

Cedar Badge

National Youth Leadership Training

Sr. Patrol Leader – Captain Lessons

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Cedar Badge – NYLT Courses
January 2014

Cedar Badge-NYLT Teaching Responsibility Matrix

Note: #-# page numbers refer to the Day-Page of the NYLT Syllabus. A-# page numbers refers to pages in the GTC Addendum

Lesson	Pg	Notes	Lead	Location
We Are Gentlemen	A-4		WOW	TLA
Orientation Trail	1-5	Camp Health & Safety, Model Campsite	Staff	TAA
Troop Assembly(ies)	1-9 2-3*	* Each day's assembly instructions appear on page 3 of the respective "Day" in the syllabus	Scoutmaster Sr Patrol Ldr	TAA
Communicating Well (Part One)	1-14	Introduces principles of clear communication.	Sr Patrol Ldr Troop Guide	TLA w/ breakouts
Finding Your Vision (Part One)	1-20	Help participants establish a "team" vision for NYLT	Scoutmaster	TLA
Who, Me? Game	1-28	Method of presentation may vary; but the game cards (pg. Appendix-32) must be used. Emphasis is on "getting to know" each other; NOT on winning the game.	Troop Guide	Patrol sites
Developing Guidelines for Course Conduct	1-30	Brainstorm and decide on Rules of Conduct during the course	Sr Patrol Ldr Troop Guide	TLA w/ breakouts
Patrol Method	2-19	Discuss how the patrol method and patrol meetings work in a typical Troop	Scoutmaster Sr Patrol Ldr Troop Guide	TLA
Home Team Workshop	A-20	Discuss how a typical Varsity Team functions	Varsity Director	TLA
Opening "Camp-wide" Campfire	1-32	Teach participants how to plan and conduct effective campfires.	Chairmen Board	Campfire Bowl
Setting Your Goals	2-8	Help participants set goals for achieving their "team" vision	Asst SPL	TLA
Marshmallow-Spaghetti Challenge (Preparing Your Plans)	2-22	Teach participants how to plan to reach goals, and introduce Planning Worksheet	Troop Guide	TLA w/ breakouts
Model Leadership Council Meeting(s)	2-29	Review responsibilities and planning for upcoming events. Kick-off Quest for Meaning of Leadership	Sr Patrol Ldr Scoutmaster	TLA
Model Troop Meeting	2-36	Knots and Lashing, as it relates to the pioneering projects	Sr Patrol Ldr Scoutmaster Troop Guide	TLA
Building Pioneer Projects / Patrol Planning Challenge	2-47 A-27	Follow plan to accomplish projects	Troop Guide Patrol Leader	Large outdoor site
Interfaith Worship Service	2-48	Conducted with explanation. Ties into Leading Yourself	Asst SPL Staff	TLA
Movie Night with cracker barrel	2-52 A-28	Fellowship and relaxation. Movies must be one of those approved by BOD.	Staff	TLA
Developing Your Patrol	3-7 A-38	Introduce stages of team development. Focus is on being a team member.	Asst SM	TLA
Solving Problems	3-15	Teach methods for problem solving	Troop Guide	Patrol sites
Problem-Solving Round-Robin	3-22	Give patrols the opportunity to work together in solving problems.	Troop Guide Patrol Leader	Large outdoor area
Patrol Leader's Council Meeting(s)	3-31 4-27 5-13 6-15	Follow pattern established in "Model Leadership Council" presentation.	Sr Patrol Ldr	Various

Lesson	Pg	Notes	Lead	Location
Troop Meeting(s)	3-35 4-32 A-55	Day 3 = Backpack Stoves Day 4 = Leave No Trace / Personal and Group Equipment Planning / Backpacks	Sr Patrol Ldr Troop Guide	TLA
Leading EDGE™	3-41 A-39	Introduce EDGE principles. Focus is on being a “leader.”	Asst SM	TLA
Servant Leadership	3-51	Introduce the philosophy of “Servant Leadership.” Focus on the concept of “others first”	Scoutmaster Sr Patrol Ldr	TLA
Patrol Games	3-55	Active event. Builds on team development, problem solving	Staff	Large outdoor area
Lego Challenge / Realistic First Aid (Emergency Planning)	3-59 A-32 A-33	Practice communication principles (via Lego Challenge) and review concepts of emergency planning and first aid. Teach participants how to make “realistic” wounds for first aid scenarios.	Asst SPL Troop Guide	Patrol sites
Patriots Trail and Patriotic Campfire	A-37	Focus on patriotism and citizenship. Keep this uplifting and inspirational. Guest speakers are welcome.	Scoutmaster Sr Patrol Ldr	Troop fire bowl
The Teaching EDGE™	4-7	Focus is on “teaching” skills, using compass/GPS as examples. Also consider using “how to sharpen a knife” or “tying a square knot.”	Troop Guide	Patrol sites
Patrol Activity	4-15	Practice compass/GPS skills learned during Teaching EDGE. Use BSA Compass Game in the Troop/Team Resource Box.	Troop Guide	Patrol sites and/or Activity Area
Resolving Conflicts	4-19	Help participants understand how to resolve conflicts in a positive way.	Troop Guide	Patrol sites
Geocaching Game	4-39	Reinforces main points of the NYLT course Days 1-4	Troop Guide Patrol Leader	Selected area
Making Ethical Decisions	4-47 A-40	Introduce both “moral” and “ethical” decisions. There is a difference and participants need to have skills for both.	Scoutmaster	TLA
Outpost Hike / Patrol Campfires / Patrol Interfaith Worship Service	4-55 5-27/29 A-42/43	Patrol Interfaith Worship Services. Continue Discussion on Making Ethical Decisions	Patrol Leader	Outpost Sites
Leading Yourself	5-7 A-41	Leading others begins with leading yourself.	Sr Patrol Ldr Scoutmaster	TLA
Communicating Well (Part Two)	6-21	Build on the week’s communications, adding theory to the practice	Troop Guide	Outpost sites
Valuing People	5-20	Discuss the value of difference and diversity among people.	Asst SPL Asst SM	TLA
Finding Your Vision (Part Two)	6-8	Expand on ideas of personal vision. Make it bigger	Scoutmaster	TLA
WhizBang / Rendezvous	A-44 A-49	Practice NYLT skills in “carnival” type setting.	Sr Patrol Ldr Troop Guide	Large outdoor area
Camp-wide Campfire and Scout Law Ceremony	6-35 A-52	Closing campfire.	Chairmen / NYLT Director	Campfire Bowl
Patrol Presentations: The Quest for the Meaning of Leadership	6-32	All patrol members should participate. 10 – 15 minutes per Patrol/Squad	Sr Patrol Ldr Patrol Leader	TLA
Troop/Team Closeout		Pass-back Paperwork and Certificates / Final SM & SPL Comments	Scoutmaster Sr Patrol Ldr	TLA and TAA
Camp-wide Graduation and Course Closing	A-51	Flags for Freedom	Chairman NYLT Director	Campfire Bowl



