll get into more detail then.

## **Using Control to Ensure Success**

Summarize the five methods by telling the group: "These five methods—observing, instructing, helping, inspecting, and reacting—are used by a good leader to

- Ensure that the job is done, at the right time, at the right place, and in the right way
- Ensure that everybody is involved, that they take part and enjoy the effort, and that they are motivated and ready for the next challenge"

Ask the group, "What skill does that description remind you of?" (Evaluating.)

## Control and Other Leadership Skills

Ask the group to recall the presentations made so far on the leadership skills. "Which ones contribute to effective control?"

Seek agreement that all the skills are needed and ask the participants to list them as you record them on the flip chart.

- Knowing and using the resources of the group
- Communicating
- Understanding the needs and characteristics of the group
- Effective teaching
- Counseling
- Evaluating
- Planning
- Representing the group

## Evaluating Control

Point out that this afternoon's and this evening's activities can provide us with some good examples of the different ways in which control can be used.

Tell the group: "We have already evaluated the projects and how we did on the planning. Let's take a few minutes to evaluate how the patrol did in using the skill of controlling group performance to do a better job."

Troop guides join the patrols and pass out copies of the Evaluation of Controlling Group Performance scoresheet to all patrol members. Briefly review the scoresheet and ask if there are any questions about completing the evaluation. Make the following points:

- Think about all the activities since 11:30 today. Include lunch, the patrol meeting, planning the pioneering projects, building the ballistas, this evening's dinner, and the reflection on the projects.
- Although you are looking at your patrol leader, this is not an opportunity for personal criticism. Each of you, including the patrol leader, should score the day's activities according to the information provided.
- Remember, you are evaluating the patrol's entire performance.

The troop guide leads a discussion of the scores and reasons. Emphasize that this is a learning experience for the whole patrol, not an opportunity for personal criticism. The troop guide may reveal his own score and participate in the discussion, bringing out events where the leader's influence increased or decreased the patrol's chances for successful performance.



At the end of the discussion, ask the patrol, "What was the purpose of this evaluation?" Look for a response that identifies how the leader's "control" or "influence" helped the patrol. Make the following points:

- The leader's control or influence can help the patrol succeed.
- The evaluation was a way of identifying the effectiveness of the leader's control or influence. The "scores" are unimportant.

### **"Control" and "Influence"**

The troop guides thank the patrol and turn the group back to the staff members making the presentation.

The presenter should make the following point: "In your discussion, your troop guide used the terms *control* and *influence* to describe a leader's behavior in controlling group performance. Does anyone see a difference between these words when they are used that way? What is the difference?"

"If we use *influence* and *control* to mean the same thing, what is the meaning we are looking for? Can someone put that in his own words?"

### **Objective of Leadership**

The presenter asks the group if anyone recalls what we said about the objective of leadership when we talked about evaluating. Look for the following response and write it on the flip chart.

#### *The Objective of Leadership*

- Get the job done.
- Keep the group together.

Ask if anyone can explain how controlling group performance and the five methods of control can help achieve this objective. Ask group members to put it in their own words. After you get a response, ask if anyone else sees it differently, or would like to try to explain his ideas.

### **Defining Leadership**

Ask the participants to write the following definition of leadership in their notebooks:

"Leadership is the process of persuasion or example by which an individual influences a group to pursue objectives held by the leader or shared by his followers."

—John W. Gardner, *On Leadership*, 1990

This should be repeated if needed or posted on a chart for the participants to copy.

## Control and Other Leadership Skills

Ask the group to recall the presentations made so far on the leadership skills. Ask them: "Which skills contribute to effective control?"

List the skills on the flip chart. As participants give the names of skills, be sure to ask them why each skill contributes to effective control.

- Planning. (Control is easier when group members helped to make a decision and understand what is expected of them.)
- Representing the group. (Control is more effective when patrol members feel that their views were taken into account in making a decision.)
- Knowing needs and characteristics. (Control is most effective when you know what makes a Scout tick and the best ways to motivate him.)
- Knowing and using resources. (Control can be most effective when you know what Scouts really can do and the skills they have.)

Ask the group: "Which skills use controlling group performance?" List the skills on the flip chart. Be sure to ask for examples.

- Effective teaching. (The methods of control—instructing, helping, observing, inspecting, and reacting—are part of the process of effective teaching. Control involves helping people learn by doing.)
- Evaluating. (Evaluating involves observing, inspecting, and reacting. Each of these contributes to effective control.)
- Counseling. (Observation and reaction are important, but not inspecting or instructing. Why?)
- Communicating. (Observing and reacting are important in establishing rapport with a group—with assuring two-way communication.)

Make sure to get the group to come up with all eight skills. Seek agreement that all of the skills contribute to effective control, and ask the participants to list them in their notebooks.

## Reflection

Conduct a brief review and reflection on controlling group performance. Ask the Scouts to review the guidelines for reflection. Ask the following questions:

- Can someone tell me, in his own words, why is it important for a leader to control the performance of the group?
- Does anybody remember the five ways in which a leader can influence the performance of the group?
- How about the six reasons for controlling group performance?
- Do you understand the difference between controlling people

and controlling the group's performance? Can someone explain it in his own words?

- How do you feel about someone "controlling" you?
- Do you feel differently about someone controlling the quality and quantity of the work your group is doing, or the schedule for the work being done?
- Is a leader really a manipulator and an exploiter—someone who is just trying to make other people do what he wants? Why or why not?
- How does this (the answer to the previous question) relate to the skills of representing the group and planning?
- Based on this discussion, can someone explain the difference between control and influence?
- (Read the definition of leadership above, then ask:) Can someone tell me what this means, in your own words?
- How could you apply this skill in the junior leader training conference?
- What are some ways you could use this skill in your own troops? Give examples.

## **Adjourn**

Thank the group members for their attention and interest and turn them over to their patrol leaders.

**Location:** Campfire circle

## Program Notes

Stage a songfest or a historical theme campfire led by the staff. See Campfire Program Planner in the Appendix, page 297.

[illegible]

# Daily Schedule—Day Five

Time	Activity	Responsible	Location
6:30 a.m.	Arise	Patrol leader	Patrol site
6:45 a.m.	Patrol cooking	Patrol leader	Patrol site
		Patrol leader	Patrol site
7:30 a.m.	Breakfast and cleanup	Staff	Troop assembly area
8:30 a.m.	Troop assembly	Staff	_____
9:00 a.m.	<b>Sharing Leadership</b>	Scoutcraft staff	_____
10:00 a.m.	<b>Outpost demonstration</b>	Senior patrol leader	Staff site
11:30 a.m.	Patrol leaders' council meeting	Assistant patrol leader	Patrol site
	Patrol cooking	Patrol leader	Patrol site
12:00 p.m.	Lunch and cleanup	Troop guide	Patrol site
12:45 p.m.	<b>Reflection on Sharing Leadership</b>	Patrol leader	Patrol site
	Patrol meeting	Senior patrol leader	_____
2:15 p.m.	Troop assembly	Scoutcraft staff	On the trail
2:30 p.m.	<b>Adventure trail</b>	Patrol leader	Assigned
	<b>Outpost hike (secret orders)</b>	Patrol leader	Assigned
	<b>Outpost camp</b>	Staff	_____
	Staff dinner	Staff	_____
	Staff meeting	Staff	_____
	Staff activities	Patrol leader	Patrol site
10:30 p.m.	Lights out		

# Troop Assembly

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**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Each patrol leader inspects his own patrol in the patrol site before proceeding to the assembly. The staff sounds the horn at exactly 8:30 a.m. The staff proceeds from the staff site to the assembly area. Patrols form in their assigned positions.

Call to attention	Senior patrol leader
Flag ceremony	Program patrol
Morning devotions	Scoutmaster
Introduction of new patrol leaders	Senior patrol leader, old patrol leaders, old assistant patrol leaders
Patrol Leaders' Promise	Scoutmaster, new patrol leaders, new assistant patrol leaders
Exchange of service patrol symbols	Senior patrol leader, patrol leaders of old and new service patrol
Exchange of program patrol symbols	Senior patrol leader, patrol leaders of old and new program patrol
Thought for the Day	Assigned staff member
Announcements and recognitions	Senior patrol leader and staff as planned <ul style="list-style-type: none"><li>• Patrol site inspections</li><li>• _____</li><li>• Leadership skills presentation</li><li>• Scoutcraft skills</li><li>• Patrol leaders' council meeting at the staff site at 11:30 a.m.</li></ul>
Program of the day	
Dismissal	Senior patrol leader

# Reflection on Sharing Leadership (Leadership Styles)

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**Leader:** Senior patrol leader

**Location:** \_\_\_\_\_

**Note:** In updating the presentation on Sharing Leadership, the style of "joining" has now been combined with the style of "delegating." In this model, when the leader delegates, he may step aside and allow the group to work on its own or he may join them in completing the task.

## Learning Objectives

At the end of this session, each participant should be able to

- Explain the four styles of leadership
- Explain the importance of using the appropriate leadership style
- Identify situations in which each leadership style is appropriate
- Evaluate a leadership situation in terms of the effect on the job and the group
- Identify decision making and responsibility as the key functions of leadership

## Materials Needed

- Flip chart, marking pens, index cards
- Nametags
- Leadership Situation (See the bottom of this page.)
- Leadership Style Cards (See the leadership styles on the following page.)

## Preparation

Before this presentation, prepare cards for each leadership style using the text provided on the following page. (Reproduce on index cards.) Prepare nametags for "Tom the Teller," "Pete the Persuader," "Carl the Consultant," and "Del the Delegator."

## Warmup

Warm up the group with a lively action song or stunt. Announce that the subject of this presentation is *sharing leadership*.

## Leadership Situations

Select four participants from the group. Give them nametags marked "Tom the Teller," "Pete the Persuader," "Carl the Consultant," and "Del the Delegator." Give each of them the leadership style card appropriate for their role-playing activity.

Have all four "patrol leaders" lead the group in the following situation.

**Situation.** The Scoutmaster would like your patrol to build a campfire for all the parents who are visiting tonight. Also, the Wolf Patrol has challenged your patrol to a water polo match. What will your patrol do?

**Note:** The leadership style cards indicate the following.

Tom the Teller must be very forceful and blunt and *tell* the patrol members that they will build the campfire.

Pete the Persuader should gently *persuade* the group to build the campfire because it is more important.

Carl the Consultant presents the problem to the group members and *consults* them before deciding what the patrol does.

Del the Delegator has two members build the campfire while the rest go to the water polo match.

## No One Style Is Best

Ask the group which leader handled the situation best. Then present the following five situations. Ask the group which leader would be best to lead the group.

1. The patrol leaders' council has decided that it would be best if your troop went to a different summer camp this summer.
2. Young Jimmy needs help in setting up his tent, but the patrol leader needs to go to a patrol leaders' council meeting.
3. The patrol is going rock climbing for the first time and the patrol leader is an expert.
4. The group must decide on a design for a new patrol flag.
5. The patrol leader needs to decide which campsite his patrol will use when they get to summer camp. When he gets to the patrol leaders' council meeting he knows he may not get his first choice.

Ask the group if one leader is best for all situations. What type of leader is their Scoutmaster? Is it best for a good leader to be a combination of all? (Put all the nametags on one person.)

## Leadership Styles

Explain to the group that, now that we have a general idea of leadership styles, we can examine each more closely. Remind the group that different situations often need different types of leadership.

Display the following flip chart sheet:

### *Four Styles of Leadership:*

- Telling
- Persuading
- Consulting
- Delegating



## Telling

On the flip chart, write *Telling* and explain that some people might call this ordering. Write *Ordering* in parentheses. This is one style of leadership.

Ask who, in this case, identifies the problem, makes the decision, and directs the activity? (The leader.) "Are the group members considered?" Answers may vary. Seek agreement that sometimes a strong leader does consider the group; sometimes such a leader just wants to be the boss.

Ask when telling or ordering is the right leadership style. Aim for the following points and note them on the flip chart:

- In case of emergency (and there's no time for a group decision)
- When the leader is an expert (and the group recognizes this)

## Persuading

On the flip chart write *Persuading* (*Selling*). State that this is another style of leadership.

Ask, "Who makes the decision in this style of leadership?" (The leader.) "When he makes a decision, what must he do then?" (Sell it to group members.) "How is persuading different from telling?" (Telling demands that the group does what the leader wants. Persuading gets the group to agree with the leader.)

Ask when persuading or selling is the right leadership style. Aim for the following points and note them on the flip chart:

- When the leader knows more about the situation than the group
- When the leader wants the group's enthusiastic participation
- When the patrol leaders' council has made a decision that must be sold to the patrol

**Note:** Some patrols may report that one Scout had a good idea for a song or skit and sold it to the patrol. This is a good example of persuading.

## Consulting

Write *Consulting* on the flip chart and explain that this is a third leadership style.

Ask if the group gets more involved in the decision with this style. "How?" (The leader asks group members what they think.) "Can the leader offer suggestions?" (Yes, he might suggest a decision to see what the group thinks.) "After consulting, who makes the final decision?" (The leader decides, after he's learned what the group wants.)

Point out that this is a good example of representing the group. We saw this in action during the presentation on Representing the Group.

Ask when consulting is the right leadership style. Aim for the following points and write them on the flip chart:

- When the leader doesn't know what to decide and needs the group's help
- When the leader wants to be sure the group's desires are represented
- When the leader wants to know who's for and who's against the idea *before* he makes a decision
- When the leader wants to involve group members in the decision so they'll carry it out with enthusiasm

Ask, "When a leader has consulted the group and made a decision, what does he do about the group members who didn't like the idea?" (He uses persuasion. They are more likely to buy the idea since they were involved in the decision.)

## Delegating

Write *Delegating* on the flip chart. Ask the group members what they think this means. Accept suggestions and aim for the following:

- The leader identifies the problem
- The leader sets guidelines, boundaries, and rules
- The leader turns the problem over to the group

Ask, "Who makes the final decision?" (The group.) "Must the leader accept the group's decision?" (Yes, if it falls within the boundaries he set.)

Explain that there is another type of delegating: the leader turns over authority to someone else. Ask the group members for examples of this type of delegating that they've noticed during the week.

Ask when delegating is the right leadership style. Aim for the following points and write them on the flip chart:

- When the leader wants to be sure the group is fully involved
- When the leader honestly doesn't know what decision to make
- When the leader doesn't want the responsibility for the decision (This may or may not be desirable.)
- When the leader wants an individual or the group to gain experience in making decisions
- When the leader wants maximum enthusiasm for the decision
- When someone else can do the job better than the leader

Sometimes a leader delegates by “joining” the group. He agrees in advance to abide by the group’s decisions. Emphasize that joining the group is still leadership. Before deciding upon using this style, the leader must carefully consider the resources of the group. If necessary, he can change to a more direct leadership style.

## **Responsibility and Authority**

Write the words *Responsibility* and *Authority* on the flip chart. Ask the group, “What’s the difference?” Accept suggestions from the group and arrive at the following:

- Responsibility can never be shared by a leader. Whatever style he chooses to use, he is still responsible because he’s the leader. He can change styles anytime he desires.
- Authority *can* be shared. As the authority of the leader decreases, the freedom of the group increases. In a troop or patrol, this is a healthy situation.

## **Leadership in Your Patrol**

Explain to the group members that during this week their patrol has been presented with some hurdles designed to test both their Scouting and their leadership skills. Ask them to think about the patrol members who acted as patrol leader in those situations. Were they leading like “Tom the Teller” or “Del the Delegator”?

As the patrol works together over the next few days, each member should think of the leadership styles he uses when he is responsible for getting a job done. What is the best style for each situation?

## **Summary**

State that when group members share in the decision making, they will have a clear understanding of the purposes and goals, will be flexible, and will achieve maximum success.

Read the following quotation:

**“Fail to honor people, they fail to honor you.  
But of a good leader . . . When the work is done, his aim fulfilled,  
They will say, ‘We did this ourselves.’”**

The original quotation is from the ancient Chinese philosopher Lao-Tzu.

## **Reflection and Review**

Review the guidelines for reflection. Ask the following questions:

- Why would a leader want to share leadership?
- In your own words, what are the most important things about sharing leadership?

- What determines the style of leadership you use in a particular situation?
- Can somebody explain how sharing leadership relates to the ideas of control and influence we discussed when we considered the skill of controlling group performance?
- How could planning be an important way to share leadership?
- Can someone explain how sharing leadership creates opportunities for learning? Why is this important?
- When you're a leader, do you feel yourself wanting to "be in control" of everything yourself? Why or why not?
- Here at the junior leader training conference, do you feel comfortable delegating to other members of your patrol? Why or why not?
- Would you feel the same way in your own troop? Why or why not?
- What factors will you consider when deciding to share leadership in your troop at home?
- How could sharing leadership help you as a leader?
- What are some ways you could share leadership here at the junior leader training conference?
- What are some ways you could share leadership at home in your patrol or troop?

# Outpost Demonstration and Low-Impact Camping Skills

**Leaders:** Assistant senior patrol leader, troop instructors

**Location:** Activity area

## Program Notes

This session includes a four-station, round-robin demonstration. Each station will run approximately 15 to 20 minutes. The horn will sound the signal for rotation.

## Patrol Rotation

\_\_\_\_\_ Patrol starts at station 1, and proceeds to \_\_\_\_\_.

\_\_\_\_\_ Patrol starts at station 2, and proceeds to \_\_\_\_\_.

\_\_\_\_\_ Patrol starts at station 3, and proceeds to \_\_\_\_\_.

\_\_\_\_\_ Patrol starts at station 4, and proceeds to \_\_\_\_\_.

## Station 1: Low-Impact Fire Places

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Troop instructor: \_\_\_\_\_

## Station 2: Stoves for Backpacking

Display several types of backpacking stoves (white gas, charcoal burning, regular gas, or kerosene). Have each stove set up to boil water in a common-sized pot or can. Start all stoves (demonstrating the relative ease in starting). When all are functioning, put water containers on at the same time. This will demonstrate which stove is the most efficient. Comment on how each stove fits best in different camping situations.

Troop instructor: \_\_\_\_\_

**Station 3: Low-Impact Campsite/Quiz**

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Troop instructor: \_\_\_\_\_

**Station 4: Expedition Planning**

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Troop instructor: \_\_\_\_\_

# Patrol Leaders' Council Meeting

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Leader: Senior patrol leader

Location: Staff site or \_\_\_\_\_

## Program Notes

Opening

The Scout Oath is led by the selected patrol leader.

Reports from patrols

Ask such questions as, "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improvement.

Review of the daily program

Cover events from now until the next patrol leaders' council meeting.

- Refer to the daily schedule.

- \_\_\_\_\_
- \_\_\_\_\_

Assignments for activities

For patrol meeting at 1:00 p.m.

- Afternoon schedule, troop assembly at 2:15 p.m.
- Come packed and ready to go.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Planning period

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Senior patrol leader's comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scoutmaster's comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adjourn

## Patrol Meeting—Prepare for Outpost

**Leader:** Patrol leader

**Location:** Patrol site

## Program Notes

## Opening

The Scout Law is led by the selected patrol member.

### Patrol leader's report

The patrol leader shares information from the patrol leaders' council meeting.

### Patrol assignments

Review assignments and work on them.

- Prepare for the outpost hike.

[illegible]



# Adventure Trail

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**Leaders:** Senior patrol leader, assistant senior patrol leader, troop instructors

**Location:** Start at troop assembly area

## Program Notes

Patrols gather at the troop assembly area. The assistant senior patrol leader briefs the Scouts on the afternoon's activities.

The adventure trail starts at 2:45 p.m. This is a four-station round robin. Stations run approximately 15 minutes.

## Patrol Starting Stations

\_\_\_\_\_ Patrol—Station 1

\_\_\_\_\_ Patrol—Station 2

\_\_\_\_\_ Patrol—Station 3

\_\_\_\_\_ Patrol—Station 4

Rotation is from 1 to 2, 2 to 3, etc., with 4 proceeding to 1 on each rotation.

## Staff Assignments

Station 1. Rubidium Relocation \_\_\_\_\_

Station 2. The Great Swamp \_\_\_\_\_

Station 3. A Hike on a Sunny Day \_\_\_\_\_

Station 4. The Golden Glesat \_\_\_\_\_

## Adventure Trail Scoresheet

As a patrol proceeds through the stations of the adventure trail, the troop guide observes and notes the work of the group. Particular attention should be paid to the conscious use of leadership skills by the patrol leader and the patrol. The staff members assigned to each station also observe the patrol and evaluate the group's accomplishment of the hurdle or problem set for the station.

At the completion of each station, the troop guide completes a copy of the Adventure Trail scoresheet. He scores the use of leadership skills, while the staff member assigned to the station scores the patrol's completion of the task. The scoresheets are collected at the conclusion of the adventure trail and placed in the envelope containing the "secret orders" for the outpost. Patrols are asked to review them at their outpost.

## Station 1: Rubidium Relocation

Troop instructor \_\_\_\_\_

**Materials and preparation:** In this hurdle, the patrol members are provided with sufficient Scout staves or poles to lash together a carrying mechanism that allows them to suspend the “rubidium” 2 feet away from the Scouts. This is usually accomplished with a pyramid-shaped apparatus.

**Situation:** In front of you stands a lead container filled with the deadly radioactive isotope, liquid rubidium. (It looks surprisingly like ordinary tap water in a no. 10 can.) The rubidium must be relocated without human contact—that’s you. With the materials at hand, construct an apparatus to relocate the rubidium to the “safety zone” approximately 150 feet away.