Day One: Registration, Orientation Trail, and Campsite Setup



This is a Compass Point. Scattered throughout the National Youth Leadership Training syllabus, Compass Points offer hints on how best to present material, reminders of important concepts, and suggestions for enriching the NYLT course for participants and staff. To find Compass Points quickly, just look for the Compass Point icon.

Time Allowed

180 minutes

Responsible

Staff

Location

Troop assembly area, model campsite, patrol sites

Learning Objectives

As a result of these activities, participants will be able to

- Form patrols that will stay together throughout the course.
- Meet the troop guides assigned to their patrols.
- Locate the troop facilities, meeting places, patrol campsites, and other relevant landmarks.
- Understand the standards and methods to ensure health and good hygiene, and the emergency response procedures in place during the course.
- Use the model campsite explanation and demonstration as they set up their own campsites and test them against the Daily Campsite Inspection Checklist.



It is important that NYLT participants be fully informed about all aspects of the course and why the syllabus is unfolding as it is. Providing arriving participants with a schedule of events for Day One and an overview of the week can help put them at ease about upcoming events, and serves as an indication that NYLT is an open program without secrets.

Daily schedules for Day One and Day Two are included in the NYLT Participant Notebooks. From then on, the schedule for each day is given out at the previous day's leadership council meeting.

Materials Needed

- For each participant, a schedule of events for Day One and an overview of the week's activities (appendix)
- Completed patrol duty rosters for each patrol (appendix)
- For each patrol, one blank patrol flag attached to a 6-foot pole (These should be 3-by-2-foot squares of cloth that correspond to each patrol's identifying color if colors are used.)
- For each participant, a Participant Notebook (created with resources found in appendix and other council resources)
- Copies of the Daily Campsite Inspection Checklist (appendix)
- For each participant, a Leadership Memory Tips card



The face of the Leadership Memory Tips card is divided into four quadrants, each representing one phase of team development and marked with the identifying characteristics of that phase:

Forming: High enthusiasm, low skills

Storming: Low enthusiasm, low skills

Norming: Rising enthusiasm, growing skills

Performing: High enthusiasm, high skills

The back of the card lists memory tips for the course:

- **Vision—Goals—Planning**—Creating a positive future
- **SMART Goals**—Specific, Measurable, Attainable, Relevant, Timely
- **Planning and Problem-Solving Tool**—What, How, When, Who
- **Assessment Tool—SSC**—Start, Stop, Continue
- **Teaching EDGE**—Explain, Demonstrate, Guide, Enable
- **Stages of Team Development**—Forming, Storming, Norming, Performing
- **Leading EDGE**—Explain, Demonstrate, Guide, Enable
- **Conflict Resolution Tool—EAR**—Express, Address, Resolve
- **Making Ethical Decisions**—Right vs. Wrong, Right vs. Right, Trivial
- **Communication—MaSeR**—Message, Sender, Receiver
- **Valuing People—ROPE**—Reach Out, Organize, Practice, Experience

Delivery Method

Orientation, patrol formation, and patrol campsite setup will be facilitated by the youth staff members serving as troop guides. The Scoutmaster, assistant Scoutmasters of program and service, and adult staff will be on hand and may, if appropriate, provide coaching for the troop guides.

All staff members will set a positive tone for the beginning of the course. To the greatest degree possible, staff members should make participants feel that they are welcome, that they belong, and that they are about to begin a worthwhile experience.

Qualified, effective staff members will be familiar with the concepts and content presented throughout the course. At this point, they should recognize that the new patrols are in the *Forming* phase of team development. Troop guides and other staff members can model the appropriate leadership style for that phase—*Explain*—by being directive and by providing all the information and materials participants require in order to succeed.



Staff members should model the Teaching EDGE during the Orientation Trail and campsite setup. As they *Explain, Demonstrate, Guide, and Enable*, they will find that their teaching efforts will be very successful.

While participants will not yet be exploring the Teaching EDGE, staff members can take the opportunity to tell participants, “Keep an eye on how we teach things today. Later in the course, we will help you learn how to teach this way, too.”

Presentation Procedure

Registration

As participants arrive for the beginning of the course, staff members will greet them warmly, ensure that they sign in and have completed all necessary paperwork, and give each participant an NYLT Participant Notebook.