Because of its highly toxic and ultimately deadly composition, no more than three Scouts are to be directly exposed to the rubidium at any one time. Total exposure must be limited so that no one Scout is exposed for more than the time equivalent to that traversed in half the distance to be carried.

**Note:** In constructing your apparatus, the container of rubidium must be suspended in such a way that it is carried 2 to 3 feet off the ground and at least 2 feet from any Scout. This includes the initial pickup, the carry, and the delivery. The rubidium in the container should be kept as stable as possible. Rubidium is highly explosive, especially when it comes into contact with a grassy area or earth. Be cautious and do not allow any of the rubidium to spill.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Station 2: The Great Swamp

Troop instructor \_\_\_\_\_

**Materials and preparation:** The “turtles” are small mousetraps. These are set across an open space. Provide the patrol with two Scout staves or two 5- to 6-foot-long poles no more than 1 inch in diameter, and two lengths of rope or twine to lash the poles together so that members can reach across the gap between “safe” ground and the turtles. The patrol members need to figure this one out carefully. If they use the lashed staves as a “fishing pole” and add a knot at the end of their “line,” they should be able to capture the turtles and complete the challenge. If they set off the traps without picking them up, the traps should be reset by a staff member. Be sure the staff members know how to set the mousetraps safely.

**Situation:** You find your patrol on the edge of a great swamp. It is dark and dank and seemingly impenetrable. However, you spot a way across. There is a sandy path through the mire. On close observation of the trail, you note the presence of numerous small turtles. You consult your Official Great Swamp Turtle Recognition Guide and find that these seemingly harmless creatures are, in actuality, the deadly species *Turtulus Truly Nastius*, commonly known as the Great Swamp Tiny Toxic Snapping Turtle. If you cannot clear away the turtles, you cannot cross the great swamp. With the materials at hand, you must capture the turtles, and collect them on your side of a flowing stream (which you may not cross until the turtles are cleared).

Note that once the turtles have snapped and bitten, they release their toxin and become harmless. So when you capture them, you can remove them from whatever bait you have used without fear of death. However, when they are angered and snap without biting, they quickly recover their nasty nature and remain a threat. Your job is to clear away the Great Swamp Tiny Toxic Snapping Turtles and cross in safety.

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Station 3: A Hike on a Sunny Day

Troop instructor \_\_\_\_\_

**Materials and preparation:** This challenge requires a sturdy log and sufficient rope to lash the log between the two trees. The patrol must raise and secure the log and then cross the log (suspended approximately 3½ feet above the ground) without touching the ends of the log.

**Situation:** You and your patrol are on a hike and decide to take a shortcut through the Valley of the Giants. After all, there are only three giants and they are unlikely to be close by. You come to a river and proceed to hike along its banks. Soon you are in an area of high, impassable cliffs. You hear thunder and see lightning upstream and you realize that the river is rising rapidly. You come to a level spot and decide to build a place to wait out the storm.

There is a sign by the river warning that there are man-eating piranha in these waters. You know from experience that the river will rise only 3½ feet. You see a log and two trees nearby. You have sufficient rope for all necessary lashings.

The log is radioactive on all surfaces except for a one-foot section at each end. You know that the radiation is low level. Therefore, you decide that the middle section of the log can be touched safely with your shoes, but you are not sure about anything else.

As you will want to use this shortcut again, you decide to take the log down after the flood has receded and the river has fallen. This way the giants will not notice any sign of people along the river. Good luck!

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Station 4: The Golden Glesat

Troop instructor \_\_\_\_\_

**Materials and preparation:** This event requires a complex rope maze to be laid out at waist height. Patrol members are blindfolded and must follow the maze to its end where they find a small bell (the "Golden Glesat"). This can be a sleigh bell, cowbell, or handbell to ring at the end of their search. Patrols will generally determine that they should proceed in single file with hands on shoulders to stay together through the maze.

**Situation:** Your patrol is about to embark on a quest for the Golden Glesat, a rare and treasured prize. It has a unique and beautiful voice, and when you find it you will know it immediately.

There is no moon and it is now the darkest hour of the night. Dangers lurk along the way, on the left and the right. You must seek to find the Glesat by traversing a maze. You must remain in contact with each other at all times or you will surely be lost. You must follow the maze together, and always in contact with the thin thread that serves to guide you. Keep together to find the prize and hear the sweet and lovely voice of the Golden Glesat. Good luck!

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After the close of the adventure trail, the patrols pick up their gear and gather at the troop assembly area for the start of the outpost hike.

# Outpost Hike

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**Leaders:** Senior patrol leader and assistant senior patrol leader for Scoutcraft

**Location:** Starting at troop assembly area to assigned campsites

## Program Notes

The senior patrol leader and assistant senior patrol leader direct the patrols to their starting points. Each patrol is provided with a large envelope containing the following items:

## Outpost Hike Instructions

Addressed to the patrol leader, these are the instructions for the outpost hike and camp. (Prepare locally. See the "Outpost Hike Instructions" sample in the Appendix.) The patrol leader is to open the envelope immediately and read the instructions to the patrol. The troop guide and a member of the Scoutcraft staff will be available to answer any questions. Patrols depart as soon as they have received their final briefing and farewell from the troop guide.

## Secret Orders

(Prepare locally. See the sample "Secret Orders" in the Appendix.) Secret orders are in a sealed envelope addressed to the patrol leader with instructions that it the envelope is to be opened at the patrol campfire tonight.

## Emergency Instructions

(Prepare locally.) A second sealed envelope contains a map with the most direct route back to base camp. It is to be opened only in case of emergency.

## The Outpost Hike

Each patrol will hike to a different outpost campsite, following a different route. Each outpost route will involve compass directions, measured distances, some cross-country travel, trail signs, and bearings on landmarks.

The route will pass a number of strategically placed control stations. Control station markers are made of cardboard, posterboard, scrap plywood, etc.

The patrols have been instructed to make a map of their route on the outpost hike. This map should show all bearings and measures, as well as the location of any interesting landmarks or events along the way. If their route of travel passes within 45 feet of one of the control stations, they indicate this on their map by drawing the design of the marker in the proper location (measuring distance, direction, and height, if appropriate). They are instructed to number the drawings in the order they pass the control stations, and to ignore control stations posted more than 45 feet distant from the route. The location of all control stations will be posted on a master map when they return to camp so they can check how well they followed the correct route.

## Departure

This is a fun event. The staff can dispatch the patrols with bon voyage streamers, whistles and horns, farewell songs, and perhaps a rain dance or other similar nonsense to send the patrols off in style.

## Outpost Camp

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**Leader:** Patrol leader

**Location:** Assigned sites

## Program Notes

After arrival at their individual outpost campsites, the patrols are to make camp. After they have settled in, each holds a patrol meeting during which the patrol members evaluate their performance on the stations of the adventure trail. They are to give particular attention to their use of the skills of leadership. The patrol agrees on an evaluation for each station using the Adventure Trail scoresheet. After patrol members have completed their own evaluations, they review and discuss the evaluations completed by the troop guide.

After dinner and cleanup, the patrols plan and carry out a campfire. At the end of the campfire, they open their "secret orders" and read the messages contained therein. (Prepare locally. See the sample in the Appendix.)

During the outpost hike and camp, patrols will prepare dinner, a cracker barrel, and breakfast on Friday morning.

## Staff Activities

Leader: Scoutmaster

Location: \_\_\_\_\_

## Program Notes

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## Staff Dinner

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## Staff Meeting (Evaluations)

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## Staff Activities

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# Daily Schedule—Day Six

Time	Activity	Responsible	Location
6:30 a.m.	Arise	Patrol leader/staff	Outpost/in camp
6:45 a.m.	Breakfast preparation		
	Staff (in camp)	Quartermaster (in camp)	Staff site
	Participants (outpost)	Patrol leader (outpost)	Outpost
7:30 a.m.	Staff breakfast (in camp)	Staff	Staff site
	Participant breakfast (outpost)	Patrol leader	Outpost
8:30 a.m.	Patrols return from outpost	Patrol leader	Patrol site
	<b>Reflection on the Outpost hike</b>	Troop guide	Patrol site
9:15 a.m.	Troop assembly	Senior patrol leader	Troop assembly area
9:45 a.m.	<b>Setting the Example</b>	Scoutmaster and staff	_____
10:15 a.m.	<b>Ballista effectiveness exercise</b>	Scoutcraft staff	_____
11:30 a.m.	Patrol leaders' council meeting	Senior patrol leader	Staff site
	Patrol cooking	Assistant patrol leader	Patrol site
12:00 p.m.	Lunch and cleanup	Patrol leader	Patrol site
12:45 p.m.	<b>Reflection on Setting the Example</b>	Troop guide	Patrol site
	Patrol meeting	Patrol leader	Patrol site
1:15 p.m.	<b>Problem-Solving workshop</b>	Staff	_____
3:45 p.m.	<b>Communicating with Adults</b>	Scoutmaster and assistant Scoutmaster	_____
4:30 p.m.	Feast preparation	Staff and patrols	_____
	<b>Scoutmaster Final Reflection</b>	Scoutmaster or designated assistant	Patrol site
6:30 p.m.	<b>Feast</b>	Program patrol	_____
7:30 p.m.	Flag lowering	Staff	Campfire ring
8:00 p.m.	<b>Final campfire</b>	Staff	_____
9:00 p.m.	<b>Leadership commitment</b>	Quartermaster staff	_____
10:00 p.m.	Troop cracker barrel	Patrol leader	Patrol site
10:30 p.m.	Lights out	Scoutmaster	_____
	Staff meeting		

# Reflection on the Outpost Hike

---

**Leader:** Troop guide

**Location:** Patrol site

## Program Notes

The patrols return from the outpost hike and camp. Troop guides greet them with doughnuts. Each troop guide reflects on the outpost experience with his patrol.

## Questions for Reflection

Start with the following questions and then let the group take the discussion from there.

- What do you think was the purpose of the outpost hike and camp?
- How did you do as a patrol?
- What was the best part of the outpost experience?
- What do you think was the purpose of electing a patrol leader and assistant patrol leader?
- How did you feel about the election?
- What standards did you set?
- How can you apply the lessons of this experience to your job in your troop at home?

## Closing Comments

Thank the patrol members for their enthusiasm and interest. Remind them of the troop assembly and the patrol report on the outpost hike to be given.



# Troop Assembly

---

Leader: Senior patrol leader

Location: \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Patrols form in their assigned positions.

Call to attention	Senior patrol leader
Flag ceremony	Program patrol
Morning devotion	Scoutmaster
Introduction of new patrol leaders	Senior patrol leader, old patrol leaders, old assistant patrol leaders. The senior patrol leader should recognize the new permanent patrol leaders and assistants. He should point out that they will carry the lessons of this junior leader training conference as we all do. They will be honor bound to represent their fellow patrol members and set an example for others to follow. Let's have a cheer.
Patrol Leaders' Promise	Scoutmaster, new patrol leaders, new assistant patrol leaders
Exchange of service patrol symbols	Senior patrol leader, patrol leaders of old and new service patrol
Exchange of program patrol symbols	Senior patrol leader, patrol leaders of old and new program patrol
Thought for the Day	Assigned staff member
Announcements and recognitions	Senior patrol leader and staff as planned <ul style="list-style-type: none"><li>• Outpost reports by new patrol leaders</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
Program of the day	
Dismissal	Senior patrol leader

# Setting the Example

---

Leader: Scoutmaster

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- Identify setting the example as the most important of the eleven skills of leadership
- List at least six ways a leader sets a good example
- Explain the effects of the leader's behavior on the group
- Evaluate his own performance and identify one or more areas where he might be setting a poor example for his group
- Demonstrate by his performance that he has corrected the poor example habits he has identified

## Materials Needed

Easel, flip chart, and pens

## Preparation

The Scoutmaster conducts this session. The senior patrol leader and assistant senior patrol leaders and patrol counselors assist in the evaluation of the staff's own example setting during the conference. The troop sits by patrols. Flip charts should be prepared for "A Special Place" and with the major points of the presentation.

## A Special Place

Explain to the troop that when staff members met for the first time they agreed to conduct the junior leader training conference according to some basic principles. Display the flip chart with "A Special Place." The Scoutmaster reads the first two paragraphs:

"The junior leader training conference is a special place. After six months of careful preparation we try for eight days to present Scouting at its best. The rules are the ones we know well—the Scout Oath and the Scout Law.

"We create a safe haven at the junior leader training conference, a place where everyone should feel physically and emotionally secure. We do this in several ways:"

*(Senior patrol leader:)*

"We set the example for ourselves and others by always behaving as Scouts should. We live the Scout Oath and Law each moment of each day, to the best of our abilities."

*(Assistant senior patrol leader:)*

"We refuse to tolerate any kind of inappropriate put-down, name-calling, or physical aggression."

*(Patrol counselor or second assistant senior patrol leader:)*

"We communicate our acceptance of each participant and each other through expressions of concern for them and by showing our appreciation whenever possible."

*(Second patrol counselor:)*

"We create an environment based on learning and fun. We seek the best from each participant, and we do our best to help him achieve it."

## **The Staff's Example**

Explain that staff members also agreed that their own personal example would be a very important part of the junior leader training conference. "Sometimes staff members have done well at this; sometimes we might have done poorly—but we tried."

Ask the senior patrol leader to share one of the points the staff agreed on.

## **The Scout Oath and Law**

The senior patrol leader states that the Scout Oath and Law were the principles by which the staff agreed to follow. Particular attention was given to "help other people at all times" and "helpful, friendly, courteous, and kind."

## **The Little Things**

Ask the assistant senior patrol leaders or patrol counselors to point out some of the little things the staff agreed to do in setting an example of these parts of the Oath and Law.

Staff members point out the following:

*(First staff member:)*

"We learned the participants' names and always tried to call them by name. We always greeted the participants cheerfully when meeting or passing on a trail."

*(Second staff member:)*

"We tried to take a personal interest in *each* individual and resisted the temptation to think only of the group. Everyone is entitled to be a person—not just a member of a group. The words 'please' and 'thank you' were important. Adults were called by their last names. These are marks of courtesy and respect."

*(Third staff member:)*

"We tried never to show irritation. We tried to respect the varied backgrounds and experience of participants. We were patient. We wore the Scout uniform correctly."

## Quality Performance

Ask the senior patrol leader what else the staff agreed to demonstrate by example.

The senior patrol leader explains that the instructors made every effort to present their material the best they knew how. The staff members agreed that if the skills of leadership were *really* important, they should use the skills themselves as they worked with the troop, patrols, and individual Scouts.

## Why Is Setting the Example a Leadership Skill?

State that setting a good example is certainly a fine thing to do, but why do we include it as a leadership skill? Seek responses from the group and aim for the following:

- A good example shows the group how things ought to be done
- A good example shows group members how they should behave

## Patrol Buzz Groups

Ask each patrol to meet for about 5 minutes to list five or six ways they think a leader can set the example.

Patrols meet in buzz groups and report their findings. Take examples from each patrol in turn until the lists are exhausted.

## How to Set the Example

Referring to the patrols' lists, summarize the information so that you arrive at the following points. Write each point on the flip chart and make the comments suggested. Did all patrols include these?

- **Follow instructions.** Do things the Scouting way. "When you play league ball, you play by the league rules. Where do you find the rules for Scouting?" Discuss.
- **Try hard.** Following instructions is not enough. "On my honor I will do my best" is not idle chatter.
- **Show initiative.** President Theodore Roosevelt had a motto that made him one of America's most dynamic leaders:

"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. The good leader knows the difference. Good judgment breeds respect.
- **Know your job.** Have the "big picture" of the job in mind. Also know how to do the little details. Learn both the skills of Scoutcraft and the skills of leadership.

- **Attitude, attitude, attitude!** Any opinion you express will most certainly be picked up by your group. If your attitude is positive, your group will be positive. If you're gloomy, your group will always see the dark side of things.

## The Most Important Leadership Skill

State that, without a doubt, the most important of the eleven skills of leadership is setting the example. A leader can know resources, communicate, be an effective teacher, evaluate, and do all those important things, but if he doesn't look and act like a leader, his people will not follow him with confidence.

## An Assignment

Remind each participant that he is (or should be) working on his personal conference goals. For the section on setting the example, here is a special assignment:

1. Each Scout should sit down and carefully think about how the other members of his group might see him as a leader. What kind of example does he really set for others? A good friend might help with this evaluation.
2. Write down his strengths and his weaknesses on a piece of paper.
3. Next, make a list of all the things he can do to improve the example he sets for others.
4. Finally, pick two of the hardest things to do, and make these a part of the personal conference goals.
5. Now, work on these. He will find that as he sets a better example for his patrol or troop, his use of the other skills of leadership will be far easier. The example of the leader is the best way to control a group.

Close with the following quotation from Baden-Powell, written in 1938:

"You lead entirely by your own personal example, don't forget that; that is what tells, and that is the easy way to get success; not only the easy way, but it is the only way."

## Adjourn

Thank the staff members who helped and turn the troop over to the senior patrol leader for the next activity.

# Ballista Effectiveness Exercise

---

Leader: Assistant senior patrol leader

Location: \_\_\_\_\_

## Program Notes

See the Appendix for "Scout Stave Ballista—The Great Ballista Shoot."

Take a break with a ballista balloon battle.

Notes: \_\_\_\_\_

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## Physical Arrangements and Equipment Required

The assistant senior patrol leader and quartermaster oversee the handling of supplies and safety precautions.

Notes: \_\_\_\_\_

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\_\_\_\_\_

# Patrol Leaders' Council Meeting

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**Leader:** Senior patrol leader

**Location:** Staff site

## Program Notes

Opening

The Scout Oath is led by the selected patrol leader.

Reports from patrols

Ask such questions as "How are we doing? Any problems?" Keep this positive. Discourage complaints. Encourage suggestions for improvement.

Review of the daily program

Cover events from now until the next patrol leaders' council meeting.

- Refer to the daily schedule
- Problem Solving workshop.
- Communicating with Adults.
- Personal conference goals.

- \_\_\_\_\_
- \_\_\_\_\_

Assignments for activities

For the patrol meeting at 1:00 p.m.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Planning period

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior patrol leader's comments

\_\_\_\_\_

Scoutmaster's comments

\_\_\_\_\_

Adjourn

# Reflection on Setting the Example and Personal Goals

---

**Leader:** Troop guide

**Location:** Patrol site

## Program Notes

After lunch and cleanup, the troop guide assembles the patrol for a 10- to 15-minute session reflecting on the skill of setting the example presented to the troop earlier in the day.

## Questions for Reflection

- Why is setting the example the most important leadership skill?
- What happens when the leader does not set a good example? What happens when he does?
- Why is it important for a leader to set the example consistently?
- How do you rate yourself at setting the example for your fellow Scouts here at the junior leader training conference?
- In what ways did you set a good example?
- In what ways do you think you could have done better?
- How will setting the example be different at home in your own patrol or troop than it is here at the junior leader training conference?
- How do you feel about your responsibility for setting the example in your home troop?
- What is the most difficult thing about setting the example?
- Setting the example goes beyond Scouting. What are some ways you could set the example in your family, school, or community?

## Personal Conference Goals

After the reflection, discuss the personal conference goals with patrol members. Ask them how they are doing. Take a few minutes to sit with each Scout and look over his goals. Do this individually. Put the Scout at ease. This is not a test.



# Patrol Meeting

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**Leader:** Patrol leader

**Location:** Patrol site

## Program Notes

Opening	The Scout Law is led by the selected patrol member.
Patrol leader's report	The patrol leader shares information from the patrol leaders' council meeting.
Patrol assignments	Review assignments and work on them. <ul style="list-style-type: none"><li>• Work on personal conference goals.</li></ul>

# Problem-Solving Workshop

---

**Leaders:** Scoutmaster and senior patrol leader

**Location:** \_\_\_\_\_

## Program Notes

Present the problem-solving model to the troop using the materials in the *Scoutmaster's Junior Leader Training Kit*. Briefly review *empathy*, *invention*, and *selection*. Then read one of the stories in the kit. Have the patrols analyze (process) the story, arrive at a solution, and report back to the troop.

The problem-solving model used in junior leader training describes a set of teachable skills. It is a process of thinking. It should be presented with a positive attitude and an open mind.

Scouts learn the skills by using three elements of the process:

- **Empathy.** Putting yourself in the other person's place
- **Invention.** Inventing as many solutions to a problem as you can
- **Selection.** Deciding which solution is the best for the most people

The problem-solving skills put Scouts in charge. They learn how to weigh alternatives, find creative solutions, and avoid potential problems. While the process is introduced through the use of stories, with practice it can be applied to real-life situations. With experience, Scouts can learn a simple and thoughtful process that they can use in solving the problems they are faced with.

## The Leader's Role

Your goal as leader is to introduce participants to the three elements listed above. As you guide Scouts through the process, there won't be any pointers to show you how. So remember these stepping-stones:

- Scouts should identify problems and conflicts. There are no right or wrong problems. Every problem is worth discussing, even if it seems silly. Once the silliness is out of the way, the group can get down to business.
- Find several perspectives. Ask the Scouts to put themselves into the story as different characters. How would they feel if they were the one who didn't get to go on the canoe trip? How do they think the Scoutmaster felt?
- Consider several alternative solutions. Brainstorm, and be flexible. The Scouts should try to find three ways to end each story. How could they have avoided the problem in the first place? They should consider "what if" questions for "it depends" answers.
- Choose a solution that helps the most people. There might not be an obvious answer. Sometimes the answer isn't one you would choose. Maybe, in some cases, nobody can win. Or maybe the group will learn that sometimes it's okay not to be loyal. Maybe what's "right" isn't always what will accomplish the most good.
- Use the teachable moment. Apply this thinking whenever you can in a Scouting setting. After four or five stories, Scouts should be able to generate their own problem-solving discussions. And they can begin to use their skills in real-life situations.

# Communicating with Adults

---

Leader: Scoutmaster

Location: \_\_\_\_\_

## Learning Objectives

At the end of this session, each participant should be able to

- List several “irritation” factors common when communicating with adults
- List several methods for a youth leader to get his ideas across to adult leaders and have them implemented
- Demonstrate improved communication when dealing with adults

## Materials Needed

Flip chart pad, easel, and felt markers

## Some Questions

Ask troop members the following questions:

- Have you ever had good ideas that your Scoutmaster wouldn’t even listen to? (Get a few examples.)
- Do any of you ever get the feeling that your adult leaders never listen to you? (Again, get some examples.)
- Have any of you had any successes in getting adults to pay attention to your ideas? (If so, ask the Scout to explain.)
- Do any of you have the same problem with your parents? With teachers? With other adults?

## Communication Bottlenecks

Explain that we’re going to develop some ideas that might help us improve the effectiveness of our communication with adults.

Ask patrols to go into individual sessions for 6–7 minutes. Each patrol is to prepare a list of reasons adults tend not to listen to Scout-age boys. Each patrol will be asked to give a report.

After 5 minutes, give the participants a 2-minute warning.

## Patrol Reports

Reassemble the group and rotate from patrol to patrol, listing key points on the flip chart. Discuss each idea as it is listed.

## Opening Bottlenecks

Now have the patrols meet again for 10 minutes. They are to prepare a list of ideas to improve communication between Scout-age youth and their adult leaders.

After 8 minutes, give a 2-minute warning.

## Patrol Reports

Secure a report from each patrol in turn and list the items on the flip chart. Discuss each item as appropriate.

## Hints for Working with Adults

**Treat adults like real people.** Explain that the principal goal is to gain the respect of adults by constant responsible actions. Patience and courtesy will help a lot.

**Try to deal in solutions, not problems.** Most people are aware of the problems. They need help with solving them.

**Think before speaking.** "Be sure the brain is engaged before the mouth is put in gear." Timing is vital. Be sensitive to the moods and priorities of adults and figure out when they will be receptive to your ideas. That's the time to move.

**Use common courtesy.**

**When you have a great idea, try to make the adult think the idea was his.** A good fisherman knows how to "present the bait" to attract the fish. If you lay the bait of an idea in the right spot at the right time, the adult leader will snap it up and you'll have him hooked.

**And never, never, *never* say, "Now, at junior leader training conference we did it this way. . . ."**

## Working Together

Ask the group: "What are some other relationships you could apply these hints to?" Listen for answers such as family (parents), school (teachers), and friends.

If no one makes the point, suggest that these hints would be pretty good guidelines for adults in working with youth. It is really a two-way process.

## Setting Goals

At the close of the session, allow 5 minutes for each participant to write in his own notebook five techniques he personally will use to improve his communication skill with adults.

## Summary

Bring the session to a close with the following questions:

- Why do you think we present the leadership skill of communicating on the very first day of the junior leader training conference? (Because effective communication is one of the basic skills required in forming a group.)
- Why do we think two-way communication is better than one-way communication?
- How could two-way communication affect how people work together?
- Why is two-way communication important for youth in dealing with adults?
- Why is two-way communication important for adults in dealing with youth?
- What could you do to open a two-way channel of communication with your Scoutmaster and other adult leaders in your troop at home?

**Leader: Quartermaster**

## Program Notes

- Feast preparations
- Personal conference goals review
- Troop guides finalize junior leader training conference awards
- Arrangements and setup for evening's activities
- Other: \_\_\_\_\_

[illegible]

# Final Reflection

---

**Leader:** Scoutmaster or designated assistant Scoutmaster

**Location:** Patrol sites

## Program Notes

During the feast preparation period, the Scoutmaster or a designated assistant Scoutmaster will meet with each of the patrols for a 10- to 15-minute reflection. This will be the final reflection session of the conference.

## Leading the Reflection

Gather the patrol members. Have everyone sit so they can see each other. The adult leader should join the group. Do not stand while they sit. This is not a presentation, but a discussion, and the leader is part of the process. Review the ground rules for reflection. Keep it relaxed and informal.

## Questions for Reflection

Start with the following questions and then let the group take the discussion from there.

- How is it going?
- What have you liked the best about the junior leader training conference?
- If you could change one thing in the junior leader training conference program, what would you change? Why?
- What has been the most difficult thing about working together?
- Why is understanding needs and characteristics so important?
- How does knowing your resources help a patrol or troop?
- Why is the patrol important as a way to do things in Scouting?
- What things have you learned that you did not expect to learn?
- What have you learned about each other?
- What have you learned about yourself?
- What values of Scouting do you see as important in working together as a patrol?
- How have the values of Scouting made a difference at the junior leader training conference?
- How can you take that experience home and share it with your troop?

## Closing Comments

Thank the patrol members for their enthusiasm and interest. Tell them they did a great job. And remind them to take home what they've learned at the junior leader training conference and put it to good use with their patrols and their troop.

# Final Campfire

---

**Leader:** Senior patrol leader

**Location:** Campfire ring

## Program Notes

The campfire is led by the staff. The senior patrol leader assembles the troop in the campfire area with a horn signal.

The staff conducts the campfire program using the Campfire Program Planner. Emphasize the songs and stunts that have been used all week so the participants will have them in mind for use with their own patrols and troops.

The campfire is under the leadership of a youth staff member skilled in campfire leadership. Be certain all members of the staff have a part in the campfire program. Those staff members responsible for the Scout Law trail and junior leader training commitment ceremony (see page 213) should be on the program early so that they can slip away unnoticed. (As the program draws to a close, those staff members leave for the commitment ceremony site. The Scout Law trail is prepared.)

The highlight of the campfire is the Scoutmaster. The Scoutmaster tells the story of Scouting. In concluding the story, the Scoutmaster points out that all of Scouting's history has come to a focus at this campfire. Each junior leader here is a part of this history. More important, each junior leader is a part of Scouting's future. As he gives leadership to his troop, he will be making history as he guides others in the ways of Scouting.

Conclude the campfire program with a quiet song. The senior patrol leader then asks the Scouts to stand, pledges them to silence, and asks them to follow him by patrols along a special trail to the future. The senior patrol leader leads the troop in silence. The Scoutmaster follows. Some staff members remain to extinguish the fire, then join the troop.

# Leadership Commitment

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**Leaders:** Scoutmaster, senior patrol leader, and staff

**Location:** Ceremonial site

## Program Notes

A Scout Law trail has been set up leading to the ceremonial site—a small campfire area somewhat remote from the main troop camp.

The trail is lit by luminarias, each lighting one point of the Scout Law. Use no. 10 cans painted black, each punched through, representing one point of the Scout Law. Use plumbers' candles for light.

The ceremonial site is arranged around a small fire. The staff stands in a semicircle on each side of a central candelabra. The candelabra has twelve candles for the Scout Law, three candles (red, white, and blue) for the Scout Oath, and a central candle (yellow) for the "light of Scouting." Historic flags are suspended from a line behind the staff and the candelabra.

When the troop arrives, the staff is in place in front of the candelabra. The twelve candles for the Scout Law are already lit, as is a small campfire. The red, white, and blue candles and the yellow "light of Scouting" remain unlit in preparation for the ceremony.

The Scouts travel the trail in silence to the ceremonial site. They are guided into a semicircle around the fire and stand by patrols. The staff members face the Scouts. The following ceremony is conducted:

The **senior patrol leader** says: "During our time together, each of us has been guided by the principles of Scouting—the Scout Oath and the Scout Law.

"Tomorrow we will leave this junior leader training conference, perhaps never to be together again as a group. Each of us will return to his own troop and pick up the reins of leadership with increased knowledge, greater skill, and attitudes that have been changed by our association here.

"We have come to this place to dedicate ourselves to a solemn mission—to take what we have learned and use it for the benefit of the Scouts we lead."

The **first staff member** steps forward and lights the yellow candle and says: "This golden candle represents the spirit of Scouting. It reminds us of the warmth of fellowship, the golden glow of achievement, and the flame of purpose. The spirit of Scouting gives life and light to the principles that guide our movement."

The **second staff member** steps forward and takes the yellow candle from the first staff member and says: "'On my honor I will do my best to do my duty to God and my country and to obey the Scout Law.' The first part of the Scout Oath is the most difficult to live by. It takes courage to truly live as a Scout and to resist temptation."

(The second staff member lights the red candle.) "With the golden spirit of Scouting, I light the red candle of courage as a reminder of the bravery needed to fulfill our duty to God, to country, and to the Law."

The **third staff member** steps forward and takes the yellow candle from the second staff member and says: "'To help other people at all times.' The second part of the Scout Oath requires that we give of ourselves. As leaders, we are pledged to the service of those we guide along the Scouting trail."

(The third staff member lights the blue candle.) "With the golden spirit of Scouting, I light the blue candle of loyalty as a reminder of our need to serve others."

The **fourth staff member** steps forward and takes the yellow candle from the third staff member and says: "'To keep myself physically strong, mentally awake, and morally straight.' The third part of the Scout Oath pledges us to purity of mind and body as a living example to others."

(The fourth staff member lights the white candle.) "With the golden spirit of Scouting, I light the white



candle of purity as a challenge to keep ourselves always prepared in mind and body."

The **senior patrol leader** steps forward and takes the yellow candle from the fourth staff member and says: "The spirit of Scouting has given life to the promise each of us made as we took our first steps along the trail of Scouting. Let us each raise our hand in the Scout sign and again pledge ourselves to the spirit of Scouting and the completion of our personal conference goals." (He makes the Scout sign and leads the group in the Scout Oath.)

"With our honor solemnly pledged, the candle representing the spirit of Scouting can now be extinguished. It burns brightly in our hearts. The flames of courage, loyalty, and purity now remind us of the three parts of the Oath we have taken together." (He snuffs out the yellow candle.)

The **Scoutmaster** says: "Tonight we left our campfire circle in silence and darkness. The senior patrol leader led the way and we followed him blindly. We knew not where we were going, but we trusted his leadership without question.

"Then we found our trail lighted by twelve principles that we instantly recognized—the twelve points of the Scout Law. Perhaps we've seen, and heard, and said these words so often that we've forgotten what they really mean. They are the law we live by as Scouts.

"The Scout Law begins with the words, 'A Scout is . . . ' This is a demand for perfection. A Scout does not try to be loyal or friendly or brave. He is those things. If he is not, then he is not a Scout. The golden spirit of Scouting flickers in his heart as if blown by the winds of evil. But the flames of courage, loyalty, and purity can sustain the spirit of Scouting because, as we saw demonstrated tonight, it originally gave them birth.

"As we prepare to leave this place, let us rededicate ourselves to service as we make the Scout sign and repeat the twelve points of the Scout Law." (He makes the Scout sign and leads the group in the Scout Law.)

As the **Scoutmaster's closing remarks**, he says: "As we look back on our time together, we have shared a great deal. As we worked together here at this junior leader training conference, we drew closer to each other in Scouting, and as friends. We tried to create a special place, to live Scouting at its best.

"Each of you was asked to bring a sprig of evergreen with you to this campfire.

"Feel it—the roughness of its stem, the tingle of its needles.

"See it—crush it between your fingers.

"Smell it—inhalé the fragrance of the great out-of-doors.

"Taste it—chew and taste its woody flavor.

"Hear it—as I throw a branch on the fire and let it burn to ashes.

"You have experienced this symbol of our camp with your five senses. But without the important sixth sense that has been given us, which makes it possible for us to understand and remember, the sprig will have little meaning. It is the meaning that we put into life that makes it worthwhile.

"As we leave our campfire tonight, let us leave in silence until we return to the main camp. As we do so, cast a part of your sprig into the fire. Pause for a moment in contemplation of what you have pledged to do as a Scout, for Scouting, and for other Scouts.

"In this simple act we leave a fragment of us here. The remainder we take with us as a reminder of our days together."

A staff member steps forward to the fire, adds his sprig to the flames, pauses for a moment, then departs in silence along the trail to the main troop camp. He should have a flashlight to lead the way. The senior patrol leader guides the patrol leader of the first patrol forward to the fire and has each patrol follow in turn. The staff follows with the senior patrol leader and Scoutmaster last. Several staff members stay behind to extinguish the fire and candles, then join the troop for the troop cracker barrel.

# Daily Schedule—Day Seven

Time	Activity	Responsible	Location
6:30 a.m.	Arise	Patrol leader	Patrol site
6:45 a.m.	Patrol cooking	Patrol leader	Patrol site
7:30 a.m.	Breakfast and cleanup	Patrol leader	Patrol site
8:00 a.m.	Strike camp	Patrol leader	Patrol site
	Check in equipment	Troop guide and quartermaster	Patrol site
	Take down pioneering projects	Scoutcraft staff	_____
	Pack all personal gear	Patrol members	Patrol site
11:00 a.m.	Final troop assembly; closing	Scoutmaster and senior patrol leader	Troop assembly area
11:30 a.m.	Participants depart	Staff	_____
12:00 p.m.	Staff lunch	Staff	_____
	Staff meeting	Scoutmaster and staff	_____
	Staff break camp	All staff	All locations
_____ p.m.	Staff depart	Scoutmaster	_____

# Patrol and Troop Activities

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**Leaders:** Quartermaster staff and troop guides

**Location:** Patrol sites and activity area

## Program Notes

- Strike patrol camps.
- Check in patrol equipment.
- Take down pioneering projects.
- Pack all personal gear.

Notes: \_\_\_\_\_

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# Final Troop Assembly

Leader: Scoutmaster and senior patrol leader

Location: \_\_\_\_\_

## Program Notes

Patrols prepare for assembly. Each patrol leader inspects his own patrol in the patrol site before proceeding to the assembly. The staff is assembled in the assembly area. The staff sounds the horn at 11:00 a.m. Patrols form in their assigned positions.

Call to attention

The senior patrol leader calls the troop to attention.

Senior patrol leader's closing remarks

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Scoutmaster's closing remarks

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Presentations

- Participant patches
- Staff certificates:

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Baden-Powell's letter

Scoutmaster reads "Baden-Powell's Last Messages."  
(See the Appendix.)

Dismissal

Senior patrol leader

# Staff Activities

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Leader: Staff

Location: \_\_\_\_\_

## Program Notes

- Staff lunch.
- Staff meeting—final evaluations.
- Staff breaks camp.
- Assignments.
- Staff departs.

Notes: \_\_\_\_\_

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Have a safe trip home! Put to use what you have learned.

# Appendix

# Conference Administration

## Conference Schedule

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
6:30	Staff arise	Arise 6:45 Patrol cooking	Arise 6:45 Patrol cooking	Arise 6:45 Patrol cooking	Arise 6:45 Patrol cooking	Arise 6:45 Breakfast preparation (outpost)	Arise 6:45 Patrol cooking
7:00 a.m.	Staff breakfast Staff meeting						
7:30		Breakfast and cleanup	Breakfast and cleanup	Breakfast and cleanup	Breakfast and cleanup	Breakfast (outpost)	Breakfast and cleanup
8:00 a.m.	Flag raising Registration begins						Strike camp Check in equipment
8:30		Troop assembly	Troop assembly	Troop assembly	Troop assembly	Patrols return from outpost <b>Reflection: Outpost hike</b>	Take down pio- neering projects Pack all personal gear
9:00 a.m.		<b>Needs and Characteristics</b>	<b>Counseling</b>	<b>Planning</b>	<b>Sharing Leadership</b>	9:15 Troop assembly	
9:30	Opening assembly	9:45 Progressive pioneering				9:45 <b>Setting the Example</b>	
10:00 a.m.	Orientation trail		Maps and measures skills	Desktop pioneering	Outpost demonstration	10:15 Ballista effectiveness exercise	
10:30							
11:00 a.m.							Closing assembly
11:30	Lunch preparation	Patrol leaders' council meeting Patrol cooking	Patrol leaders' council meeting Patrol cooking	Patrol leaders' council meeting Patrol cooking	Patrol leaders' council meeting Patrol cooking	Patrol leaders' council meeting Patrol cooking	Participants depart
12:00 p.m.	Fellowship and lunch	Lunch and cleanup	Lunch and cleanup	Lunch and cleanup	Lunch and cleanup	Lunch and cleanup	Staff lunch Staff meeting Staff break camp
12:30		12:45 <b>Reflection: Forming the group</b> Patrol meeting	12:45 Patrol meeting	12:45 <b>Reflection: Planning</b> Patrol meeting	12:45 <b>Reflection: Sharing leadership</b> Patrol meeting	12:45 <b>Reflection: Setting the example</b> Patrol meeting	Staff depart ↓↓
1:00 p.m.						1:15 <b>Problem- solving workshop</b>	
1:30	Troop assembly 1:45 Patrols pro- ceed to patrol sites	<b>Effective Teaching</b>	<b>Evaluating</b>	<b>Representing the Group</b>			
2:00 p.m.	Review of orienta- tion trail and camp- site assignments	2:15 <b>Outdoor cooking skills</b>		2:15 <b>Pioneering projects</b>	2:15 Troop assembly		

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
2:30			Scoutcraft skills presentation		Adventure trail Outpost hike— Secret orders		Staff depart ↓↓
3:00 p.m.					Outpost camp Patrol activities Staff activities		
3:30	<i>Resources of the Group</i>					3:45 Communicating with adults	
4:00 p.m.							
4:30	Patrol cooking Patrol site setup	Troop cookout preparation Patrol activities	Patrol cooking Patrol activities	Patrol cooking Patrol activities		Feast preparation	
5:00 p.m.			Staff meeting	Staff meeting			
5:30		Troop cookout					
6:00 p.m.	Dinner and cleanup		Dinner and cleanup	Dinner and cleanup			
6:30						Feast	
7:00 p.m.	Patrol site setup 7:15 Flag lowering	Flag lowering 7:15 Initiative games and reflection	Patrol meeting (prepare for troop meeting) 7:15 Flag lowering	Reflection: Pioneering projects 7:15 Flag lowering			
7:30	Vespers		7:45 Troop meeting	Troop swim (optional)		Flag lowering	
8:00 p.m.	<i>Communicating</i>					Final campfire	
8:30	Model patrol leaders' council meeting	Preparing presentations		<i>Controlling</i>			
9:00 p.m.	Troop campfire		9:15 Woods Wisdom workshop/scavenger hunt	Troop campfire		Leadership commitment	
9:30		Patrol campfire Patrol cracker barrel	9:45 Patrol cracker barrel	9:45 Troop cracker barrel			
10:00 p.m.	Troop cracker barrel					Troop cracker barrel	
10:30 p.m.	Lights out	Lights out	Lights out	Lights out	Lights out	Lights out	



# Training Event Budget Worksheet and Report

District \_\_\_\_\_

Council \_\_\_\_\_

Training course title \_\_\_\_\_ Date(s) of training course \_\_\_\_\_

## Income

### Estimate

### Actual

Participant fee 1. \_\_\_\_\_ Scouts @ \$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

2. \_\_\_\_\_ Scouters @ \$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

3. \_\_\_\_\_ Public @ \$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

## Other Income

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

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6. \_\_\_\_\_

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\_\_\_\_\_

7. \_\_\_\_\_

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\_\_\_\_\_

8. \_\_\_\_\_

Total Income \$ \_\_\_\_\_

\$ \_\_\_\_\_

## Expense

9. \_\_\_\_\_

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10. \_\_\_\_\_

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11. \_\_\_\_\_

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12. \_\_\_\_\_

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20. \_\_\_\_\_

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21. \_\_\_\_\_

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22. \_\_\_\_\_

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23. Contingency \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

24. \_\_\_\_\_

Total Expense \_\_\_\_\_

\_\_\_\_\_

Surplus (deficit) \$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

Signed \_\_\_\_\_

Preparer

Approved \_\_\_\_\_

Scout executive

Prepare three copies with the Estimate columns filled in, before any expenditures are made. Send one copy to the Scout executive for approval, send one copy to the event director or training committee, and keep one copy for your files. Prepare three copies with the Actual column filled in, as soon as possible after the event and no later than thirty days following the activity.

(Reproduce locally.)

# Staff Meeting Agenda

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Leader \_\_\_\_\_ Location \_\_\_\_\_

## Agenda

- Summary and evaluation of the day's activities

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- Review tomorrow's schedule, all assignments, materials, and equipment

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- Tomorrow's program

☐ Troop assembly \_\_\_\_\_

☐ Leadership skill \_\_\_\_\_

Presenters \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

☐ Outdoor skills \_\_\_\_\_

☐ Patrol leaders' council meeting \_\_\_\_\_

☐ Leadership skill \_\_\_\_\_

Presenters \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

☐ Outdoor skills \_\_\_\_\_

☐ Preparing presentations \_\_\_\_\_

☐ Troop/patrol games \_\_\_\_\_

☐ Troop/patrol cracker barrel \_\_\_\_\_

☐ Troop/patrol campfires \_\_\_\_\_

☐ Other \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Reproduce locally.)

# Suggested Promotion Letter to Scoutmasters

---

(Compose and reproduce locally on council letterhead.)

Dear Scoutmaster:

Training of the youth leaders of a troop is important in helping the individual Scout and the troop to grow. The Boy Scouts of America has developed a week-long training experience that has proven very valuable in the training of junior leaders. It's called the Junior Leader Training Conference, and your troop is invited to participate.