Patrol Formation

The Scoutmaster and senior patrol leader will determine the membership of each patrol prior to the course. Patrols should reflect sensitivity to the following criteria:

- Age similarities
- Range of Scouting skills and rank
- Geographic, cultural, program, and gender diversity

Patrols should be made up of youth similar in age to one another so they are divided roughly into patrols of younger youth, older youth, and those in between. Organizing patrols so there is not a large range of ages (more than two to three years' difference) can maximize the learning potential and leadership experience of all NYLT participants by giving patrol members equal footing with one another. Maximizing geographic, cultural, program, and gender diversity in each patrol will enhance the ability of each patrol to observe and understand the team dynamics, and encourage higher levels of patrol maturity.

As participants complete their paperwork and learn to which patrol they will belong, they will move to the patrol gathering area to join their troop guide, who will be holding the patrol flag corresponding with the patrol color. While patrols initially will be identified by color—the Red Patrol, the Blue Patrol, etc.—participants may take the initiative later in the course to give their patrols new names.

As an alternative, some courses may choose to have their youth staff name the patrols prior to the arrival of the participants. Some courses add a theme for each year to add to the fun, and name patrols accordingly.



Troop guides can encourage patrol members to decorate their flags as the course progresses. The quartermaster can make available a selection of colored markers, fabric scraps, glue, and other flag decoration materials that patrols can add to items they collect on their own.

When all members of a patrol have been registered, the troop guide will begin the new patrol on its journey along the Orientation Trail.

Orientation Trail

Along the Orientation Trail, staff members will familiarize participants with their surroundings and explain camp policies. As well as pointing out other points of interest along the trail, troop guides and patrol members should

- Identify course facilities, meeting places, living quarters, the quartermaster center, and other relevant landmarks.
- Review Youth Protection policies, including no one-on-one, or male-female contact and the use of the buddy system.
- Review emergency response procedures, explaining the appropriate means for summoning help in case of injury or illness, highlighting fire prevention issues, and discussing any of the area's hazard zones.
- Observe a model campsite. This could be a staff campsite that has been arranged to include a cooking area typical of those the patrols will be using.
- Review safe food handling and storage, as well as guidelines for protecting provisions from animals.

During the Orientation Trail, troop guides should emphasize to patrol members the importance of proper hygiene in the bathroom facilities and before any food handling. Staff members can be on hand to demonstrate the soap and water hand-washing stations at latrines and the model patrol campsite, and to demonstrate the use and locations of waterless hand cleansers.

ENVIRONMENTAL CONCERNS

Troop guides should highlight environmental concerns that may affect participants during the course. These might include:

- **Water.** Encourage participants to carry their own water bottles and to drink from them frequently to avoid dehydration.

- **Sun protection.** Remind participants to use sunscreen, wear hats and protective clothing, and stay in the shade during the hottest part of the day.
- **Insect protection.** Encourage participants to use insect repellent and wear protective clothing.
- **Poisonous plants.** Ensure that participants can identify and avoid poison ivy, nettles, and other poisonous plants in the region.

DUTY ROSTERS

Each troop guide will provide his patrol with a duty roster listing daily assignments, including patrol leader and assistant patrol leader. Sample duty rosters can be found in the appendix.



The troop guide can explain that in a home unit, leaders are elected to serve for about six months, and that each leader selects his assistant leader. Because the six-day NYLT course represents a single activity cycle (a sequence of unit meetings leading up to a major activity) in the life of a unit, the responsibilities of being patrol leader and assistant patrol leader will change each day so everyone in the patrol will have a chance to serve in each position.

THE PATROL MODEL CAMPSITE

Before participants arrive, the staff should prepare a model campsite that demonstrates everything expected of the patrol campsites. Staff may use their own campsite, but only if it is basically identical to patrol campsites the participants will develop and use.

The model campsite should include a fully equipped dishwashing station to use while Explaining and Demonstrating the group dishwashing system. Sanitation is a top priority in camp.



The Teaching EDGE encourages instructors to *Explain, Demonstrate, Guide, and Enable*. Troop guides should use the Teaching EDGE to help prepare patrol members to set up their campsites and operate them well throughout the course. The model campsite on the Orientation Trail will allow staff members to *Explain* and *Demonstrate* what will be expected from the patrols.

During the patrol campsite setup, the troop guides can *Guide* patrols to do the setup themselves, and *Enable* them with the gear, tools, and tents to do it right.

DAILY CAMPSITE INSPECTION CHECKLIST

The troop guide should explain that each participant will assess the model campsite using the Daily Campsite Inspection Checklist. People often absorb information better when they have something to do as they are learning, and the checklist encourages their full engagement while examining the campsite.



Here's what the *Scoutmaster Handbook* says about camp cleanup:

"Scouts in charge of cleanup can accelerate the process by placing a pot of water on the stove or campfire to heat while the patrol is eating. As the meal ends, the Scouts can set out a pot of hot water containing biodegradable soap, a second pot with hot rinse water containing a few drops of sanitizing agent such as bleach, and a pot of cold water for a final rinse. If each Scout washes his own dishes and a pot or a cooking utensil, the work will be done quickly and no one will have to spend a long time at it."

The checklist addresses matters of health, hygiene, and safety. It does not include measurements of standards that do not advance the NYLT learning experience (e.g., no emphasis on gateways, elaborate campsite improvements, etc.). The goal is to ensure patrol campsites that are maintained in a clean, healthy, efficient manner.

DAILY CAMPSITE INSPECTIONS

The troop guide will explain that an NYLT staff member will examine each patrol site each day and measure it against the standards on the same Daily Campsite Inspection Checklist the participants used to evaluate the model campsite. In most cases, the inspection will be conducted by the assistant Scoutmaster for service. He or she may be accompanied by the troop guide.



Troop guides are not appropriate staff members to conduct the campsite inspections of the participants; they are too involved in patrol life to be objective inspectors.