A boy must be at least a First Class Scout, 13 years of age, and currently filling a leadership position in the troop. He should be either a senior patrol leader or an assistant senior patrol leader, or a Scout you feel is destined for one of these leadership positions (he may attend on your recommendation). Since the conference will be conducted in a camp setting, it is important that the Scout have skills in hiking, camping, and cooking.

The conference will stress two areas of benefit to your troop: (1) Scoutcraft skills and how they can be passed on to the other members of the troop and patrol, and (2) the skills of leadership that will make the junior leader more effective in his job.

The conference is scheduled for (date) to (date) at Camp (name/location). The conference will be under the direction of (name), who will be serving as conference Scoutmaster. Scoutmaster (last name) is presently assembling an excellent staff of experienced youth and adult leaders to serve as the conference faculty.

Enclosed is an information sheet with full details on the conference. Also enclosed is a reservation form for your troop. So that we can do a good job of advance planning, it's important that your troop reservation be in the council service center, with deposits, not later than (date).

As a prerequisite to this training conference, the Scoutmaster must attend a preconference session on the skills of leadership or have completed Wood Badge training, and attend an after-conference session with the junior leader on how to best use the newly trained junior-leader in the troop.

This is a great opportunity for the troops of our council. I know the program will make a positive difference in the lives of the Scouts who participate.

May I suggest that you discuss the conference with the members of your troop committee and the patrol leaders' council as soon as convenient.

I'm looking forward to hearing from you.

Sincerely,

---

Chairman, Leadership Training Committee

Enclosures

# Suggested Junior Leader Training Conference Fact Sheet

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(Compose and reproduce locally and send with promotion letter.)

## Junior Leader Training Conference Facts

### What Is the Conference?

The junior leader training conference is a seven-day outdoor experience for boy leaders in support of the Scoutmaster's responsibility for the training of troop junior leaders. It is conducted by the council leadership training committee using an outline approved by the Boy Scout Division of the Boy Scouts of America.

### What Is Its Purpose?

Scouting recognizes that Scoutmasters have the responsibility of training their own junior leaders. The purpose of the junior leader training conference is not to assume that role, but to support it. The objectives of the conference are

- To give participants the confidence and knowledge to run the troop program
- To give participants a basic knowledge of the eleven skills of leadership and help them relate these skills to their troop responsibilities
- To give participants the opportunity to share ideas and experiences with Scouts from other troops
- To create an atmosphere where Scouts will experience Scouting at its best
- To enhance the relationship between the participant and his Scoutmaster
- To have fun

### Who May Attend?

Each conference participant must be a First Class Scout, 13 years old, and currently filling a leadership position in the troop as senior patrol leader or assistant senior patrol leader, or likely to assume one of these positions soon.

**Is the Home  
Scoutmaster Involved?**

The conference is intended to strengthen the relationship between the junior leader and his Scoutmaster. Scoutmasters must attend a special orientation session on the eleven skills of leadership. This is not required if the Scoutmaster has Wood Badge training. An after-conference session will be conducted for the Scoutmaster and the junior leaders on how to use their new skills.

**What's the Date?**

The junior leader training conference will open on (date) and conclude on (date). Participants should plan to arrive between 8:00 a.m. and 9:30 a.m. on opening day. Scouts will be ready to depart at 11:30 a.m. on the final day after the closing assembly.

**What's the Location?**

The conference will be held at Camp (name/location). A map to the site is enclosed.

**What's the Cost?**

The cost for the conference is \$(amount). This includes all food, camping equipment, and training materials. Scouts may wish to bring a small amount of spending money for the trading post. A deposit of \$(amount) per Scout should accompany the troop's reservation, with the balance of \$(amount) per Scout remitted not later than (date).

**Is Any Special  
Equipment Needed?**

An equipment list will be sent to each participant as soon as the troop's reservation is received. Most Scouts participating in an active troop outdoor program should have the necessary equipment. There are no special uniform requirements but each participant should see that badges and insignia are properly placed and that the uniform is worn correctly.

**Where Can We Get  
More Information?**

Additional information can be obtained from the (name) Council Service Center, telephone (number). Ask for (name).

# Sample Reservation Form

(Compose and reproduce locally and send with promotion letter.)

## Junior Leader Training Conference Reservation

To: (Name)

Leadership Training Chairman,

\_\_\_\_\_ Council

From: Troop no. \_\_\_\_\_

District \_\_\_\_\_

Please enroll the following Scouts in the junior leader training conference to be held at Camp (name), (date) to (date). It is understood that the Scouts listed are currently serving as troop senior patrol leader or assistant senior patrol leader, or have the potential, and are at least of First Class rank and 13 years of age.

Name \_\_\_\_\_ Telephone no. \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Position \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

Name \_\_\_\_\_ Telephone no. \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Position \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

Name \_\_\_\_\_ Telephone no. \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Position \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

(Attach additional sheets, if necessary.)

Enclosed is a check in the amount of \$(amount) as a \$(amount) deposit for each of the applicants. We understand that this is transferable but not refundable after (date). Applications, personal resource forms, medical forms, and other information will be sent directly to the Scouts listed above.

Scoutmaster \_\_\_\_\_ Troop no. \_\_\_\_\_

Address \_\_\_\_\_ Telephone no. \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

# Suggested Letter to Conference Participants

---

(Compose and reproduce locally on council letterhead.)

Dear Junior Leader:

Congratulations on being nominated by your troop to attend the junior leader training conference. The conference will be held at Camp (name), from (date) to (date).

During the week of the conference you will have a chance to try out many new Scoutcraft skills that you can use in the program of your own troop or patrol. Since you are a leader in your troop you naturally want to know how to do your leadership job better. The skills of leadership will be an important part of the conference.

During the week you and other junior leaders from all over our council will be living, camping, and working together as members of a patrol and troop. A fine staff has been recruited to assist in the training.

You'll want to know what to bring. Attached is a list of the equipment you'll need. If you have any problem with this list, check with your Scoutmaster for help.

Attached is an application form and a Personal Resource Questionnaire. Please see that these forms are completed and returned to the council service center not later than (date). The address is at the top of this letter. The Personal Health and Medical Record form, No. 34412, must be completed and presented on arrival at camp.

The conference will be busy with lots of activities. For this reason, we must discourage visitors during the week. A pay telephone is available in camp if you wish to call home. The telephone number in camp is (number) but this must be used for emergencies only. The camp mailing address is

(Camp name)

(Address)

I'm excited about this conference. After seeing the list of junior leaders who have been nominated, I know we'll have a great week of fine Scouting. If you or your parents have any questions, feel free to call me at (telephone number). I'm looking forward to hearing from you.

Very sincerely,

Scoutmaster  
Junior Leader Training Conference

Attachments

# Sample Registration Form

(Adapt and reproduce locally.)

## Junior Leader Training Conference Registration

Here is my registration for the junior leader training conference to be held at Camp (name) from (date) to (date).

Name \_\_\_\_\_ My friends call me \_\_\_\_\_

Address \_\_\_\_\_ Telephone no. \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

Troop \_\_\_\_\_ District \_\_\_\_\_ My age is \_\_\_\_\_

Highest rank earned \_\_\_\_\_ Troop leadership position \_\_\_\_\_

On my honor as a Scout, I promise that I will faithfully live according to the Scout Oath and Scout Law during the junior leader training conference and thereafter. I will represent my troop with honor and do all I can to pass along my new knowledge and skills to my fellow Scouts. I certify I am at least a First Class Scout, 13 years of age, and a troop junior leader (senior patrol leader, assistant patrol leader, or capable of filling these positions).

Signed \_\_\_\_\_

Be sure to enclose the Personal Resource Questionnaire with this registration. Bring the Personal Health and Medical Record form with you to camp.

### Scoutmaster's Approval

Signed \_\_\_\_\_, Scoutmaster, Troop \_\_\_\_\_

### Approval of Parent or Guardian

I approve the attendance of my son named above at the junior leader training conference to be held at Camp (name) from (date) to (date).

I have reviewed the Personal Health and Medical Record form, No. 34412, and have signed the parent authorization.

Signed \_\_\_\_\_ Contact telephone no. \_\_\_\_\_

Person to contact in case of emergency if parent or guardian cannot be reached:

Name \_\_\_\_\_ Telephone no. \_\_\_\_\_

Address \_\_\_\_\_

Deposit paid \$ \_\_\_\_\_ Balance fee paid \$ \_\_\_\_\_

*For staff use only.*

Notes: \_\_\_\_\_



# Personal Equipment List

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(Reproduce locally.)

## Suggested Personal Equipment Checklist

Only the official uniform and parts are acceptable. (Be prepared for an overnight hike as well as living in camp.)

### Required

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- |  |   |
|--|---|
| <input type="checkbox"/> Uniform headgear of your troop  | <input type="checkbox"/> Laundry soap (small packet)                            |
| <input type="checkbox"/> Uniform shirt (short sleeves)*  | <input type="checkbox"/> Required/prescribed medication                         |
| <input type="checkbox"/> Uniform shorts (2 pairs)*       | <input type="checkbox"/> Washbasin (plastic or canvas)                          |
| <input type="checkbox"/> Uniform stockings (3 pairs)     | <input type="checkbox"/> Mirror (metal)   |
| <input type="checkbox"/> Official belt and buckle (1)    | <input type="checkbox"/> Comb   |
| <input type="checkbox"/> Neckerchief slide               | <input type="checkbox"/> Pack (with frame, if desired)                          |
| <input type="checkbox"/> Neckerchief, troop              | <input type="checkbox"/> Lightweight tent for overnight hike                    |
| <input type="checkbox"/> Shoes suitable for hiking       | <input type="checkbox"/> Plate, bowl, and cup                                   |
| <input type="checkbox"/> Change of shoes, as desired     | <input type="checkbox"/> Knife, fork, and spoon                                 |
| <input type="checkbox"/> Raincoat, poncho, or rain suit  | <input type="checkbox"/> Canteen  |
| <input type="checkbox"/> Sweater, jacket, or jac-shirt   | <input type="checkbox"/> Ground cloth (waterproof)                              |
| <input type="checkbox"/> Underclothing (3 sets, minimum) | <input type="checkbox"/> Sleeping bag or blankets (liner or sheets)             |
| <input type="checkbox"/> Handkerchiefs (as needed)       | <input type="checkbox"/> Air mattress or foam pad                               |
| <input type="checkbox"/> Pajamas/camp warmer/sweatsuit   | <input type="checkbox"/> Flashlight with spare cells and bulb                   |
| <input type="checkbox"/> Change of clothing, as desired  | <input type="checkbox"/> Sewing kit   |
| <input type="checkbox"/> Work gloves                     | <input type="checkbox"/> Personal first aid kit                                 |
| <input type="checkbox"/> Towels (2)                      | <input type="checkbox"/> Ballpoint pen, pencil                                  |
| <input type="checkbox"/> Washcloths (2)                  | <input type="checkbox"/> Scout knife (no belt clip, no sheath knife)            |
| <input type="checkbox"/> Toothbrush and paste            | <input type="checkbox"/> <i>Boy Scout Handbook</i> , No. 33229 (latest edition) |
| <input type="checkbox"/> Hand soap and container         | <input type="checkbox"/> <i>Junior Leader Handbook</i> , No. 33500              |

### Optional

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- |  |  |
|--|--|
| <input type="checkbox"/> Compass (official preferred)  | <input type="checkbox"/> Uniform long-sleeved shirts*                      |
| <input type="checkbox"/> Sharpening stone              | <input type="checkbox"/> Uniform trousers (1 pair)*                        |
| <input type="checkbox"/> Ax, hand or $\frac{3}{4}$     | <input type="checkbox"/> Uniform socks (2 pairs)                           |
| <input type="checkbox"/> Watch                         | <input type="checkbox"/> Pillow/case                                       |
| <input type="checkbox"/> Sunglasses                    | <input type="checkbox"/> Moccasins or slippers                             |
| <input type="checkbox"/> Extra prescription eyeglasses | <input type="checkbox"/> Personal Scouting equipment                       |
| <input type="checkbox"/> Religious book(s)             | <input type="checkbox"/> <i>Fieldbook</i> , No. 33200                      |
| <input type="checkbox"/> Sunburn lotion/lip salve      | <input type="checkbox"/> Stationery and stamps                             |
| <input type="checkbox"/> Shoe shine kit                | <input type="checkbox"/> <i>Cooking</i> merit badge pamphlet, No. 33257    |
| <input type="checkbox"/> Camera with extra film        | <input type="checkbox"/> <i>Pioneering</i> merit badge pamphlet, No. 33382 |
| <input type="checkbox"/> Insect repellent              |  |

\*Those attending spring or fall courses should be prepared for cold weather by including extra set(s) of long trousers and long-sleeved shirts. Also, if for personal reasons, long trousers must be worn, this is permissible.

**Note:** All will be in official uniform (the first eight items on the required list) before moving to the campsite. Pack or frame must be used for getting gear from the jumping-off place to the campsite. Candidates must not use suitcases, footlockers, or trunks at the campsite. Normal prescribed patrol equipment will be issued. Also, before coming, see that all badges and insignia are properly placed on uniform.

# Personal Resource Questionnaire

(Reproduce locally—two sides.)

## Personal Resource Questionnaire

(Please print.)

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_ 3. Telephone no. \_\_\_\_\_
4. Date of birth \_\_\_\_\_ 5. School and grade \_\_\_\_\_
6. Languages spoken \_\_\_\_\_
7. Troop no. \_\_\_\_\_ 8. District name \_\_\_\_\_
9. Years in Scouting \_\_\_\_\_ 10. Rank \_\_\_\_\_
11. Current leadership position \_\_\_\_\_
12. List other leadership positions held and how long they were held. \_\_\_\_\_  
\_\_\_\_\_
13. Scouting awards held \_\_\_\_\_
14. State a fair evaluation of your physical condition. \_\_\_\_\_  
\_\_\_\_\_
15. How much camping experience have you had? \_\_\_\_\_  
\_\_\_\_\_
16. What training courses have you taken in Scouting? When? \_\_\_\_\_  
\_\_\_\_\_
17. State why you decided to participate in this experience and what you expect to gain from it.  
\_\_\_\_\_

On the reverse side of this form you will find a checklist of outdoor skills. Please place a check mark opposite the skill and in the column that best represents your outdoor skills ability. You will use it later in the course as a check sheet to evaluate your progress. Do not under- or overrate yourself. Be as honest and objective as possible.

**Note to applicant:** This information is necessary two weeks before the course begins. It will enable the course director to assign you to a patrol in which you can have the best possible experience and make the greatest contribution.

# Knowledge of Outdoor Skills

Name \_\_\_\_\_ Course date \_\_\_\_\_

(Check appropriate column.)

Circle if earned. (MB = merit badge)	Need Help	Have Knowledge	Have Taught
Map reading			
Compass			
Hike procedures (Hiking MB)			
Hiking (Hiking MB)			
Camping (Camping MB)			
Safe Swim Defense			
Knife and ax			
Fire building			
Cooking (Cooking MB)			
Knots and lashings (Pioneering MB)			
Pioneering (Pioneering MB)			
Nature (Environmental Science MB, Nature MB)			
Star study (Astronomy MB)			

# Leadership Skills Highlights

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## 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
  - ☆ Speaking clearly
  - ☆ Writing clearly
  - ☆ Using visuals
  - ☆ Eyeballing the group
  - ☆ 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 **minidiscoveries**. 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.
- He 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.

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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.

# A Guide to Reflection

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## Objectives

The reflection process adds a special dimension to the junior leader training conference. It helps the staff establish a safe haven, creating a special place where participants can experience Scouting at its best. The use of reflection at the conference has three specific objectives:

- To help participants learn from their experiences during the conference, to make sense of what they learn, and to reinforce the teaching process of experience and discovery
- To communicate to participants the staff's respect for them as individuals through a sincere interest in their thoughts and feelings
- To increase the staff's awareness of the status and progress of patrols and individual participants through direct feedback on their understanding of and reaction to conference activities

In addition, familiarity with the reflection process assists staff members in their own goal setting and evaluation, and in developing skill in counseling others. The reflection process also is useful in reinforcing an understanding of leadership skills and the process of leadership.

This "Guide to Reflection" contains the following sections:

Use of Reflection During the Junior Leader Training Conference

Leading the Reflection

A Model for Reflection

Using Games and Skill Events

Game Plan

Adapting Games and Skill Events

Observation of Group Activities

Reflection on Leadership Skills

Developing Questions for Reflection

## Use of Reflection During the Conference

During the conference, reflection is used in various situations. Particular emphasis is given to reflecting on the eleven skills of leadership. By examining their own understanding, expressing feelings, and making judgments, participants have an opportunity to internalize what they are learning and make it their own.

The following is a brief overview of the reflections planned as part of the daily program at the junior leader training conference.

## Reflections on Leadership Skills

Knowing and Using the Resources of the Group (part of presentation)

Communicating (after presentation and application)

Understanding the Needs and Characteristics of the Group (part of presentation)

Effective Teaching (part of presentation)

Representing the Group (part of presentation)

Evaluating (part of presentation)

Counseling (after presentation and application)

Planning (after presentation and application)

Controlling Group Performance (part of presentation)

Sharing Leadership (part of presentation)

Setting the Example (after presentation as part of personal goal setting)

Before the daily patrol meeting (generally at 1:00 p.m.), a staff member leads a reflection on the leadership skill presented that morning.

## Patrol and Troop Initiative Games—Day Two

The objective of this activity is to explore the reflection process with participants through a series of patrol games followed by reflection. Games are organized and led by youth staff members. The patrols are separated by some distance so that they cannot observe each other.

Staff members observe the patrol during the activity and note any actions and behaviors that might be useful in the reflection process. At the conclusion of each game, the youth staff member calls the patrol together and leads a reflection on the activity just completed. Reflections are limited to approximately 10 minutes.

At the conclusion of the patrol games, the senior patrol leader sums up the experience and shares with the participants the concept of Scouting as a game with a purpose.

## Participant Scoutcraft Skills Presentations Using Effective Teaching—Day Three

Each participant makes a short, prepared presentation on a Scout skill, applying the steps he has learned in effective teaching. Presentations are made in a patrol setting. A youth staff member works with the group and leads an evaluation of each presentation. When all presentations have been completed, the staff member leads a reflection on the experience.



## Scoutmaster's Reflection—Day Three

The Scoutmaster meets individually with each patrol and leads a reflection focused on participant's impressions and feelings about the conference to this point. The Scoutmaster asks them about their expectations of the conference and how they hope to apply what they have learned. This activity may be shared with an assistant Scoutmaster.

## Pioneering Projects—Day Four

After completion of the pioneering project, a staff member leads a reflection on the project with the patrol. The staff member has spent time observing the patrol working together on the project. Questions based on the patrol's performance should be thought through in advance. This is an opportunity for participants to relate a number of the leadership skills to their actual experience in working together on a large project.

## Outpost Hike—Day Six

The outpost hike is a "peak" experience for the patrol. On its return, the patrol is met by the troop guide at the patrol site. The troop guide leads a reflection on the outpost hike and helps patrol members sum up their experience.



## Scoutmaster's Reflection—Day Six

The Scoutmaster meets individually with each patrol and leads a reflection focused on the lessons patrol members learned from their experiences at the junior leader training conference. The reactions and feelings of the participants should be shared with the group. Scouting values and the lessons of working together should be discussed. Finally, questions should focus on using what they have learned when they return home.

**Note:** Reflections generally should run from 5 to 10 minutes. Leadership skill discussions might run 15 minutes but certainly no more. Keep them short and to the point.

## Leading the Reflection

### Lay the Ground Rules for Discussion

Have participants sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

## Facilitate the Discussion

As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the participants say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. If you describe what you saw, be sure that your comments do not stop the Scouts from adding their own thoughts. Above all, be positive. Have fun with the activity and with the session.

## Use Thought-Provoking Questions

The following types of questions are useful in reflecting:

- **Open-ended questions** avoid yes and no answers. “What was the purpose of the game? What did you learn about yourself?”
- **Feeling questions** require Scouts to reflect on how they feel about what they did. “How did it feel when you started to pull together?”
- **Judgment questions** ask Scouts to make decisions about things. “What was the best part?” or “Was it a good idea?”
- **Guiding questions** steer the Scouts toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?”
- **Closing questions** help Scouts draw conclusions and end the discussion. “What did you learn? What would you do differently?”

Remember, reflecting on an activity should take no more than 10 to 15 minutes. The more you do it, the easier it becomes for both you and the Scouts. Remember that the value and the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to Scouts.

## A Model for Reflection

**Discuss what happened.** Direct open-ended questions toward specific incidents. For example, you might ask, “Who took leadership? What did they do to make them a leader?” or “How did decisions get made?”

**Make a judgment.** Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Direct your attention toward specific skills. For example, you could ask, “What was good about the way decisions were made?” Then you could ask, “What didn’t work so well about the way you made decisions?”

**Generalize the experience.** Try to get the Scouts to see the connection between the game and regular troop experiences. You could ask, “How can we use the ideas we learned today in our own troops?” If you can, be more specific. “How can we use what we learned about decision making on a troop campout?”

**Set goals.** Begin with the positive. Ask the Scouts what skills they used today that they would like to keep doing. Then ask what things they need to change to work together better.




# 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: \_\_\_\_\_

\_\_\_\_\_

Procedure: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



## Adapting 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.

## 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?

# Staff Preconference Closing Ceremony

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## Purpose

The purpose of the staff preconference closing ceremony is to inspire staff members to their best effort during the week and to give each an opportunity to set challenging personal goals.