The first inspection will take place after the evening meal cleanup on Day One. Ideally, each patrol campsite will begin the course fully compliant with the items on the Daily Campsite Inspection Checklist, and as a reward each patrol will receive a daily Baden-Powell Patrol streamer at the Day Two course assembly.



Before a course begins, adult and youth staff members on the leadership council should review the Daily Campsite Inspection Checklist. Changes can be made to the checklist to adapt to local situations, but whatever its final form, the checklist should promote camp hygiene. All items on the checklist should lead toward making a patrol campsite livable, well-run, and environmentally sound. There should be no busywork items (that is, no gateways or pioneering projects). Lastly, all the items on the checklist should make sense to NYLT patrol members and should be attainable with a reasonable amount of daily effort.

Patrol Campsite Inspection Exercise

Using a Daily Campsite Inspection Checklist, members of each patrol will conduct an inspection of the model campsite. The troop guide can *Demonstrate* the means by which inspections will be conducted and *Guide* patrol members in conducting the inspection on their own.

Patrol Campsite Setup

As each patrol completes the Orientation Trail and arrives at its campsite, its troop guide will provide the materials and support needed to set up the patrol campsite.

The troop guides can be directive in their leadership, offering as much guidance to participants as they need, but also enabling participants to try out skills on their own and figure out solutions—setting up tents and tarps, for example. When troop guides do offer skills instruction, they can draw on the skills of the Teaching EDGE for effective means of conveying the information.



Troop guides can use the Leadership Compass to determine the stage of their patrols—*Forming, Storming, Norming, Performing*—and to choose the most appropriate leadership style from the Leading EDGE—*Explaining, Demonstrating, Guiding, Enabling*. In most cases, patrols at this point in the NYLT course will be in the *Forming* stage and will benefit from the *Explaining* style of leadership.

Upon the completion of campsite setup, the troop guide will accompany the patrol to the location of the first course assembly. Each patrol should bring its flag to the assembly.

Day One: Opening Assembly

Time Allowed 30 minutes

Responsible Scoutmaster, senior patrol leader

Location Troop assembly area

Learning Objectives As a result of these activities, participants will be able to

- Gather for Day One of the troop.
- Along with the staff, feel welcomed and valued.
- Affirm that the NYLT course operates according to the Scout Oath and the Scout Law.
- Participate in or attend the installation ceremony for the troop's Scoutmaster, assistant Scoutmaster for program, assistant Scoutmaster for service, and the Day One patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors.
- Discuss key parts of a good troop assembly.
- Recognize good communication skills.

Recommended Facility Layout Before a National Youth Leadership Training course begins, staff members should designate the place that will serve as the troop assembly area. It should have flagpoles for displaying an American flag and a troop flag. NYLT staff also may choose to display one historic American flag during each day of the course.

In most cases, troop assemblies will take place at an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the activities. Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.

On Day One, the staff will conduct the flag ceremony before participants arrive.

Delivery Method The Day One troop assembly serves as the participants' formal introduction to the course. They will become acquainted with the troop and Scoutmaster and will witness the installation of the troop's senior patrol leader, assistant Scoutmaster for program, and assistant Scoutmaster for service.

Presentation Procedure

Introduction

When the patrols arrive at the assembly area, the troop guides should arrange them in an appropriate formation. The Scoutmaster uses the Scout sign to bring the assembly to order, then addresses the troop.

The Scoutmaster will

- Welcome participants to NYLT and express his or her pleasure in having everyone there.
- Introduce himself or herself as the Scoutmaster of this NYLT troop, then introduce the senior patrol leader, including his or her hometown and Scouting experience.
- Introduce the assistant senior patrol leaders.
- Install the senior patrol leader and assistant Scoutmaster for program and assistant Scoutmaster for service.



Staff members should model effective communication skills whenever addressing the troop.

- Speak in a clear, confident voice.
- Be aware of body language and position.
- Make eye contact with listeners.

Installation of Senior Patrol Leader, Assistant Scoutmaster for Program, and Assistant Scoutmaster for Service

The Scoutmaster begins the installation. He or she should

- Invite the senior patrol leader, assistant Scoutmaster for program, and assistant Scoutmaster for service to come forward to be installed.
- Ask them to gather around the troop flagpole, placing their left hands on the pole.
- Instruct them to give the Scout or Venturing sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts and in the world brotherhood of Scouting."
- Welcome them as the course's new senior patrol leader, assistant Scoutmaster for program, and assistant Scoutmaster for service.
- Turn the meeting over to the senior patrol leader.

Installation of Patrol Leaders and Assistant Patrol Leaders



The sample patrol duty roster included in each NYLT Participant Notebook indicates which patrol members will serve as patrol leader and assistant patrol leader each day of the course. Before the troop assembly begins, troop guides should point out this information to the Day One patrol leaders and assistant patrol leaders so they will be ready to be installed and to begin providing leadership to their patrols.

The senior patrol leader begins the installation. He or she should

- Welcome members of the NYLT course.
- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing their left hand on their patrol leader's right shoulder.
- Instruct them all to give the Scout or Venturing sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting."
- Welcome them as the troop's new patrol leaders and assistant patrol leaders.

At this point the Scoutmaster thanks the senior patrol leader and congratulates the new patrol leaders and assistant patrol leaders. He or she asks if the participants have noticed that until now, the senior patrol leader had been leading the assembly just as the senior patrol leader of a troop or president of a crew would. That is the way it should be in a troop or crew, with members of the leadership team (patrol leaders' council or crew officers) taking charge and the unit's adult leaders staying in the background to coach and mentor.

The Scoutmaster explains that the Boy Scouts of America encourages the *youth-led unit*. Youth are given all the information and resources they need to run the unit themselves. Adult leaders are there to provide support, coaching, and mentoring.

The NYLT course will run that way as well. Adult leaders will be supportive and are always available to provide guidance whenever youth staff or patrol members need it. Most of the time, though, adult team leaders will be on the sidelines, allowing the youth leaders of the staff to carry out their duties and make things happen.

The Scoutmaster then shares his or her vision for the coming week. The following is one example.

Scoutmaster's Vision

I want to share with you my vision for this course. A vision is a picture of what future success looks like. If we can see it, we can be it.

My vision is that our course will be a model of how every Boy Scout troop and Venturing crew can succeed. In the best tradition of Scouting, this will be a youth-run course. My vision of what success looks like has three parts.

First, as Scoutmaster I see myself fulfilling my responsibility for the safety of everyone and the general direction of the troop's program. I see the course operating according to the Scout Oath and the Scout Law, and following the guidance of the National Council. Scouting has no room for hazing, bullying, or other inappropriate behavior. We are all here to help one another have the best possible experience. Our principles can guide us in that direction throughout the course.

Second, I see the adult leaders giving responsibility for leading the course to the senior patrol leader and the course's other youth leaders. We will always be available to coach and mentor them, but as much as possible I see us staying on the sidelines while the senior patrol leader and other youth leaders plan and carry out a great program. We will not hide that coaching and mentoring. In fact, now and then we will ask you to watch us doing it so you will know how it can work in your home units.

Third, my vision of success includes everyone on the staff, both youth and adult, seeing themselves as here to help each of you learn as much as you can and enjoy the fellowship of other Scouts. We are here for you. I see us doing all we can to make it possible for you to get the most out of the NYLT experience.

The Scoutmaster introduces the senior patrol leader as the course's youth leader, then turns over the troop assembly to him or her.

Staff and Participant Introductions

The senior patrol leader explains to the troop that communicating well is a key skill of leadership. Throughout the course, staff members will be modeling effective means of communicating. As they communicate, staff members and participants should make a point to use these communication skills.

- Good, clear voice projection
- Body language, including positioning
- Eye contact with the audience
- A firm, confident handshake

The senior patrol leader asks each staff member to step forward and, with good communication skills, introduces them to the troop, tells where each is from, and describes the staff role each has accepted for the course.



When appropriate, the senior patrol leader can provide encouragement and guidance, pointing out communication skills a staff member is using well, suggesting another approach a staff member might try to improve his introduction, etc. The idea is to offer the best possible communication models and to model a safe, comfortable learning environment in which suggestions for improvement can be offered, accepted, and experienced by staff and participants alike.

The senior patrol leader asks each NYLT participant to introduce himself or herself as the Scoutmaster makes his or her way around the group. Each participant can tell where he or she is from and give the name of his or her home unit. Participants should do their best to use the same good communication skills they have seen modeled by the staff.

This is an opportunity for participants to practice communicating with an adult. It is also a chance for the Scoutmaster to shake hands with every participant and give a couple of words of personal welcome.



Notice that this exercise in making introductions allows staff to model the Teaching EDGE. The senior patrol leader *Explains* some methods to be used for communicating well. Staff members *Demonstrate* those methods as they introduce themselves. The senior patrol leader *Guides* participants through the process of using those methods as they introduce themselves. That, in turn, *Enables* participants to use good communication methods in the future.

The senior patrol leader then invites the Scoutmaster to share a Scoutmaster's Minute with the troop.

The senior patrol leader brings the assembly to a close by directing the troop guides to accompany their patrols to the site of the Communicating Well (Part One) presentations.

Day One: Communicating Well (Part One)

Time Allowed 45 minutes

Format Troop presentation with patrol breakout activities

Responsible Senior patrol leader and troop guides

Location Troop meeting area with patrol breakout areas

Learning Objectives As a result of these activities, participants will be able to

- Build on the communication ideas introduced during the troop assembly.
- Understand that the skills of communicating well are not just for presentations, but can be used whenever one is sharing ideas.
- See, discuss, and practice some of the basic skills of communicating effectively using built-in tools—eyes, ears, mouth, feet, and hands.

Materials Needed

- Communication Skills Checklist (one copy in each Participant Notebook; see appendix)
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen

Presentation Procedure

The senior patrol leader begins by welcoming everyone to this session and inviting participants to make themselves comfortable and position themselves so they can clearly see the projection screen.

The presenter opens the presentation with a discussion.



The presenter should be familiar with the information presented in Communicating Well (Part Two). The communication skills presented in that session will be added to those presented here.

Ask participants: *Why are you here?*

Answers might include some of the following.

- We're here to learn about leadership.
- We're here to have fun.
- We're here to enjoy being with other Scouts.
- We're here for a week of great adventures.

Participants are at NYLT for all those reasons and many more. The central focus of the week is exploring what leadership means and how it works, discovering the tools of leadership, and discussing how to lead patrols and lead ourselves.

Most importantly, the focus of this week is strengthening the leadership abilities of every participant.

There are many ways to discover the meaning of leadership. One good way to begin is to ask successful leaders to give their thoughts on what leadership means to them.



Show video clip “Day One—An Introduction to Leadership” (from the National Youth Leadership Training DVD), which begins with Ken Rollins discussing leadership.

After the video clip, the presenter leads a debriefing.

It is interesting to hear a number of successful leaders talk about leadership. They each have clear ideas on the meaning of leadership, and each explanation has something special about it.

Something that those leaders have in common is good communication skills. In fact, they probably all would agree that one of the most important tools of leadership is the ability to communicate well.

Ask: *What is communicating?*

Accept a variety of answers. Give positive responses to those who participate. Tell participants that most of their responses are on target—it’s all about sharing ideas. That is another way of saying *communicating*.

Show the “Communicating Well” video on the NYLT DVD. Watch it just for fun before the presentation is made.