## Location

The location of the ceremony should be an area where each staff member can be left in privacy, then assemble in small groups before small campfires, and finally gather before a large campfire. Ideally the site will convey a sense of vistas unseen, things unknown.

## Resources

- A letter, tied with ribbon, to each youth staff member
- A luminaria with a candle for each staff member
- Two small fires placed apart from each other
- One large fire at the central fire ring
- Staff neckerchiefs

## The Ceremony

At the sound of three blasts of a horn, an assistant Scoutmaster assembles the youth staff members and asks them to leave their neckerchiefs behind and follow him. He leads them, using only a torch for light, to various preset stations along a trail. There is a separate station for each youth staff member. Each is marked by a bag filled with sand and with a single lighted candle (or a ceremonial can with candle inside)—a luminaria. A letter tied with a ribbon has been placed at each station.

Each youth staff member is left at his station and asked to read and contemplate the contents of the letter, which is a memento of the occasion prepared for each youth. The staff is to reassemble on the trail at the next sound of the horn. As each staff member leaves his station, he is to pinch out the candle, return to the trail, and follow the assistant Scoutmaster.

The assistant Scoutmaster leads staff members down the trail to the first small campfire, where the Scoutmaster or another assistant Scoutmaster is waiting. He leaves half the members there, then proceeds to the next fire where he drops off the remainder of the youth staff.

Each assistant Scoutmaster opens a discussion by asking each staff member to discuss where the group has been, where it is going, what the staff member feels his responsibility to the conference participants will be, and what he hopes to accomplish. The assistant Scoutmasters initiate the discussion and then listen to the thoughts of the youth staff.

The horn sounds again, the entire staff regroups on the trail, and the assistant Scoutmaster leads the staff forward. They proceed to a large central campfire circle. The other assistant Scoutmasters stay behind to put out the smaller fires, and then follow.

The Scoutmaster, who is waiting at the large campfire, greets the youth staff with these words:

"You started along this trail tonight by individually pondering the challenge of the week to come; you further pursued this quest by sharing your thoughts in small groups. At this third and last station, we join together to make the sum of the spirit of the members of this staff far greater than any one of us could generate alone.

"At no other time in the coming week will we be together in such a contemplative manner as this. Most of the time we will be working with conference participants, or fulfilling whatever our individual tasks may be. Those few times when we are together as a staff will be at staff meetings or in preparation for an activity. Those times may be hectic and stressful; they will not equal the serenity of this time together. May the spirit of this moment be with us the entire week and continue to lead us to our ultimate goal.

"At this time, each of you is invited to share any thoughts or feelings about your expectations of the week to come."

Allot time for each member to offer any comments or thoughts that he would like to contribute. At the conclusion of these remarks, the ceremony proceeds.

Have the staff neckerchiefs on hand, rolled and ready. The Scoutmaster presents one to each youth staff member.

At the conclusion of the neckerchief presentation, the Scoutmaster asks the senior patrol leader to lead the staff in the Scout Oath. The Scoutmaster asks each staff member to rededicate himself to the ideals of Scouting as the group recites the Oath.

Recitation of the Scout Oath concludes the ceremony. The staff returns to camp for a final cracker barrel and a quiet night before the conference begins.

# Scouting Songs

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## The Star-Spangled Banner

By Francis Scott Key  
Key: A-flat Time: 3/4

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 the 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.

## 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're Eagles all.

## I've Got That Scouting Spirit

Tune: "Joy in My Heart"

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

## 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.

### 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?

### Taps

Key: F Time: 4/4

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

Fading light dims the sight,  
And a star gems the sky,  
Gleaming bright,  
From afar, drawing nigh,  
Falls the night.

### 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.

### 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, "Whoa, 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 woollies  
When she comes, "Scratch, scratch!"

### Kum Ba Ya

Slowly

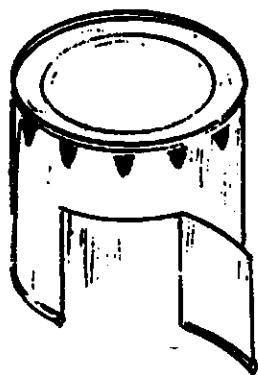
Kum ba yah, my Lord, Kum ba yah  
Kum ba yah, my Lord, Kum ba yah  
Kum ba yah, my Lord, Kum ba yah  
O Lord, Kum ba yah.

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.

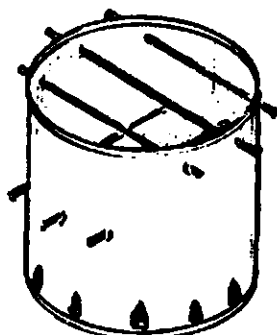
Someone's singing, Lord, Kum ba yah  
Someone's singing, Lord, Kum ba yah  
Someone's singing, Lord, Kum ba yah  
O Lord, Kum ba yah.

# Things to Make for Camping



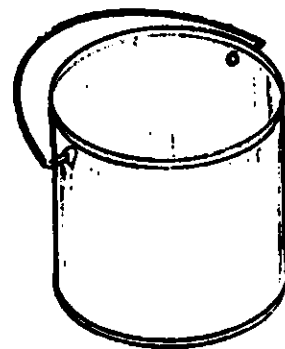
Hobo Stove

Punch vents with triangular can opener.

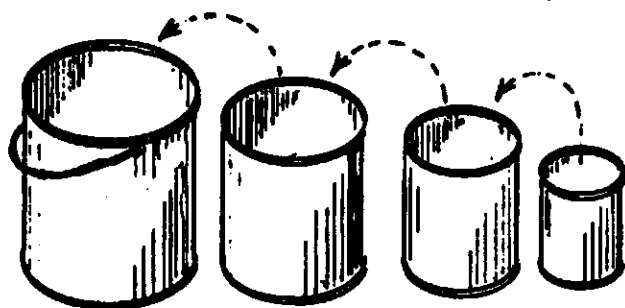


Tin Can Charcoal Stove

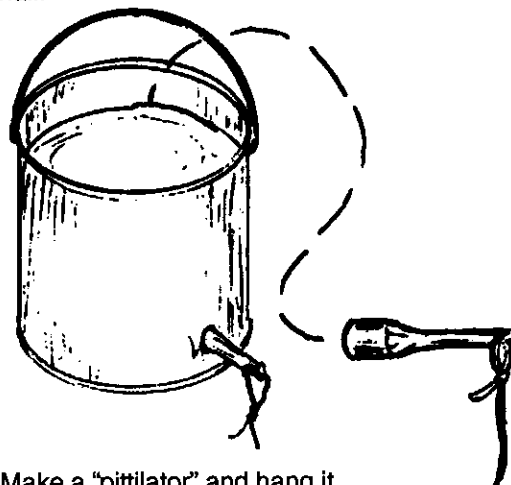
Use coat hanger wire through holes punched with nail.



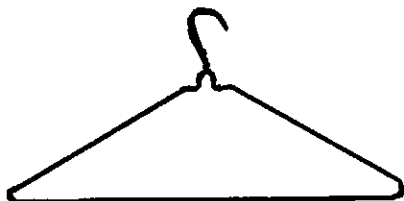
Holes punched in cans and fitted with coat hanger wire bails make good camp pots.



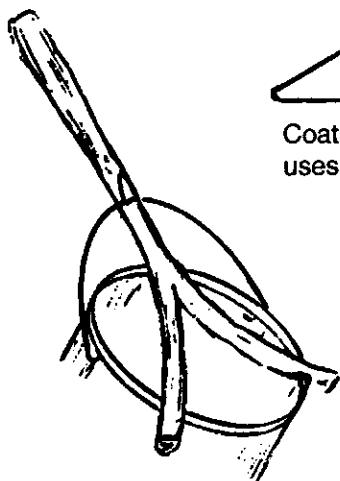
Nesting tin can pot set



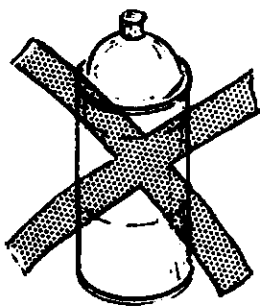
Make a "pittillator" and hang it near the latrine for hand-washing.



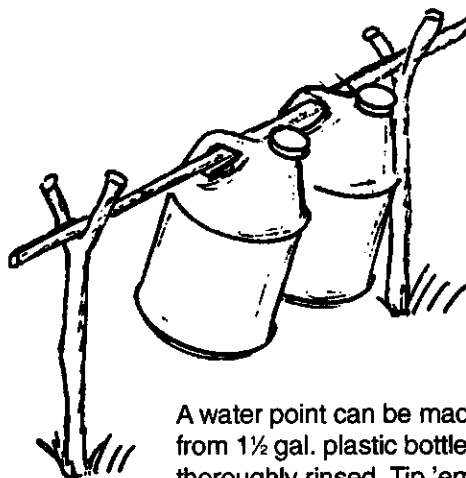
Coat hanger wire has endless uses around camp.



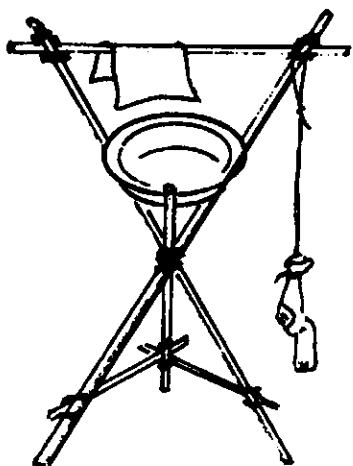
A forked stick with a few notches makes a good pot pourer.



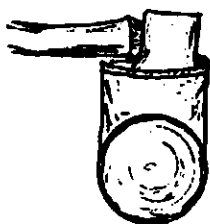
Don't use insect spray or spray repellent in camp. It'll take the waterproofing out of tents.



A water point can be made from 1½ gal. plastic bottles, thoroughly rinsed. Tip 'em to pour.

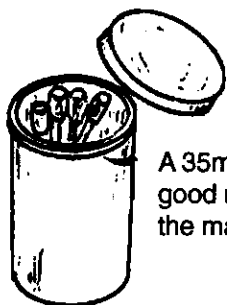
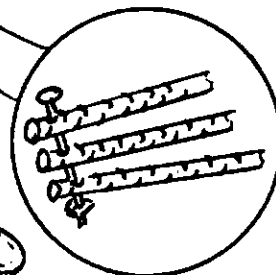
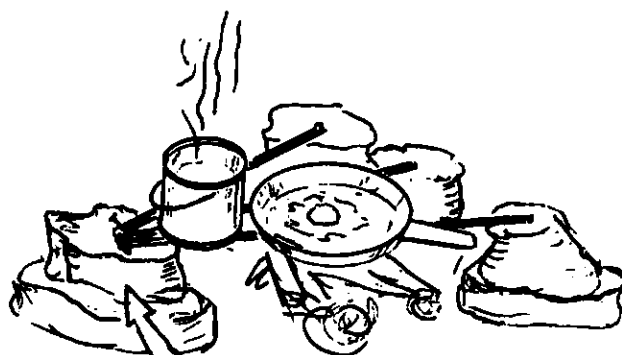


Build a washstand. Tie the soap in an old sock and hang on a string—it won't fall in the dirt.



Camp Grill

Drill holes in the ends of lengths of reinforcing rod. Fasten loosely with a bolt.



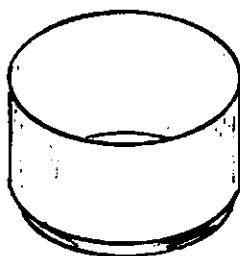
A 35mm film can makes a good matchbox if you cut the matches down to fit.

A loop of wire makes an egg lifter.



A "kitchen tree" is a dead tree or branch planted near the kitchen to hang stuff on.

Cut out the bottom of a well-rinsed bleach bottle for a mixing bowl. Use different sizes and nest 'em.



Twixer Biscuits

Roll down the plastic bag of biscuit mix, make a little hole in the mix, and add  $\frac{1}{2}$  teaspoon of water. Stir with the twixer to "twix up" a biscuit. Bake it on the twixer or transfer to foil.

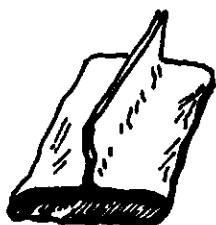


A pair of pliers and a bandana handkerchief are the chuck wagon cook's favorite tools. Use a blue bandana for the nose and a red one around the fire!

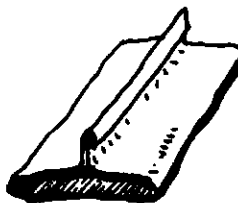
# Cooking with Foil



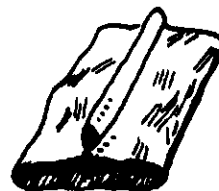
Place food in center of foil.



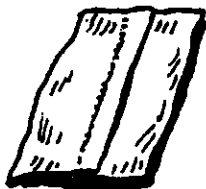
Bring sides up loosely.



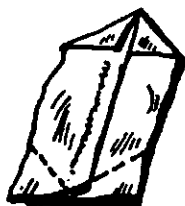
Fold top 1/2 inch down, crease.



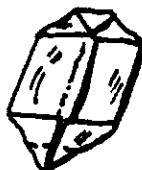
Fold top down again. Don't crease.



Fold top down flat. Press ends together.



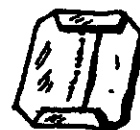
Fold corners over along dotted lines.



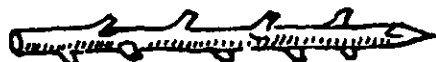
Fold pointed ends over



Fold ends over again.



Place on coals.



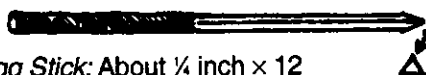
**Meat Loaf Stick:** The barbs or branches keep the meat loaf from turning. Make 1/2 inch in diameter, 12 inches long.



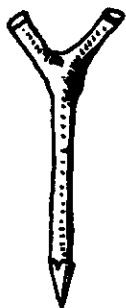
**Shishka-Stick:** About 1/2 inch x 12 inches. Punch through the meat for kabob. Flatten one side so meat won't slip.



**Temp Stick:** Use for heat control. The lower the fork, the hotter. Pegs in the stick work too.



**Egg Stick:** About 1/4 inch x 12 inches. Whittle so it has three sides. Place across forked or temp-stick.



**Forked Stick:** Use in pairs to hold shishka-stick, egg stick, or meat loaf stick.



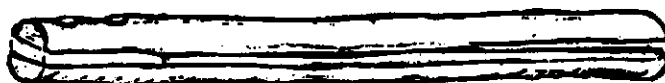
**Twixer:** Use for stirring dough to "twix up" biscuits.



**Spear Stick:** About 1/4 inch x 12 inches. Use to spear meat from fire.

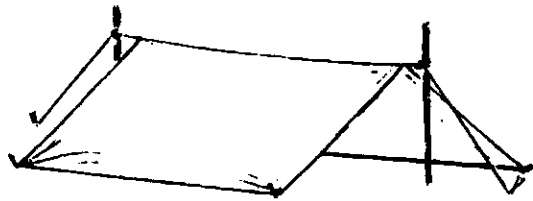
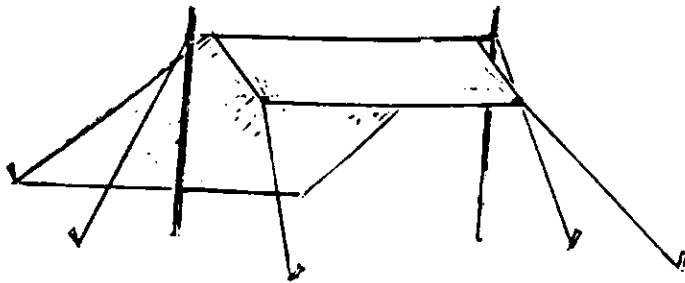


**Twist Stick:** About 2 1/2 inches x 12 inches. Wrap biscuit dough around in a spiral. Notches keep the twist in place.

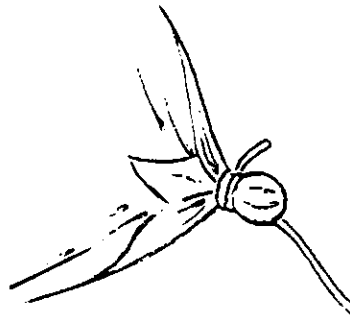
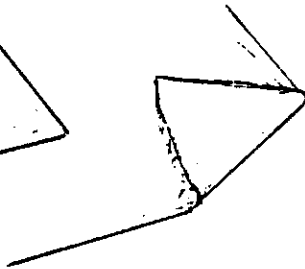
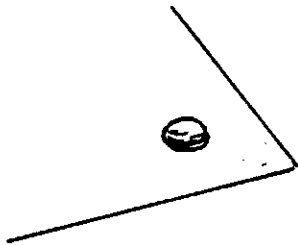


Sticks can be whittled into tongs to fish plates out of hot rinse water.

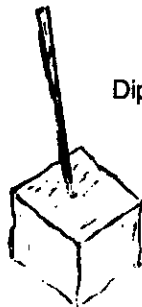
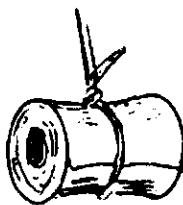




Builder's plastic can be used for ground cloths and to improvise tents and flies. Tie a small stone in the corner with the tent rope. It won't easily rip out.

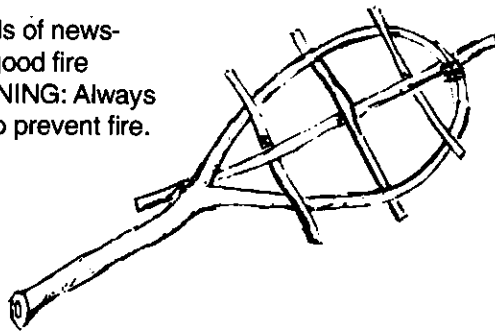


Film cans make good personal salt and pepper shakers. Close the top with tape—stick it on the side when in use.



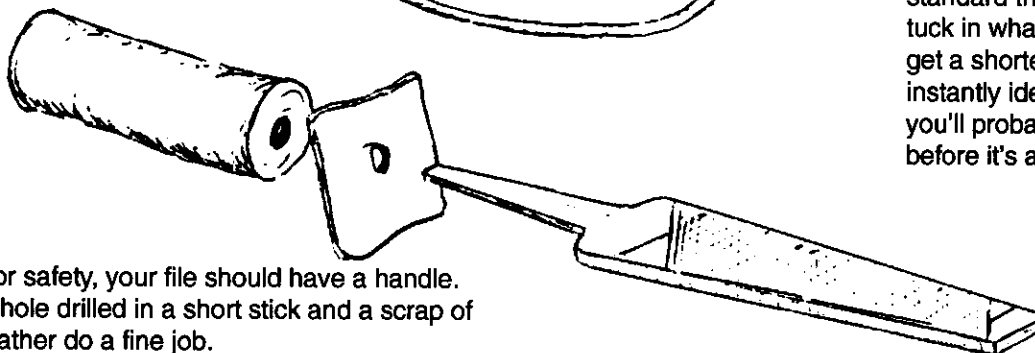
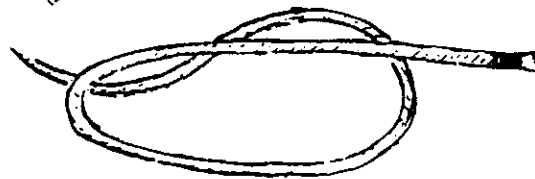
Dip with toothpick

Cubes of fiberboard or short rolls of newspaper dipped in paraffin make good fire starters. Nick 'em to light. **WARNING:** Always melt paraffin in a pan of water to prevent fire.



A "tennis racket" broiler is a great way to broil a small steak or fish.

Rope is expensive, so here's how to conserve it. Cut rope into 15-foot, 20-foot, and 25-foot lengths. Whip the ends. Paint the whippings on the 15-foot lengths with red paint. Three letters in red—each letter stands for 5 feet. Paint the 20-foot lengths with blue (four letters  $\times$  5 feet is 20 feet), and the 25-foot lengths with green paint. Set the standard that rope is *never* cut—tuck in what you don't need or get a shorter piece. Scouts can instantly identify the lengths and you'll probably wear the rope out before it's all cut up!



For safety, your file should have a handle. A hole drilled in a short stick and a scrap of leather do a fine job.

## Latrine Cleaning Rotation Schedule

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In the navy it's called a *head*, in the army, a *latrine*. Rural residents might call it an *outhouse* or *privy*. To the Japanese, it's the *benjo*. In Europe it's the *W.C.*, and the British sometimes call it the *necessary*. To a Scout camper, it's the *latrine*.

Whatever it's called, when you're sharing it with another patrol, *somebody* has to keep it clean and in good order. That's not the best job in camp so it is important that everybody takes turns. The patrols that are sharing the latrine should get together and work out a schedule.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
a.m.							
p.m.							

The latrine should be checked and cleaned twice a day. See that extra toilet paper is available, that the lantern is lit (or the lights are on) at dusk and extinguished in the morning, that hand-washing water is available, and that any other chores are accomplished.

# Rotation of Patrol Duties

(Rotation of duties takes place daily at the morning troop assembly.)