You will have an opportunity to view the video again on Day Six, with discussion breaks.



Show slide 1-1, Communicating Well.

Communicating well is high on the list of skills a leader must have. A leader must communicate vision, goals, values, expectations, and much more. Each participant has already done some important communicating during this course.

Ask for some examples of communicating participants have done so far today. Possible answers include:

- **Interactions.** They have spoken with others in their new patrol. Getting acquainted requires communicating.
- **Speaking.** In the troop assembly, each participant introduced himself or herself and told where he or she is from. That was verbal communication.
- **Body language.** Shaking hands with the Scoutmaster was another way of communicating a message.



Show slide 1-3,
Introduction.

NYLT focuses on building strong communication skills all week, starting with the basics—how we look, how we sound, how we move.



Remember that this session is about how to *communicate*, not simply how to *present*.



Show slide 1-4,
Neutral Position.

Neutral Position

Explain that the discussion up to this point has been presented in a leader's neutral position—standing comfortably with arms at the sides, with awareness of using the feet, hands, mouth, ears, and eyes as communication tools.



While explaining the points of neutral position, demonstrate each one while walking among the group. The same approach can be used with other elements of the Communicating Well session—each principle can be clearly demonstrated as its explanation is offered.



Show slide 1-5,
Feet.

Feet. Notice where you stand in relation to your audience. What if the sun is out? (The presenter moves so that the sun is behind the audience, not shining in their eyes or in his. On a hot day, the presenter could seek out shade for the audience.)

Can you move as you speak? Sure. That causes people to pay attention to where you are. Do not pace, though. Make each movement have a purpose.

If listeners do not seem not fully engaged—their attention has drifted or they have become interested in something else—try moving toward them. That can cause listeners to reconnect. Disruptive people usually will quiet down if the presenter walks toward them while keeping eye contact with the rest of the group.



Show slide 1-6,
Hands.

Hands. Hands are powerful tools for communicating. Presenters should use their hands and arms to emphasize ideas and control the flow of a discussion. Move the entire arm, not just from the elbow. Make large gestures rather than small, tight ones. Keep hands out where they can be used. There is no hand communication when the hands are jammed into pockets.

An openhanded gesture toward audience members invites them in. (Use the gesture while asking a participant, “What do *you* think?”) That is much more effective than pointing at someone or not gesturing at all. An open hand, palm up, encourages people to contribute ideas.

If someone in an audience is interrupting or talking too much, gesture with palm down or hold up a finger as if to say, “Wait a minute; I’ll get to you next.” This is a way to direct the verbal traffic.

Be careful with constant arm and hand movement during presentations; its effect is as distracting as constant background noise. Use the hands with purpose to emphasize a point or to direct verbal traffic, and when not gesturing, keep hands and arms straight down at the sides. Photographers tell people not to cross their arms in front of their bodies because the V shape that it creates can divert viewers' attention.

Also avoid crossing the arms in front of the chest, which sets up a barrier between speaker and audience, and conveys a closed-off attitude.



Show slide 1-7, Mouth.

Mouth. What you say is important, but so is *how* you say it.

Project your voice. Speak clearly and loudly enough for the person in the back of the room to hear clearly.

Remember to vary the pitch of your voice. (The presenter can exaggerate this a bit in his own speech pattern.) It adds color to your voice. (The presenter switches to a monotone voice) *Otherwise, everything sounds the same and flat and will put your listeners to sleep . . . zzzz!*



Show slide 1-8, Eyes.

Eyes. A leader's eyes can lock in the listeners. We communicate emotion and share energy with our eyes. Our eyes connect us.

As long as the presenter is speaking, he makes eye contact with different people . . . (presenter slightly exaggerates eye contact) you, and then you, and then you. . . . When making a point, look directly at one person for an entire phrase or thought—about three seconds—before moving on to make eye contact with someone else. As you communicate, eventually make contact with every person.



Show slide 1-9, Ears.

Ears. How would a leader use his ears as a tool for communicating? Can anyone tell me? I'm listening. . . .

Sharing ideas is a two-way process. Feedback—hearing what someone else has to say—is a valuable part of communication. Speakers use their ears and eyes to keep track of how others are responding to what they say. Are the listeners paying attention? Do they seem bored? Are they tired or hungry or ready to move on to a new topic? Do they need a bio break—that is, a chance to use the restroom and get a drink of water? Paying attention to listeners' responses can help the speaker adjust the communication to fit the listeners' needs.



Show slide 1-10, Posture.

Posture. Feet, hands, mouth, eyes, and ears are all important for communicating. So is overall posture, or a speaker's *neutral position*—standing straight and tall, making eye contact, appearing confident.

How many eyes do you have? (*Two.*) Ears? (*Two.*) Feet? (*Two.*) Hands? (*Two.*) Mouths? (*One.*) Use them in that proportion—listening more than talking, being aware of all the body language you can use.

Tell participants: *My ears and eyes tell me that I have talked enough for the moment and it is time for you to become active partners in this communication. I am turning over the presentation to your troop guides so that you can break out into teams and practice these communication skills yourselves.*

Communication Skills Practice

The troop guides help break the troop into patrols for this exercise.

The troop guide explains that participants will take turns practicing effective communication skills by making a short presentation to the patrol. The content of the presentation is not important for this exercise—in fact, it will be simply reciting the alphabet. What matters is using as many communication skills as possible.

Troop guides begin the exercise by standing in front of the group and, demonstrating effective communication skills, reciting the alphabet. Next, they ask several patrol members to stand in front of the group and repeat the exercise, concentrating on using effective communication skills.



Asking participants to recite the alphabet provides content everyone knows without thinking, which allows presenters and observers to concentrate on their communication skills.