Patrol

Names/days	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
	Patrol Leader	Cleanup	Fire and Water	Cooking			
	Assistant Patrol Leader	Buddies Cleanup	Buddies Fire and Water	Buddies Cooking			
	Cooking	Patrol Leader	Cleanup	Fire and Water			
	Buddies	Assistant Patrol Leader	Buddies Cleanup	Buddies Fire and Water			
	Cooking	Cooking	Patrol Leader	Cleanup			
	Fire and Water	Buddies	Assistant Patrol Leader	Buddies Cleanup			
	Buddies	Cooking	Cooking	Patrol Leader			
	Fire and Water	Fire and Water	Buddies	Assistant Patrol Leader			
	Cleanup	Fire and Water	Cooking	Patrol Leader			
	Buddies	Buddies	Buddies	Assistant Patrol Leader			
	Cleanup	Fire and Water	Cooking				

The **patrol leader** leads the patrol; attends patrol leaders' council meetings; holds patrol meetings to keep members informed of troop plans and activities; leads the patrol in games, practices, and competitions; sets an example by initiative and Scouting spirit; and is responsible for keeping patrol activities on the camp's time/event schedule.

The **assistant patrol leader** leads the patrol in the absence of the patrol leader and assists the patrol leader as requested in the operation of the patrol and participation in activities.

**Note:** The patrol leader and assistant patrol leader are not scheduled for camp duties. They should be free to assist wherever and whenever needed.

**Cooking buddies** secure food supplies from the quartermaster at 4:30 p.m. and at such other times as directed; follow menus and recipes exactly after reading directions twice; serve meals on time; put away food; put cook pots to soak; place cleanup water supply over fire before serving the meal.

**Fire and water buddies** maintain water supply; maintain supplies of tinder, kindling, and firewood/charcoal protected from weather; and start fires in time for cooks to have meals ready on time.

**Cleanup buddies** set up wash and rinse water for dishwashing; clean cooking pots, utensils, and patrol's personal eating gear; clean up the kitchen and dining areas; store all patrol equipment; dispose of garbage and trash; and put out all fires after use.

# Typical Patrol Menus (Suggested)

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(Reproduce locally.)

The menus that follow are only suggestions of what might be offered. Each menu is planned for eight people. Adjustments will have to be made locally for the size of the patrol and guests.

Ask for professional help in menu planning and food purchasing. There are resources available. It should be remembered that seasonal foods will lower the cost per camper and should be substituted in a menu. Buy shrewdly but don't be "chintzy" about food quality; people tend to be emotional about what they eat.

The quartermaster, with the approval of the course director, may make up the conference menus. If you choose to prepare your own menus, be sure to have a balanced diet.

Boiled dinners are a "must" in New England, as is chili in Texas; therefore, tailor the menu to the locale. The following menus should serve only as a guide. Beware of "hidden" ingredients not mentioned or obvious in a menu but necessary to the meal. The *Cooking* merit badge pamphlet and the *Fieldbook* are helpful.

When the course is conducted in a patrol cooking camp, consider using the regular camp menu and modifying it to provide a real learning experience.

Make the meals at the beginning of the course simple to prepare and more complex as the course continues. Cooking instructions are omitted later in the course; patrols are on their own.

Provide sufficient copies of these menus so that all patrols have one for each day.

## List of Staples

(Include with the first food issue.)

1 lb. flour	1 can pepper
1 pt. vinegar	2 lbs. sugar
1 btl. catsup	1 btl. detergent
1 pt. mayonnaise/salad dressing	1 bar hand soap (for soaping pots)
1 pkg. napkins (100's)	1 box matches
1 12-oz. btl. cooking oil	1 jar jelly or jam
1 box biscuit mix	1 pkg. sanitizer tablets, No. 1923 (in the Supply catalog)
1 jar peanut butter	cinnamon
1 box small soap pads (12)	aluminum foil
1 lb. salt	

The quartermaster must be prepared to resupply the above items upon request, and patrols must be alert to make such requests when their supply of these items is low or near exhaustion. The quartermaster should call seemingly excessive use to the attention of the troop guide. The troop guide also should check the food box from time to time anyway.

## Suggested Menu 1\* (Day One)

### Opening Luncheon

*Buffet* (unless bag lunches have been specified)

A variety of cold cuts	Lettuce
Sliced cheese	Butter
Fresh bread	Salt and pepper
Mustard	Fresh fruit, cookies
Salad dressing	Milk, cold drink
Fresh tomatoes	Napkins
Celery	

Consider using paper plates, paper cups, and plastic utensils. (These items not included in quartermaster supplies.)

This is a friendly time for good Scouting fellowship. It might set the tone for your entire conference.

Staff members should be on the lookout for participants who seem to be uptight and should visit with them to relieve their anxieties or at least try to determine the reason for the tension.

### Supper

Frankfurters, potato chips, baked beans, fresh tomatoes, relish, mustard, pineapple, and milk

**Food list (use up for this meal):**

24 frankfurters*	1 12-oz package potato chips
2 lb. tomatoes	3 cans (no. 2½) baked beans*
1 jar relish	1 jar mustard
3 qt. milk	2 cans sliced pineapple
2 loaves bread	1 stick butter/margarine

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\*Increase amounts for this menu if more than eight people are eating.

Utensils: Griddle, 1 pot

Preparation: Read complete instructions *twice* before starting.

Fireman: One fire for cooking and one fire for dishwater.

Cooks:

1. Pour the beans into the pot and heat over a low fire. The beans are already cooked. You need only heat them. Stir occasionally to prevent sticking.
2. Wash and slice the tomatoes or cut them into sections.
3. Set out the potato chips, tomatoes, relish, mustard, milk, bread, and butter. Pour water in cups.
4. When you are almost ready to eat, place the frankfurters on the griddle and heat, browning lightly. They are precooked; you need only heat them. *Don't overcook.*
5. Serve pineapple for dessert.

## Suggested Menu 2\* (Day Two)

### Breakfast

Apple juice, cereal, milk, scrambled eggs, bread, butter, jam, and cocoa

Food list (use up for this meal):

1 can apple juice	18 eggs*
3 qt. milk	1 stick butter/margarine
1 loaf bread	8 individual packages cocoa
1 jar jam	salt
8 individual cereals	

Utensils: 2 pots, 2 frying pans

Preparation: Read complete instructions *twice* before starting.

Fireman: One fire for cooking, one fire for dishwater.

Cooks:

1. Put water on to boil for cocoa.
2. Break 18 eggs into a pot. Add 1½ cups of milk and 1½ teaspoons of salt. Beat well with a fork.

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\*Increase amounts for this menu if more than eight people are eating.

3. Heat both frying pans and melt 1 tablespoon of butter/margarine in each. Pour half of the egg mixture in each pan. Cook gently over low fire. As the eggs set around the edges, scrape them toward the center. Keep doing this until the whole mixture is set but not too dry. Keep eggs near the fire to keep warm.
4. Set out juice, bread, butter, jam, cereal, and milk.
5. When the water boils, follow the directions on the package for cocoa.

## Lunch

Corned-beef sandwiches, cottage cheese and pineapple salad on lettuce, applesauce, cookies, and milk

### Food list (use up for this meal):

3 12-oz. cans corned beef	2 no. 2½ cans applesauce
2 lb. cottage cheese	3 qt. milk
1 no. 2 can crushed pineapple	cookies
1 head lettuce	1 stick butter/margarine
mayonnaise	2 loaves bread
mustard	

**Preparation:** Read complete instructions *twice* before starting.

**Fireman:** One fire for dishwater.

### Cooks:

1. Break the lettuce into separate leaves and make nine servings on the lettuce leaves of cottage cheese topped with crushed pineapple.
2. Cut the corned beef into thin slices and place it between buttered bread for 16 sandwiches. Use extra lettuce in sandwiches. Cut in half and cover.
3. Set out the milk and drinking water. Serve the water in each cup.
4. Serve the applesauce and cookies for dessert.

## Supper

**Note:** Troop cookout. See special instructions in main text of conference syllabus.

## Suggested Menu 3\* (Day Three)

### Breakfast

Orange juice, cereal, milk, French toast, syrup, butter, and cocoa

#### Food list (use up for this meal):

1 can orange juice	1 stick butter/margarine
8 individual cereals	1 bottle syrup
3 qt. milk	3 loaves bread
6 eggs*	8 individual packages cocoa

**Utensils:** 2 pots, griddle

**Preparation:** Read complete instructions *twice* before starting.

**Fireman:** One fire for cooking, one fire for dishwater.

#### Cooks:

1. Put 10 cups of water on to boil for the cocoa.
2. French toast mix:  $\frac{1}{2}$  qt. milk, 6 eggs, 1 tablespoon sugar,  $\frac{1}{4}$  teaspoon salt. Stir these ingredients together thoroughly.
3. Grease the griddle with a piece of paper dipped in shortening. *Dip (do not soak)* the slices of bread in the mix and fry them on both sides until brown. Watch carefully, as French toast burns easily. Grease the griddle before each batch of toast. Use any leftover bread you may have.
4. Set out the juice, butter, syrup, and milk.
5. When the water boils, follow the directions on the package for cocoa.

### Lunch

Cold cuts, rolls, lettuce, mustard, bread, butter, fruit mix, and lemonade

#### Food list (use up for this meal):

8 slices bologna*	2 no. 2½ cans mixed fruit
8 slices cheese*	1 head lettuce
8 slices liverwurst*	1 stick butter/margarine
1 jar mustard	1 loaf bread
1 can lemonade	16 hard rolls*

\*Increase amounts for this menu if more than eight people are eating.



**Preparation:** Read complete instructions *twice* before starting.

**Fireman:** One fire for dishwater.

**Cooks:**

1. Prepare the lemonade per the directions on the can.
2. Wash the lettuce and break apart. Open bread wrappers.
3. Set out buffet-style the bread, rolls, lettuce, cold cuts, mustard, butter, and lemonade.
4. Serve the mixed fruit for dessert.

## Supper

Beef stew, cucumbers, applesauce, bread, butter, milk, and cookies

**Food list (use up for this meal):**

3 lb. stew beef	2 loaves bread
4 pieces celery	2 no. 2½ cans applesauce
2 lb. onions	3 qt. milk
3 lb. potatoes	1 stick butter/margarine
2 lb. carrots	1 lb. cookies
1 no. 303 can tomatoes	salt, pepper
2 cucumbers	

**Utensils:** 2 pots

**Preparation:** Read complete instructions *twice* before starting.

**Fireman:** One fire for cooking, one for dishwater.

**Cooks:**

1. Cut the stew meat into ½-inch cubes. Place pieces in a large pot with a small amount of shortening. Brown well. This must be done as quickly as possible—no later than 4:50 p.m.
2. Peel and wash the potatoes, onions, carrots, and celery. Dice or slice them. Do this by 4:55 p.m.
3. When the meat is brown, add all the vegetables. Add ½ cup water and cook covered for 1 hour. After ½ hour, add the canned tomatoes, and salt and pepper to taste. Stir to prevent scorching.
4. Peel the cucumbers and slice them thinly. Mix ½ cup of vinegar, ½ cup of water, 4 teaspoons of sugar, and ½ teaspoon of salt in a small pot. Add the cucumber slices.
5. Set out the milk, bread, and cucumber slices.
6. Serve the applesauce and cookies for dessert.

**Note:** If you are getting ahead on bread or any other item, notify the quartermaster and he can cut down your order.

## Suggested Menu 4\* (Day Four)

### Breakfast

Juice, cereal, milk, eggs, and cocoa

#### Food list (use up for this meal):

1 can orange juice	8 individual cereals
2 qt. milk	16 eggs
1 loaf bread	1 stick butter/margarine
1 jar jam	8 individual packages cocoa

Utensils: As needed.

Preparation: As you like it. You're on your own from now on!

### Lunch

#### Food list (use up for this meal):

27 slices luncheon meat	1 loaf cake
9 pieces fresh fruit	2 loaves bread
1 head lettuce	3 qt. milk
1 stick butter/margarine	

### Supper: "Cook's Delight"

#### Food list (use up for this meal):

9 half chickens	4 oz. butter/margarine
9 sweet potatoes	2 no. 2½ cans sliced peaches
2 cans green beans	3 qt. milk
1 box biscuit mix	

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\*Increase amounts for this menu if more than eight people are eating.

## **Suggested Menu 5\* (Day Five)**

### **Breakfast: "At Eight"**

Food list (use up for this meal):

- |                       |                             |
|-----------------------|-----------------------------|
| 1 can pineapple juice | 8 individual packages cocoa |
| 8 individual cereals  | 18 eggs                     |
| 2 qt. milk            | 1 jar jam                   |
| 2 loaves bread        | 1 stick butter/margarine    |

### **Lunch: "Noon Surprise"**

Food list (use up for this meal):

- |                    |                          |
|--------------------|--------------------------|
| 9 slices cheese    | 2 loaves bread           |
| 1 (1-lb.) can tuna | 1 stick butter/margarine |
| 1 jar mayonnaise   | 9 pieces fresh fruit     |
| 1 head lettuce     | 2 cucumbers              |
| 1 onion            | 1 jar pickle relish      |
| 2 qt. milk         | 1 pkg. fruit punch mix   |

### **Supper: "Cook's Hurdle"\*\*\***

Food list:

- |                     |                     |
|---------------------|---------------------|
| 3 lbs. ground beef* | 1 bunch carrots     |
| 1 box biscuit mix   | 1 box fig bars      |
| 8 potatoes          | 6 candy bars        |
| 3 onions            | 1 box aluminum foil |
| 4 pieces celery     |                     |

## **Suggested Menu 6\* (Day Six)**

### **Breakfast: "Eye Opener"\*\*\***

Food list:

- |                        |                         |
|------------------------|-------------------------|
| 1 pkg. dried apricots  | 6 pkg. instant cocoa    |
| 6 pkg. instant oatmeal | staples from patrol box |
| 12 eggs                |                         |

**Utensils:** Do you need to carry all of your cooking kit?

\*Increase amounts for this menu if more than eight people are eating.

**\*\*Note:** Trail food packets and peak trail stoves may be used instead of fresh foods. This is excellent training for the outdoor program.

## Lunch: "Tube Steaks au Gratin"

### Food list:

24 frankfurters*	8 slices cheese*
1 large pkg. potato chips	1 jar mustard
2 fresh cucumbers	24 frankfurter buns*
1 jar pickle relish	2 cans applesauce (no. 2½ can)
1 btl. catsup	3 qt. milk

## Dinner: "Out-of-Sight"

**The Feast:** This is a joyous occasion and should be treated as such. A week ago a group of young men came together in Scouting to develop their skills as leaders. They have worked hard and learned their skills well. They have made new friends—friendships that may last a lifetime. It is a time to celebrate. Soon they will participate in a final campfire, further sealing their friendship and commitment to serve as leaders in their troop. It is fitting that a suitable feast be planned and served with appropriate decorations and much fellowship.

Find out what participants want and can be easily provided. It might be fancy Dutch oven pizza, submarine sandwiches, steak with all the trimmings, or each patrol's specially prepared dish.

Or perhaps the menu should be decided by the staff during staff development, carefully considering acceptability, cost, preparation, time, cleanup, resources, facilities, and alternatives.

A sample junior leader training conference feast is outlined below. Use it if it meets your needs.

All food should be prepared at camp.

## Sample Junior Leader Training Conference Feast

### Team No. 1: Grilled Steaks

#### Food list:

Individual rib-eye steaks\* (one per person)

**Procedure:** Have pre-lit fires and grills ready. Start grilling the steaks just before the feast so they can be finished to order—rare, medium, or well done.

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\*Increase amounts for this menu if more than eight people are eating.

## Team No. 2: Fresh Vegetable Plate

### Food list:

3 stalks of celery*	1 can ripe olives*
1 bag carrots*	1 jar green olives*
1 bunch green onions*	5 tomatoes*
1 jar dill pickles*	crushed ice

**Procedure:** Break the celery stalks apart, and clean and wash them. Then cut them lengthwise to make at least 60\* celery sticks. Wash and scrape the carrots; cut them lengthwise to make 60\* carrot sticks. Wash the green onions; cut off the last 1½ inch of green ends and throw away. Drain the dill pickles and cut pickles lengthwise into strips. Wash the salad bowl; put crushed ice in the bottom; arrange celery sticks, carrot sticks, pickles, and green onions on top of the ice. Open the olives and drain the water; sprinkle the olives over the vegetable sticks. Cover with aluminum foil and place in the icebox. Wash and slice the tomatoes; place them in the pot; cover and place in icebox.

## Team No. 3: Baked Potatoes

### Food list:

potatoes* (one per person)	salt, pepper
butter or margarine*	aluminum foil
2 onions*	

**Procedure:** Tear off pieces of aluminum foil, approximately 18 inches long. Wash the potatoes thoroughly—*do not peel*. Peel and slice the onions. Rub the potatoes with a light coating of butter, and then place each on a piece of foil. When all potatoes are laid out on the foil, lightly salt and pepper them, and then put a *small* piece of onion with each potato. Wrap each potato (and onion piece) in foil, making an airtight package. Bake them in the camp oven for convenience. Bring them back to the campsite in an insulated box or styrofoam-type chest (ice box without ice).

## Team No. 4: Rolls, Beverage, Dessert

### Food list:

16 cantaloupes*	water
5 pkgs. fruit punch mix*	large piece of ice
1 can orange juice*	3 dozen rolls
1 lemon*	

---

\*Increase amounts for this menu if more than eight people are eating.

**Procedure:** Line the patrol food box with white paper. Cut the cantaloupes in half and scoop out the seeds with a spoon; put the halves back together and place them in the lined patrol box; cover with aluminum foil. Empty the contents of five fruit punch packets into a large pot. Open a can of orange juice and empty it into the pot. Cut the lemon into thin slices; drop them into the fruit punch mix. Stir thoroughly; put in a large piece of ice and fill with water to 2 inches from the top. Place the rolls on paper plates and cover them with aluminum foil.

**When all food preparation is completed:**

- Scrub the patrol tables and move them out into the banquet area. Make a wildflower centerpiece for each table. Make a wildflower corsage for each mother coming.
- Clean up the patrol area completely and bring all garbage to quartermaster's area.
- At (time), bring the prebaked potatoes to the cooking area. Appoint members of the patrol to be steak cooker and fire tenders.
- Wrap a knife, fork, and spoon in a napkin (32 sets are required). All other food, plates, place mats, and cups will remain in your patrol site until 2:15 p.m., when you will be asked to bring them out and set your patrol tables.
- Then stand by for serving.

## **Suggested Menu 7\* (Day Seven)**

### **Breakfast: "Out-of-Mind"**

Often this final breakfast is prepared entirely by the staff and set out for patrols to eat in their sites as they break camp. It should be simple but filling, requiring only paper and plastic utensils, and possibly using up perishables or nonreturnables. Preparation should require one fire, at most, for the entire camp or per troop.

juices

dry cereals

doughnuts

bread, butter, and jam

milk

instant cocoa, and hot water provided

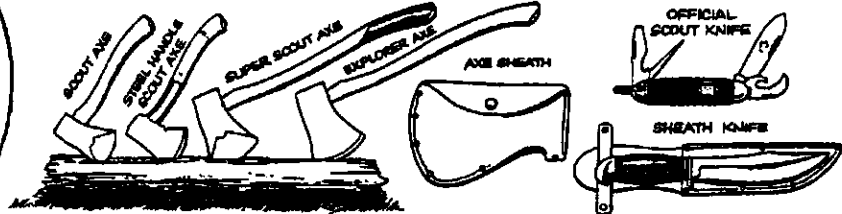
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\*Increase amounts for this menu if more than eight people are eating.

# Woods Tools

## THE CARE and USE OF YOUR AXE and KNIFE

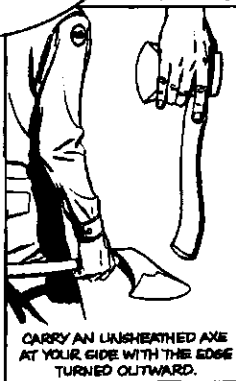
THE WAY YOU USE YOUR AXE AND KNIFE AND THE WAY YOU TAKE CARE OF THEM SHOW HOW GOOD A WOODSMAN AND CRAFTSMAN YOU ARE. IT'S IMPORTANT TO KEEP THEM SHARP. A DULL TOOL IS ALWAYS DANGEROUS. KEEP YOUR AXE HANDLE TIGHT... KEEP YOUR AXE AND KNIFE OFF THE GROUND TO PREVENT RUSTING... DON'T USE YOUR AXE FOR A HAMMER OR A WEDGE... KEEP YOUR KNIFE AWAY FROM FIRE (HEAT WILL SOFTEN THE STEEL.) REMEMBER, YOUR AXE AND KNIFE ARE TOOLS, NOT TOYS—DON'T PLAY WITH THEM—USE THEM!



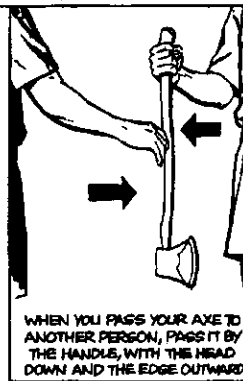
### CARRYING YOUR AXE



CARRY AN AXE IN A SHEATH IN YOUR PACK OR LASHED TO THE OUTSIDE.

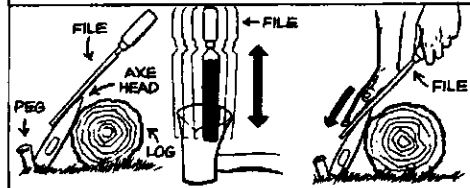


CARRY AN UNSHEATHED AXE AT YOUR SIDE WITH THE EDGE TURNED OUTWARD.