As each participant finishes their presentation of the alphabet, the troop guide can lead a short debriefing of that person's use of communication skills. First, ask the participant to explain how he or she used the neutral position, feet, hands, mouth, eyes, and ears. Encourage the participant to say at least one positive thing about his or her method. Next, ask patrol members to provide good feedback on the person's use of communication skills.



Notice that this session uses the Teaching EDGE. The presenter has *Explained* the basics of communicating effectively. The troop guide *Demonstrates* effective communicating as he or she recites the alphabet. He or she then *Guides* participants as they practice communication skills by presenting the alphabet themselves. They will be *Enabled* to use these communication skills throughout and after the course.

Leaders can repeat the exercise of presenting the alphabet, perhaps working on specific checklist items—paying close attention to the use of eye contact during one round, then focusing on the use of hands.

After several patrol members have made the alphabet presentation and practiced their communication skills, invite several other participants to stand in front of the troop, count out loud to 10, then introduce a member of the patrol to the rest of the troop. Their challenge is to use good communication skills throughout.

As each patrol member practices his or her communication skills, the troop guide encourages them to evaluate themselves using the Communication Skills Checklist and invites the rest of the patrol to offer positive feedback.



Use the two exercises—reciting the alphabet along with counting and making an introduction—to allow each patrol member to stand in front of the group and practice communicating well.

At the end of the patrol exercise, the troop guides help the patrols reassemble into a troop. The senior patrol leader congratulates the participants for their willingness to take part in the practice of communication skills and notes that such practice is a lifelong challenge for leaders.



Show slide 1-11, Summary.

Summary

The presenter closes with a summary of the session.

Communicating is such an important part of leading well that you will want to give lots of thought and lots of practice to good ways that you can get your ideas across.

Good communication skills are important whenever ideas are shared, not just when a presenter is in front of a group. Throughout the course, participants can watch staff members using good communication skills whenever they are sharing ideas. Staff also might have suggestions for participants about ways to improve their ability to lead by communicating well.

Point out one more important communication skill:



Show slide 1-12,
One More Skill.

Plan when to stop. Know when to stop talking.

Tell participants: *Let me demonstrate that skill right now by thanking you for your attention and congratulating you on your willingness to try something new.*

Take a five-minute patrol huddle. Have patrol members determine five things that they have in common and one thing about each of them that is unique.

Day One: Developing Guidelines for Course Conduct

Time Allowed 30 minutes

Format Patrol activity in the patrol setting

Responsible Troop guides

Location Patrol breakout area

Learning Objectives The purpose of this activity is for the participants to develop a code of conduct for the course that is their own and for which they will take ownership.

Materials Needed Flip chart and marking pen for each patrol.

Presentation Procedure The troop guide facilitates the process of the patrol putting together a set of rules—a code of conduct—for personal behavior during the course.

During this course, between 30 and 48 youth will be coming together for six days in an intensive group learning experience. They will be camping together, preparing meals together, eating together, playing together, role-playing together, and learning together. Developing rules together is a team-building exercise in itself. The rules that come out of this process will be the participants' own. They are more likely to take ownership of them. They are more likely to conduct themselves according to this code. They are more likely to use peer pressure to bring a participant's behavior that is at variance with the code back into conformity.

Each patrol should begin with a brainstorming session, coming up with as many rules as they can think of. One member of the patrol should be designated as the scribe to write down all the suggestions. After five minutes or so, the suggestions should be edited down to the top 10 rules. These should then be written on a clean flip chart page. Everyone in the patrol should sign their names on the paper to signify the group's commitment to the newly crafted code of conduct.

The patrols should then be brought back together and a spokesman for each patrol asked to share the suggested rules their patrol came up with. The assistant Scoutmaster for program can copy these down on a fresh flip chart page. Many of the patrols will have come up with the same rules, so there will likely be 10 to 15 distinct rules for the code of conduct. These can then be rewritten by the Scoutmaster or other designated member of the staff for presentation the following morning during the morning flag assembly.

The code of conduct resulting from this process should be posted in a common area where it will be seen regularly by everyone.

Typical rules might include:

- No hazing or putdowns.
- No fighting.
- No swearing.
- Pay attention during presentations.
- Participate actively during presentations.
- No sexually suggestive behavior.
- No romantic touching.
- No smoking or use of alcohol or drugs.
- Do your best.

Varsity Home Team Workshop

Time Allowed	45 Minutes
Format	Team instruction
Responsible	Varsity vice chairman and director
Location	West end firebowl
Learning Objectives	As a result of these activities, participants will be able to: <ul style="list-style-type: none"> ■ Review basic Varsity concepts ■ Review the Varsity organization in the local unit ■ Review appropriate Varsity activities.

Presentation Procedure

Introduction

You’ve had a fantastic experience beginning to learn leadership skills that will serve you and others now and for the rest of your life. Those leadership skills will become more yours as you use them and make them more a part of your natural character.

But what about all this fun and cool Varsity stuff? What a sad tragedy if after your experience here at CB-NYLT you return home and go back to just playing basketball or softball and doing service projects. Don’t get us wrong, those activities are great, but you’re starting to learn that there is so much more.

Let’s talk for a few minutes about some basic concepts, organizational models, and activities that apply specifically to Varsity Scouts.

Something to Think About

In high school athletics, what term is used to designate and separate the most advanced, skilled athletic team? VARSITY right, and Junior Varsity designates those teams that are younger and not quite as proficient or skilled.

The correlation here is the same concept. Scouts are put into four categories, according to age and (in theory) by experience and knowledge levels.

- New Scouts – age 11
- Boy Scouts – ages 12-13
- Varsity Scouts – ages 14-17
- Venture Scouts – Ages 16-21

The title Varsity Scouts implies a more advanced, capable Scout.