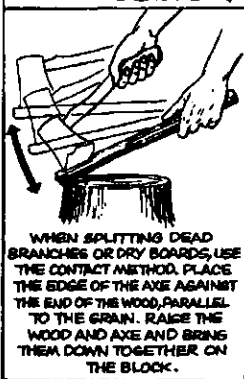
WHEN YOU PASS YOUR AXE TO ANOTHER PERSON, PASS IT BY THE HANDLE, WITH THE HEAD DOWN AND THE EDGE OUTWARD.

### SHARPENING YOUR AXE

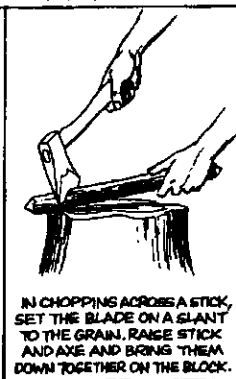


USE A MODERATELY ROUGH, FLAT FILE, 8-10 INCHES LONG. LEAN THE AXE HEAD BETWEEN A RIB AND A LOG. START AT ONE SIDE AND FILE TOWARD OTHER WITH UP AND DOWN STROKES USING A SLIGHTLY ROCKING MOTION OF THE FILE. LIFT IT FREE ON RETURN STROKES. DO ONE SIDE, TURN AXE AROUND AND DO THE OTHER. FINISH WITH AN OIL-STONE USING A CIRCULAR MOTION.

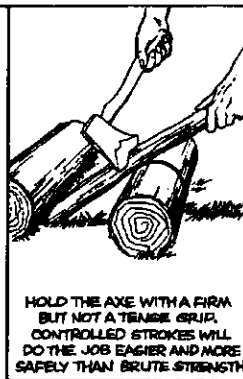
### USING YOUR AXE FOR FIRE MAKING



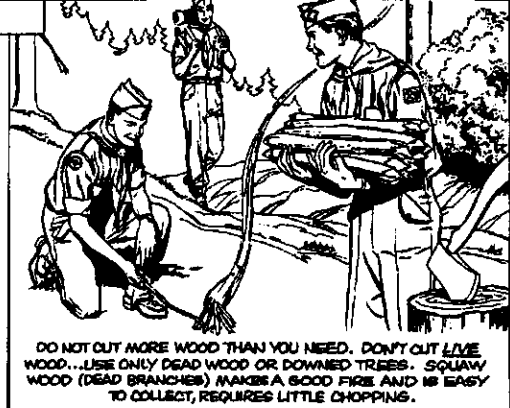
WHEN SPLITTING DEAD BRANCHES OR DRY BOARDS, USE THE CONTACT METHOD. PLACE THE EDGE OF THE AXE AGAINST THE END OF THE WOOD, PARALLEL TO THE GRAIN. RAISE THE WOOD AND AXE AND BRING THEM DOWN TOGETHER ON THE BLOCK.



IN CHOPPING ACROSS A STICK, SET THE BLADE ON A SLANT TO THE GRAIN. RAISE STICK AND AXE AND BRING THEM DOWN TOGETHER ON THE BLOCK.



HOLD THE AXE WITH A FIRM BUT NOT A TENSE GRIP. CONTROLLED STROKES WILL DO THE JOB EASIER AND MORE SAFELY THAN BRUTE STRENGTH.



DO NOT CUT MORE WOOD THAN YOU NEED. DON'T CUT LIVE WOOD... USE ONLY DEAD WOOD OR DOWNED TREES. SQUAW WOOD (DEAD BRANCHES) MAKES A GOOD FIRE AND IS EASY TO COLLECT, REQUIRES LITTLE CHOPPING.

### USING YOUR KNIFE



ALWAYS WHITTLE AWAY FROM YOURSELF TO PREVENT INJURY. THIS APPLIES TO HEAVY WHITTLING. WHEN DOING INTRICATE WHITTLING YOU'LL USE A VARIETY OF CUTS.

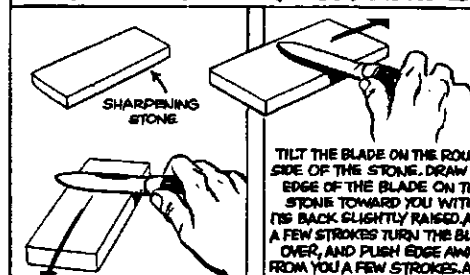


FUZZ STICK CUTTING IS GOOD WHITTLING PRACTICE. LEAVE LONG, THIN SLIVERS ATTACHED TO THE STICK. FUZZ STICKS ARE FINE FOR STARTING CAMPFIRE.



AS YOU ADVANCE IN WHITTLING SKILL YOU'LL BE ABLE TO FASHION MANY INTRICATE WOODEN THINGS.

### SHARPENING YOUR KNIFE



TILT THE BLADE ON THE ROUGH SIDE OF THE STONE. DRAW THE EDGE OF THE BLADE ON THE STONE TOWARD YOU WITH ITS BACK SLIGHTLY RAISED. AFTER A FEW STROKES TURN THE BLADE OVER, AND PUSH EDGE AWAY FROM YOU A FEW STROKES. AS THE BLADE BEGINS TO BE SHARP, TURN THE STONE OVER AND USE THE FINE SIDE—ONE STROKE TOWARD YOU, ONE AWAY FROM YOU. FINISH BY STROPPING THE BLADE ON A PIECE OF LEATHER OR SOFTWOOD.

A SMALL RECTANGULAR SHARPENING STONE ABOUT FOUR INCHES LONG WITH A ROUGH AND FINE SIDE IS BEST. PUT A FEW DROPS OF OIL OR WATER ON IT FIRST.

# 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 \_\_\_\_\_



# Patrol Leader Job Description

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(Reproduce locally.)

**INTRODUCTION:** When you accepted the position of patrol leader, you agreed to provide service and leadership in our troop. That responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. you should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

**RESPONSIBLE TO:** Senior patrol leader

## SPECIFIC DUTIES:

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign each patrol member a job and help them succeed.
- Represent the patrol at all patrol leaders' council meetings and at the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.
- Set a good example.
- Wear the uniform correctly.
- Live by the Scout Oath and Law.

**RESOURCES:** As a patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, troop committee members, your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature resources that can help you follow:

- *Boy Scout Handbook*, No. 33229
- *Junior Leader Handbook*, No. 33500
- *Woods Wisdom, Troop Program Features*, No. 34251
- *Fieldbook*, No. 33200
- Copies of work sheets from *Scoutmaster's Junior Leader Training Kit* that relate to the assistant patrol leader.
- *Boy Scout Songbook*, No. 33224
- *Boy Scout Requirements*, No. 33217 (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 34118
- Campfire planner sheets, No. 33696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog

# The Rumor Mill

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To the patrol leader:

Here's a juicy bit of gossip. Read it through once or twice until you think you have it well in mind.

Then fold up this piece of paper, put it in your pocket, and whisper the rumor to the Scout next to you. He in turn will pass it along to the next Scout until it's gone through the whole patrol.

## The Rumor

"Bill Andrews, our senior patrol leader, has a real problem. He just got his driver's license and his mother asked him to go to the store to pick up some milk. While the car was parked, somebody ran into it and banged in the side. His dad says it's Bill's fault, he's real mad, and Bill is grounded.

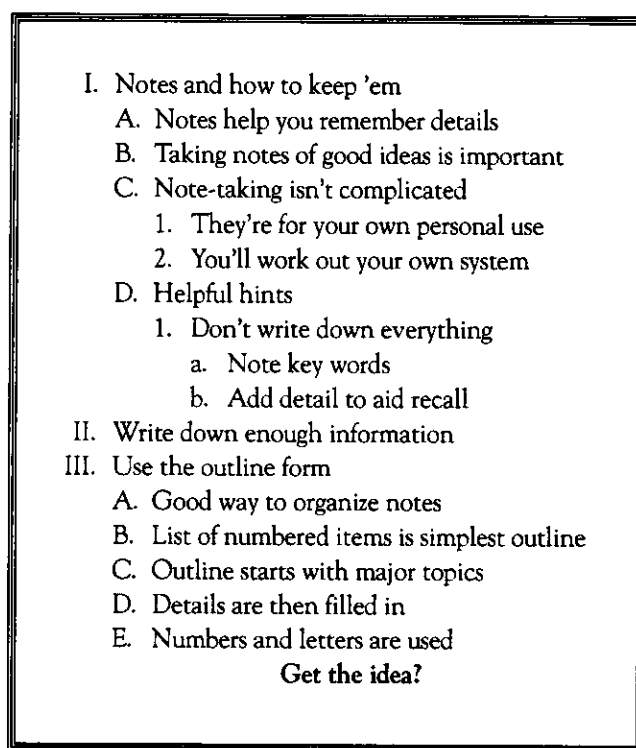
"I was at the store about that time and saw it happen. The car that ran into Bill was driven by the Scoutmaster's wife. I don't know if I should tell somebody or just keep my mouth shut."

# Notes and How to Keep Them

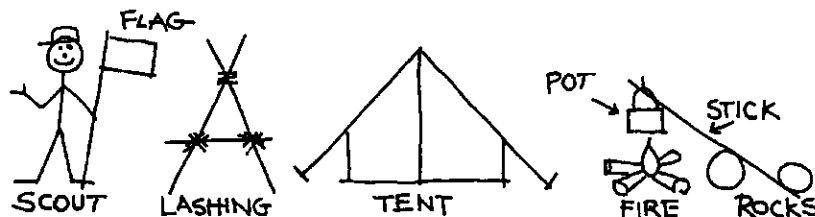
Did you ever hear a really great idea that you wanted to use with your patrol or troop—and then discovered that when you needed it you couldn't remember the details? It happens to all of us. So, taking notes of good ideas is important.

There's nothing hard or complicated about taking notes. Remember that they are for your personal use and you'll soon work out your own way of doing it. Here are some ideas that may help.

1. Don't try to write down *everything*. Just note the key words with enough detail so you'll be able to recall what you heard or saw.
2. Be sure to write down *enough* information. It's frustrating to read the words "paper plate gimmick" in your notes and you can't remember what the really wonderful gimmick *was*.
3. Use the outline form. It's a good way to organize your notes. This sheet is written in a simple type of outline form—numbered items. A more detailed system starts with major topics, then the details are filled in. Numbers and letters keep things sorted out. Here's how this sheet would look as an outline:



4. Use sketches. You don't have to be an artist. Here are some examples:



5. Finally, go over your notes before they get "cold" and be sure you got everything. Fill in more detail if needed. Then keep 'em handy and use 'em often. They'll be your most valuable resource.

# Patrol Leaders' Council Meeting Notes

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Date \_\_\_\_\_ Day \_\_\_\_\_

Patrol leader's name \_\_\_\_\_ Patrol name \_\_\_\_\_

## Notes on the Daily Program

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## Patrol Assignments

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## Other Items

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Make sure that you communicate this information to your patrol at your patrol meeting this afternoon.  
Remember: **Communicating** is an important leadership skill.

**Important note:** When you pass on the office of patrol leader at the morning troop assembly, please make sure to pass on all patrol leaders' council meeting notes to the new patrol leader.

# The Service and Program Patrols

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At the junior leader training conference, a service patrol and a program patrol are assigned to help carry out each day's activities. The rotation and duties of these patrols are set by the senior patrol leader.

## Service Patrol Duties

The period of service of the service patrol is from the morning troop assembly until the duties are turned over to the new service patrol at the next morning assembly.

The service patrol

- Is responsible for the general cleanliness of the camp, especially the latrines, washing places, meeting area, and campfire circle.
- Assists the quartermaster with the troop cracker barrels.
- Will lay campfires, when requested, and extinguish the fires when done.

## Program Patrol Duties

The period of service of the program patrol is the same as for the service patrol.

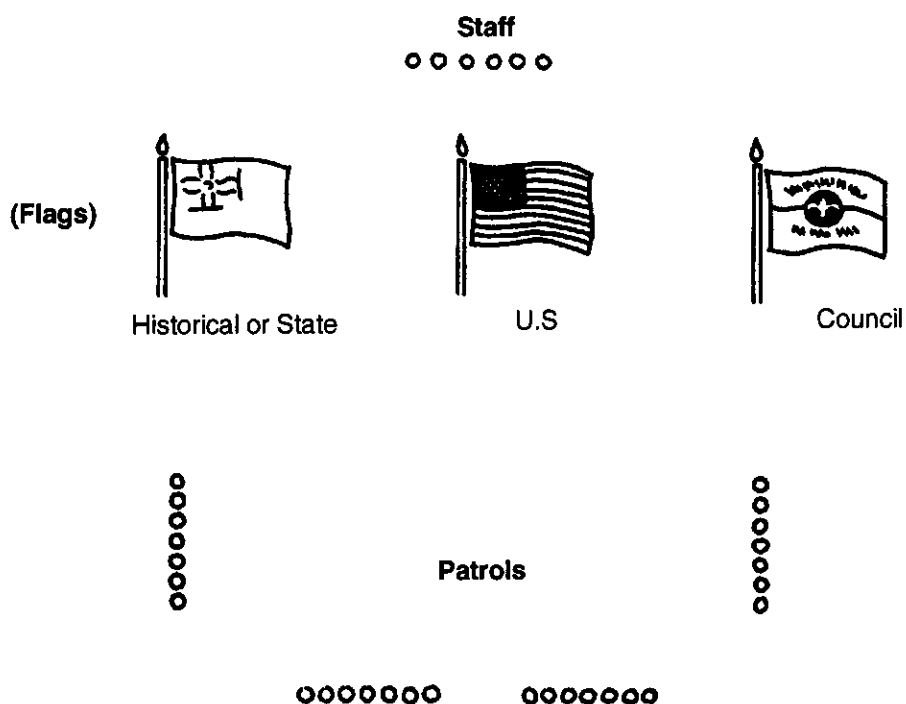
The program patrol

- Hoists the flags in the morning at the troop assembly and conducts the flag ceremony, including the reading for the historic flag of the day and leading the appropriate patriotic song (see the section on "Conference Flag Ceremonies").
- Lowers the flags at 7:00 or 7:15 p.m. (according to the daily schedule), sounding the horn as a signal for all to face in the direction of the flags and salute (if within sight), or stand to attention and face in the direction of the flags (if not in sight) until the horn is sounded a second time indicating that the flags are lowered.
- Ensures that necessary equipment is on hand at the start of each training session, as requested by the staff member in charge.
- Gives leadership to campfire programs, as requested, and will be ready at all times to introduce and lead songs when called upon.

## Duty Patrol Assignments

	<i>Program patrol</i>	<i>Service patrol</i>
Day 1:	_____	_____
Day 2:	_____	_____
Day 3:	_____	_____
Day 4:	_____	_____
Day 5:	_____	_____
Day 6:	_____	_____
Day 7:	As assigned by senior patrol leader	As assigned by senior patrol leader

# 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.

## 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

With 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 states 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 this flag. There is no standard size U.S. flag. The main criterion is that the flag's width be two-thirds of its length.

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 the 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 under it dwell in peace, in liberty, and in justice.

## 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 bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King.

### 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,  
And 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 twi-  
light'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 that 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 stands 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 light 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.

# Campfire Program Planner

(Reproduce locally.)

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the "Campfire Program" sheet (over).
2. On the "Campfire Program Planner" (below), list all units and individuals who will participate in the program.
3. From all participants, get and write down the name, description, and type of song, stunt, or story they have planned.
4. The master-of-the-campfire (MC) organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. MC fills out the campfire program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening Closing Headliner Song leader Cheerleader	Main event		

# Campfire Program

Place \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Camp director's approval \_\_\_\_\_

\_\_\_\_\_

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
MC _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of stunt, song, or story	By _____	Time
1	Opening (and firelighting)		
2	Greetings (introduction)	MC	
3	Sing                      Yell		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

# Personal Conference Goals

*Personal and Confidential*

Name \_\_\_\_\_ Troop \_\_\_\_\_

**Instructions.** This personal conference goals sheet is a contract you're being asked to make with yourself. You will share it with your Scoutmaster and together you will develop some goals to make your troop better.

During the week, you're going to learn about the eleven important skills of leadership. These can make a real difference in your success as a junior leader. After each presentation on one of the leadership skills, sit down by yourself and list on this sheet at least two things you can do to improve your troop and patrol.

As the week passes, you may want to make some changes. That's fine. The quartermaster has extra copies of this form if you need more.

## 1. Knowing and Using the Resources of the Group

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## 2. Communicating

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## 3. Understanding the Needs and Characteristics of the Group

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## 4. Representing the Group

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(Reproduce locally.)

**5. Effective Teaching**

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**6. Evaluating**

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**7. Counseling**

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**8. Sharing Leadership**

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**9. Planning**

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**10. Controlling**

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**11. Setting the Example**

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# Who Am I? Worksheet

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**Who Am I?**

**What Are My Needs?**

**Who Are You?**

**What Are Your Needs?**

# Cooperative and Initiative Games

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## 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 discussion 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 do to improve?

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

**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 is allowed.
- Blindfolds should remain in place until the task is 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 do 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?

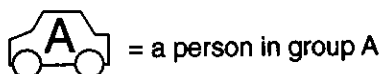
(Give the group the option to try the activity a second time.)

**Materials:** Blindfolds

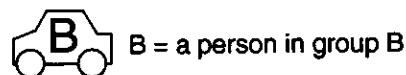
# Traffic Jam

**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:



\_\_\_\_\_ = space



The spaces should be one step apart.

The groups are now to switch positions on the line. The As should move to the 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 then 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?

(Be sure to give the group the option to try the activity a second time. It's a hard one!)

**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 then 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 then let the discussion go where the group takes it.

- What did you think was the purpose of this activity?
- Which 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 from 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 4½-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 materials 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 progressed?
- 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  $\frac{5}{8}$ -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 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 this 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 1¼ 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 has 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 binders 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. Instruct 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 be 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.

# Presenting the Subject

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These 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 want 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 a 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 a 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 necessarily 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

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## Learning Objectives

At this 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 Planning

Ask the group, "Has anyone ever put together a plastic model? 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 Form

Distribute copies of the "Presentation Plan Form" to each 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-learning:** 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.

# Presentation Plan Form

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## 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!

## Six Basics of Counseling

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1. **Listen to him.** Really listen. Don't do anything else. Let him see you listening to him.
2. **Ask yourself, "Do I understand what he is saying or trying to say?"** If you're not sure, keep listening. If you're puzzled, look puzzled. He probably will try to make you understand. Listen.
3. **Do not give advice.** This may be (probably is) what he wants—somebody to make his decision for him and take the burden off his back. You won't help him, because what he needs is to make that decision. And maybe you don't have all the facts required to make that decision. In either case, if you give advice, the problem becomes *yours*. Giving advice is a bad ego trip.
4. **Summarize**, if you must say something. At a likely point, you might say, "Let's see, you said that . . ." Summarize what he's said in your own words. That way you can see if you *do* understand, and he can see that maybe what he is saying is not what he means.
5. **Add facts**, if you have facts that you're sure of and he doesn't seem to have. Has he checked all his resources? Be sure you're giving him solid information on which he can base a decision.
6. **Check alternatives.** Is he locked in on only one solution and unwilling to carry it out? Help him consider other ways to handle the problem. Suggest that there might be other ways, without suggesting that any is *the* way. Encourage him to think of them. This approach may relax him enough that he can change his mind-set and find a solution that satisfies him. He must find it or decide on it himself.

## Five Possible Responses or Reactions

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1. **Restate his words in your own words.** Ask him if your understanding is correct.
2. **Ask about his feelings in the matter.** Feelings are legitimate and very important. Get him to express them. "I guess that made you feel pretty mad, huh?"
3. **Show you are listening.** Nod sympathetically or smile encouragingly or look appropriately sober or concerned. Keep your eyes on his face; he may shoot a glance at you to see if you are still with him—and you'd better be.
4. **Ask a question now and then** if he seems to be quieting down before he should. But don't overdo it. Wait for him to speak. Above all, *don't cross-examine* him or give the impression that you're about to. If you threaten him (or seem to) you may lose him. Be patient.
5. **Encourage him to go on talking.** How long should he talk? Until he has reached a decision, or until you have decided that he can't reach a decision and that *you* can't help him to. It might be time to pass the problem to more expert help—it's no longer "first aid." On the other hand, maybe it's not that critical, but he does need more time than you can spare now. Set a time to talk some more. Be sure you're there.



## Par 18 Evaluation

Par 18 Evaluation			
The Job (Yes = 3; Almost = 2; No = 1)		The Group (All = 3; Most = 2; Few = 1)	
It got done	<input type="text"/>	<input type="text"/>	Helped
It got done on time	<input type="text"/>	<input type="text"/>	Pleased with effort
It got done right	<input type="text"/>	<input type="text"/>	Eager for next job
Job total	<input type="text"/>	<input type="text"/>	Group total
Job + group = <input type="text"/>			

# Evaluating Scoutcraft Skill Presentations

Presenter \_\_\_\_\_ Evaluated by \_\_\_\_\_

Skill \_\_\_\_\_ Date \_\_\_\_\_

Evaluation Item	-	=	+	Comments
<b>Preparation</b>				
Presentation plan				
Organization				
Materials				
Rehearsal				
<b>Presentation</b>				
<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				
<b>Effective Teaching</b>				
Learning objectives				
Discovery				
Teaching-learning				
Application				
Evaluation				
Conscious use of skill				
Learning took place				
<b>Comments</b>				

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 consiracy, 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)

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# Map Quiz

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(Sample only; adapt for use with any topographic map.)

New London Quadrangle  
Scale:  $\frac{1}{2}$  " = 1000' [1:24000]

**Note:** Your reference point is the flag symbol on the high school at the south end of the town of New London, Minnesota.

- \_\_\_\_\_ 1. Measure the distance directly from the reference point to the north edge of the map (in feet).
- \_\_\_\_\_ 2. Measure the distance directly from the reference point to the east edge of the map (in feet).
- \_\_\_\_\_ 3. Measure the distance directly from the reference point to the west edge of the map.
- \_\_\_\_\_ 4. Measure the distance directly from the reference point to the south edge of the map.
- \_\_\_\_\_ 5. What is the general direction to Bear Lake?
- \_\_\_\_\_ 6. What is the general direction to Gates on the northwest shore of Bear Lake?
- \_\_\_\_\_ 7. What is the general direction of the route of the Great Northern Railroad?
- \_\_\_\_\_ 8. Locate the red, circled number 23,  $\frac{3}{4}$  mile south of the church on the road to Willmar and Spicer. How far is it from the reference point?
- \_\_\_\_\_ 9. How many churches are there in New London?
- \_\_\_\_\_ 10. How many schools are there in New London?
- \_\_\_\_\_ 11. How many cemeteries are there in New London?
- \_\_\_\_\_ 12. Give the elevation of the unnamed lake to the immediate north of Lake Eight.
- \_\_\_\_\_ 13. Give the elevation of Mud Lake.
- \_\_\_\_\_ 14. Give the direction of the large concentration of gravel pits on the route of the Great Northern Railroad.
- \_\_\_\_\_ 15. What body of water does Oak Hill Cemetery overlook?
- \_\_\_\_\_ 16. Name the river that crosses the north edge of the map.
- \_\_\_\_\_ 17. Name the marshy lake west of New London High School.
- \_\_\_\_\_ 18. What is the declination from true north of this map?
- \_\_\_\_\_ 19. What is the deepest point in Green Lake (in feet)?
- \_\_\_\_\_ 20. How far does water have to drop from Green Lake before it reaches the Gulf of Mexico?
- \_\_\_\_\_ 21. Give the name and approximate direction from the reference point of the two state wildlife management areas on the map.

Name \_\_\_\_\_

Direction \_\_\_\_\_

Name \_\_\_\_\_

Direction \_\_\_\_\_

\_\_\_\_\_ Name

\_\_\_\_\_ Direction

22. Give the name and approximate direction from the reference point of the national wildlife area on the map.
23. Give the name of one other national area on the map (it's at the west end of town).
24. What is the direction to St. Cloud?

## General Information

1. What *quadrangle* are you using?
2. What is the topographic map *series* of this map?
3. What is the *scale* of the map?
4. What is the *contour interval* of the map?
5. One inch *equals* how many feet on this map?
6. Name the eight quadrangles that border this map. Identify them by direction from edges and corners.
- (North) 6a.
- (East) 6b.
- (South) 6c.
- (West) 6d.
- (NE) 7a.
- (SE) 7b.
- (SW) 7c.
- (NW) 7d.
7. What is the *longitude* of the map at the SE corner?
8. What is the *latitude* of the map at the SE corner?
9. In what *state* is the map located?
10. In what part of the state (direction from center)?
11. Identify the color used on the map for
- a. Man-made features such as buildings or roads
- b. Rivers, lakes, streams
- c. Elevation, as indicated by contour lines
- d. Woodland cover, scrub, orchards
- e. Important roads

# A Planning Guide

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## 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 any 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 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 the 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 changed, 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 a 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 right?

*Keeping the Group Together*

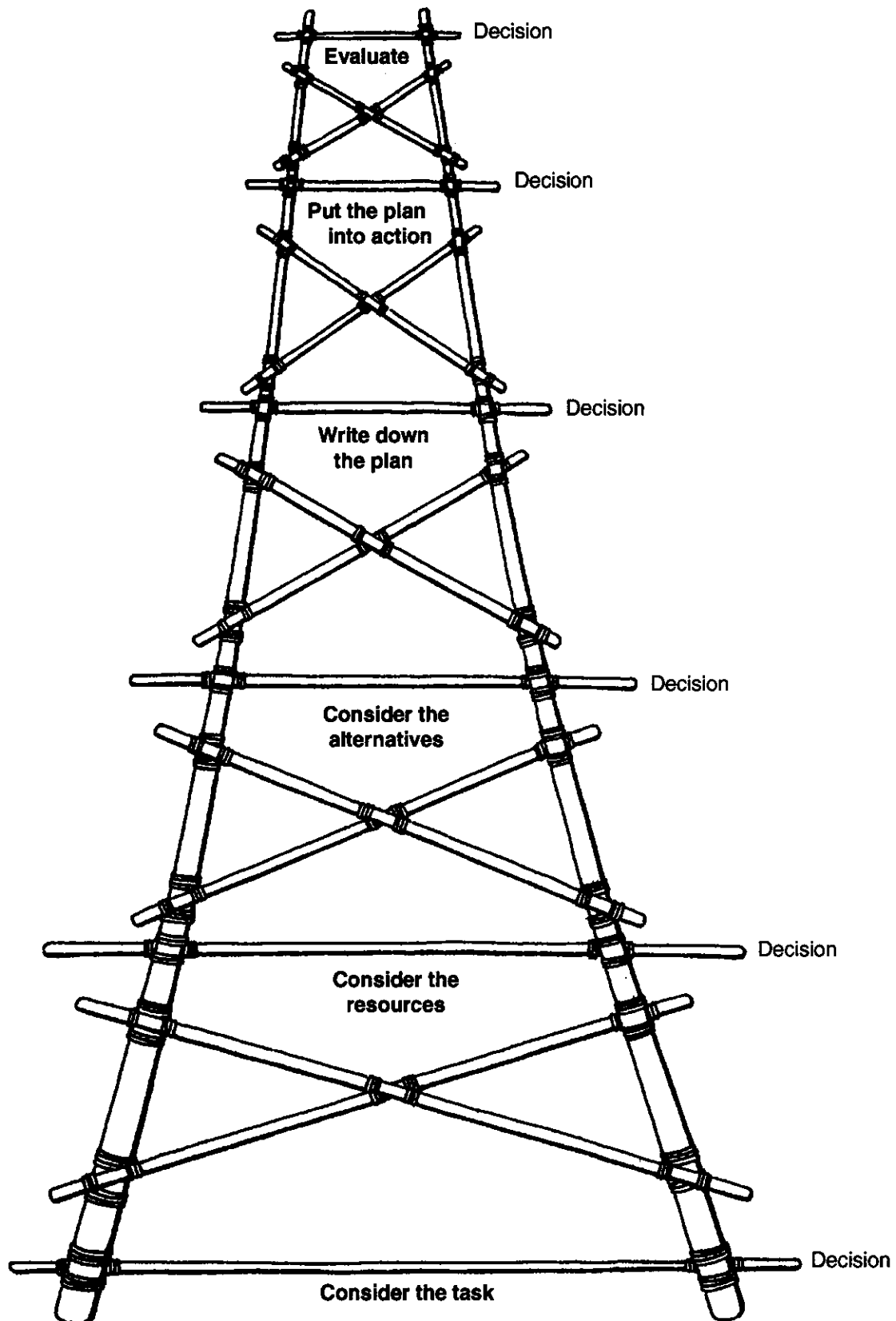
- Did everybody help?
- Are they pleased with the effort?
- Are they eager for the next job?

Reflect on the experience.

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

# The Planning Tower

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# Troop Scoutcraft Skills Field Day

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I am a ☐ patrol leader ☐ patrol member.

Activity (select four or more)

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Tent-pitching contest

Knot relay

Lashing chariot race

Rope-toss for accuracy

Trail-sign trail

Tracking pit problems

Morse message contest

Conservation project

Tender-splitting contest

String-burning contest

Water-boiling contest

Timber-sawing race

Nature scavenger hunt

Square meter census

Bug collection

Stretcher race

Orienteering hike

Compass course contest

Leaf collection

Patrol fitness contest

Stalking contest

Scout's pace for accuracy

Scout knife can-opening race

---

(your idea)

# Evaluation of Planning Scoresheet

Patrol \_\_\_\_\_ Name \_\_\_\_\_

Using the guide below, rate your patrol on how well it did in applying the skill of planning.

Steps of Planning	5	3	1	0
Consider the task.				
Consider the resources.				
Consider the alternatives.				
Write down the plan.				
Put the plan into action.				
Evaluation				

	10	8	6	0
Accomplished task—Score				

Total Score

## Scoring for Use of Leadership Skills

- 5 Conscious use by most patrol members
- 3 Conscious use, but only by a few of the members
- 1 Some evidence of use, but doesn't appear to be done consciously
- 0 No evidence of use

## Scoring for Accomplishment of Task

- 10 Accomplished all phases of the task
- 8 Accomplished most phases of the task
- 6 Accomplished only a few phases of the task
- 0 Didn't accomplish anything

## 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.)

# **Five Methods of Controlling Group Performance**

1. **Observing** group operations in progress

2. **Instructing** to meet the needs of the situation

3. **Helping** group members who need help

4. **Inspecting** completed work

5. **Reacting** to work quality

# 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. <b>Observing</b> group operations in progress		
2. <b>Instructing</b> to meet the needs of the situation		
3. <b>Helping</b> group members needing help		
4. <b>Inspecting</b> completed work		
5. <b>Reacting</b> 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

- 

10

10

- 10

10

10

10

10

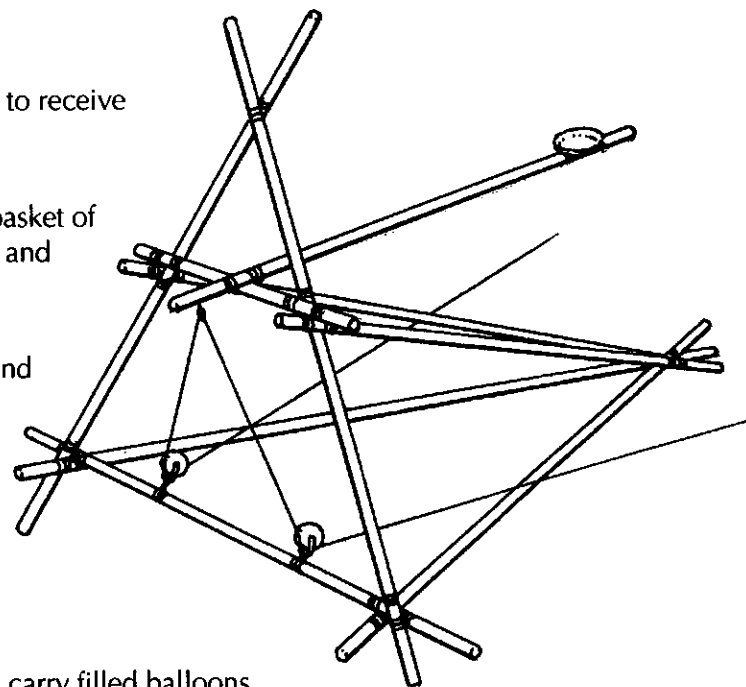
10

10

10

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10



## **Preparation**

Acquire the materials listed on page 330.

### **Notes to Project Instructor**

1. Plan to use both periods 1 and 2 to complete the ballista—about 2¼ hours.
2. Coordinate the building of the ballista through the senior patrol leaders and patrol leaders (field commanders and captains).
3. Constantly check for problems or a patrol's falling behind schedule.
4. Call the senior patrol leaders and patrol leaders together when necessary to stress an important point related to the assembly of the catapult.
5. Keep the participants excited at all times. Work up the tempo with yells and challenges such as, "Who has the tightest lashings?" "Which patrol will be the first to raise their trestle?" and "Which catapult will shoot the farthest?"
6. If time permits, decorate the ballista with patrol totems, streamers, pennants, etc.
7. Patrol spirit and pride should be evident in each ballista. Aim for a fierce competitive spirit as to what the individual catapult can do—range, accuracy, etc.

## **Testing, Strategy, and Planning (30 minutes)**

Use the first 15 minutes for patrols and troops to plan their strategy. They may wish to concentrate on one "enemy" patrol, prepare grape shot, and fill their balloons with water.

The final 15 minutes should be spent wetting down loose lashings to shrink them; checking range, wind, and elevation with a volley-ball; and firing three rounds (water-filled balloons) for test firing.

## **The Great Ballista Shootout**

The general should ceremoniously assemble the armies and call forward his field commanders and captains. He issues helmets with appropriate markings and explains the rules and conduct on the "field of honor."

1. The water supply area is neutral ground.
2. The ballista can be moved to fire on other patrols but it must remain behind the established battle lines.
3. Soldiers may not charge forward. They must stay to the immediate side and rear of their own ballista.
4. Rounds cannot be thrown from the hand.
5. The staff will act as referees.
6. Rounds can be fired singly or as grape shot.

7. No quarter will be given in the event of catapult breakdown during the shootout. Repairs must be made under fire.
8. The general will start and end the shootout.

The general now gives brief ceremonious remarks to the assembled army on the field of honor and dons his appropriately marked helmet (six stars or similar decoration).

The general counts down from 1 minute at 5-second intervals. A second-by-second count commences from the 30-second mark.

At 0, the war is underway!

The general keeps the tempo high with yells and challenges between the patrols during the shootout. The senior patrol leader spurs his army on, giving directions and encouragement.

When the shootout is ended, the project instructor calls for a brief formation of the troops.

- a. He recognizes the patrol that fired the largest rounds.
- b. He recognizes the patrol that fired the farthest rounds.
- c. He recognizes the patrol that fired the highest rounds.
- d. He recognizes the patrol that inflicted the most direct hits.
- e. He indicates a good point and compliments each patrol.
- f. He announces which troop is victorious.

To conclude the activity, patrols compete to see how fast they can take the ballista apart and neatly stack the staves. All lashing ropes should be returned and correctly sorted to the proper boxes. Senior patrol leaders will oversee this activity.

The project instructor calls for one last 2-minute assembly where he distributes handouts through the senior patrol leaders and patrol leaders for a job well done.

A brief meeting of patrols with the patrol counselor is held for an evaluation of the entire project.

Patrol members should change into clean, dry clothing for the next activity.



# Adventure Trail Scoresheet

Patrol \_\_\_\_\_ Station \_\_\_\_\_

<b>Leadership Skills</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
Knowing and using the resources of the group				
Communicating				
Understanding the needs and characteristics of the group				
Effective teaching				
Representing the group				
Evaluating				
Counseling				
Planning				
Controlling group performance				
Sharing leadership				
Setting the example				

	<b>10</b>	<b>8</b>	<b>6</b>	<b>0</b>
<b>Accomplished task—Score</b>				

**Total Score**

## Scoring for Use of Leadership Skills

- 5 Conscious use by most patrol members
- 3 Conscious use, but only by a few members
- 1 Some evidence of use, but doesn't appear to be done consciously
- 0 No evidence of use

## Scoring for Accomplishment of Task

- 10 Accomplished all phases of the task
- 8 Accomplished most phases of the task
- 6 Accomplished only a few phases of the task
- 0 Didn't accomplish anything

# Outpost Hike Instructions

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Follow these instructions as exactly as possible.

Before proceeding further, hold a quick meeting of your patrol and select one member as the *patrol pathfinder*. He should be the Scout most skilled with the map and compass.

- The patrol pathfinder should carefully review the enclosed directions. He should share this information with the patrol.
- Meanwhile, the patrol leader and assistant patrol leader should review the division of patrol food and equipment and make sure each patrol member's personal gear is complete.
- When this is done, the patrol will report to the staff member for the start of the outpost hike. The pathfinder leads the way during the hike.
- Your route to the outpost campsite may involve compass directions, measured distances, some cross-country travel, trail signs, and bearings on landmarks.
- As you travel along the trail to your outpost site, make a sketch map indicating your route of travel. Note significant landmarks, distances, bearings, natural features, etc.
- Along the route you will note some strange-looking square or rectangular posters. These are *control stations* to check if you are on the correct route. (Note: Staff members set these out in advance.)
  - If your patrol's route of travel passes within 45 feet of one of the control stations, draw the shape of the sign on your map. Number the drawings in the order you pass them.
  - Ignore control stations posted more than 45 feet from your route. The control stations will be posted on the master map when you return to camp so you can check how well you followed the correct route. (You will be able to check your results when you return to camp.)
- Upon arrival at your outpost site, set up your patrol camp for a comfortable overnight stay. Enjoy the experience of camping together as a patrol on your own.
- After you are settled in, hold a patrol meeting and evaluate your patrol's performance on the adventure trail. Use the Adventure Trail scoresheet to evaluate each station.
  - When you have completed this evaluation, open the envelope marked "Confidential—Adventure Trail." In the envelope are the Adventure Trail scoresheets completed by your troop guide and the staff members at each station. Compare these evaluations with your own.
  - Hold a short reflection on the results. Try the following questions for starters:
    - Which leadership skills did we really try to use? How did we do?
    - Which leadership skills didn't we use? Why?
    - What was difficult about trying to use those skills?
    - Why are some skills easier to use than others?
    - Why are some skills harder to use?
    - How do you feel about trying to apply these skills?
    - As you review the evaluation, what do you see as the real purpose of the adventure trail?
    - How do you feel about the evaluations done by the staff?

- How are the staff's evaluations of your use of the leadership skills different from the evaluations you made?
- Why do you think they are different?
- What can you learn about yourself and others from comparing the evaluations?
- How can you apply what you have learned to your use of these leadership skills back home with your own troop or patrol?
- Agree on three or four of the most important ideas that came out of this reflection. Write these down in your notes so that you can share them with the troop tomorrow when you return from your outpost.
- After dinner, plan and hold a patrol campfire. During the campfire, the patrol leader opens the sealed envelope marked *Secret Orders* and reads the enclosed letter to your patrol from the staff.
- Your patrol is scheduled to return to your patrol site by 8:15 a.m. tomorrow. A fire warden will be at your site at 7:30 a.m. You should be finished with breakfast, have all gear packed, have the campsite policed, and have your fire dead-out.

Good hiking, good camping, good Scouting, and Godspeed!

# Secret Orders—Outpost Hike

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To Be Read by the Patrol Leader at the Patrol Campfire

Read this aloud slowly and clearly. (Use a flashlight if needed.)

From the junior leader training conference staff to the members of the patrol:

As your evening draws to a close,  
You are together as a Scout patrol around the warmth of your campfire.

Look into the coals of the fire;  
See the magic light that humankind has seen for thousands of years.

See the same light that reflected in the eyes of the first Scouts more than 80 years ago on that small island off the English coast.

Feel the same warmth that has drawn millions of us together in the brotherhood of Scouting ever since the early days.

Look into the coals of the fire, and reflect on our days together at the junior leader training conference.

Think of the fun,  
And of the long hours.

Think of things we've learned together,  
Of things we've learned about each other,  
And of things we've learned about ourselves.

Look into the coals of the fire, and pause, each of you, silently.

Reflect on what we have experienced here,  
And on what each of us has learned.

Reflect on the commitment each of us has made,  
To carry what we have learned back home to our own troop.

(Pause for a minute or two and let each Scout reflect.)

Now you are to elect a permanent patrol leader and a permanent assistant patrol leader. They will serve from tonight's campfire to the end of the conference on Saturday.

These two Scouts should represent the best qualities of leadership in your patrol. They should be Scouts you trust and respect. They should carry your honor high.

Hold elections now. Elect a patrol leader and an assistant patrol leader.

When the election is completed, give this letter to the permanent patrol leader to conclude your campfire.

**To Be Read by the Newly Elected Permanent Patrol Leader**

Read this aloud slowly and clearly. (Use a flashlight if needed.)

Please stand, give the Scout sign, and join me in the Scout Oath.

Please remain standing while I read these words from the staff:

"May you think long thoughts,  
Savor the aroma of the fire,  
Hearken to the small night-sounds of nature,  
Feel the wind on your face,  
And respect all humanity.  
For only in the wilderness  
Can God's handiwork be seen so clearly."

Let's join hands now and close with Scout Vespers:

"Softly falls the light of day, as 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?"

Good night and may God look after each of us until we awake.

\_\_\_\_\_  
Scoutmaster

\_\_\_\_\_  
Assistant Scoutmaster

\_\_\_\_\_  
Senior patrol leader

\_\_\_\_\_  
Assistant Scoutmaster

\_\_\_\_\_  
Assistant senior patrol leader

\_\_\_\_\_  
Assistant Scoutmaster

**Note:** Leaders sign locally.

## Baden-Powell's Last Messages

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To Boy Scouts: Dear Scouts—If you have ever seen the play, *Peter Pan*, you will remember how the pirate chief was always making his dying speech, because he was afraid that possibly, when the time came for him to die, he might not have time to get it off his chest.

It is much the same with me; and so, although I am not at this moment dying, I shall be doing so one of these days, and I want to send you a parting word of goodbye.

Remember, it is the last you will ever hear from me, so think it over.

I have had a most happy life, and I want each one of you to have as happy a life, too.

I believe that God put us in this jolly world to be happy and enjoy life.

Happiness doesn't come from being rich, nor merely from being successful in your career, nor by self-indulgence.

One step toward happiness is to make yourself healthy and strong while you are a boy, so that you can *be useful*, and so can enjoy life when you are a man.

Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy.

Be contented with what you have got, and make the best of it; look on the bright side of things instead of the gloomy one. But the real way to get happiness is by giving out happiness to other people.

Try and leave this world a little better than you found it, and when your turn comes to die you can die happy in feeling that at any rate you have not wasted your time but have *done your best*.

"Be Prepared" in this way, to live happy and to die happy; stick to your Scout Promise always—even after you have ceased to be a boy—and God help you to do it.

Your friend,  
Baden-Powell



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