Varsity Scout Pledge

As a Varsity Scout, I will
 Live by the Scout Oath, Law, motto, and slogan;
 Honor the dignity and worth of all persons;
 Promote the cause of freedom; and
 Do my best to be a good team member.

Organization

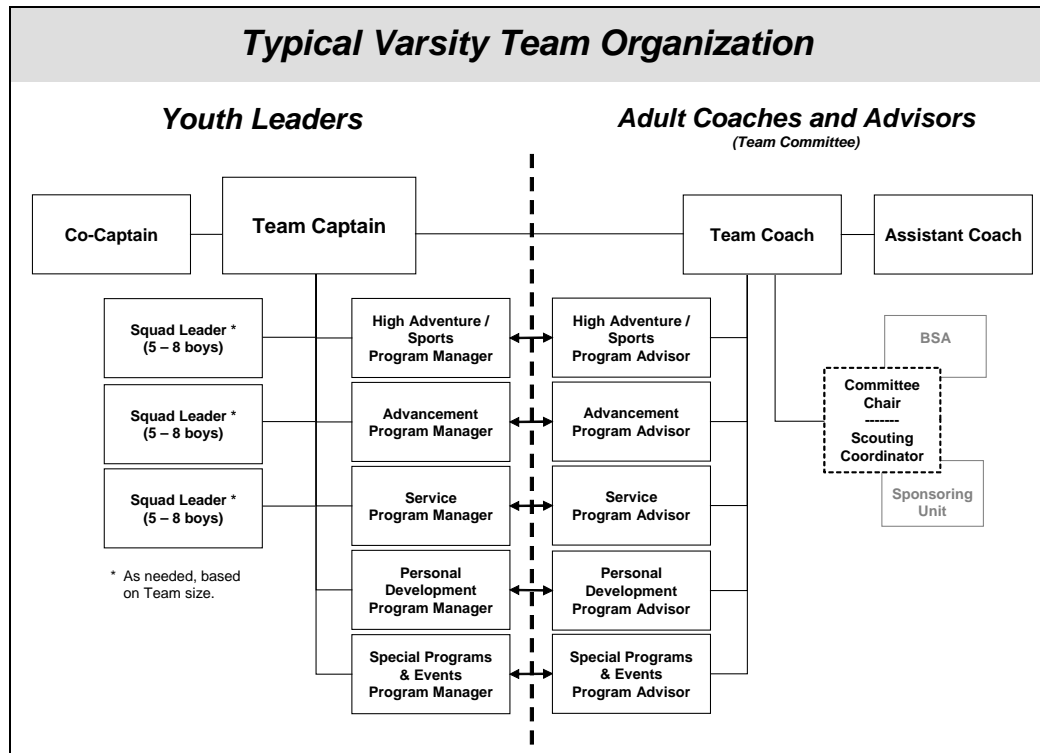
In high school, the title for the main adult in charge of an athletic organization is called what? (COACH). The person that helps him is called what? (ASSISTANT COACH).

What is the title given to the athlete that is the natural team leader and usually one of the most proficient and skilled? (CAPTAIN). The Captain and his assistant, the CO-CAPTAIN, represent a whole group of athletes that collectively are called what? (TEAM).

We're on a roll! To help assist the Captain, Co-captain, Coach, and Assistant Coach do their jobs, there are other people filling roles as PROGRAM MANAGERS.

In football, the term SQUAD is used to distinguish the athletes who play primarily on the defense or offense. In Varsity Scouts, the smaller groups that in Boy Scouts are referred to as Patrols is are referred to as SQUADS. The boy in charge is a SQUAD LEADER, and he has an ASSISTANT SQUAD LEADER.

On an athletic team, players have specialties. For example, in football there are the defensive line, offensive line, offensive and defensive backs, safeties, and special teams. Or in track there are jumpers, sprinters, throwers, runners, and distant runners.



The activities that Varsity Scouts are involved in fall into five specialties or *Fields of Emphasis*:

- Advancement
- High Adventure/Sports
- Personal Development
- Service
- Special Programs and Events.

The team leaders in charge of each of these five fields of emphasis are called what? (PROGRAM MANAGERS). On the Varsity Scout team the young man in charge of a field of emphasis is called Program Manager. In a fully organized team, an adult would also be in charge of each area and is called PROGRAM SUPERVISOR. Let's talk a little about what each of the program fields of emphasis means and activities that would apply.

- **Advancement.** Advancement activities help Scouts progress in acquiring merit badges and rank advancements. In addition, Varsity Scouts have their own advancement challenges. Does anybody know what it is? VARSITY LETTER. (If no one knows ask: *In high school athletics, if a varsity player participates and performs exceptionally well or meets a certain level of performance, what is he awarded?* Answer: A varsity letter!) The Varsity Letter looks like (point to one of the staff jacket or flip chart). It is awarded by your Coach after you have participated in at least one of each of the activities that we have just been discussing as part of a planned High Adventure/Sports program.
- **High Adventure/Sports.** What activities would fit these two combined titles? Some examples of high adventure might be: snow camping, hiking, cycling, rappelling, whitewater canoeing. Such sports as softball, basketball, soccer, swimming, etc., fit into the sports portion.
- **Personal Development.** This field of emphasis is broken into different categories designed to balance character development. Remember that one of the aims of Scouting is character development, including character, honor, and integrity. Some activities for each of these areas could be:
 - Leadership – Serve as a team officer (i.e., Team Captain, squad leader, program manager, scribe, etc.) or participate in a tremendous leadership course, like CB-NYLT.
 - Spiritual – Group activities where the nature of the topics relates to one's religious beliefs. For example, a group may attend an activity where the speaker presents positive reasons for living a morally clean life, refusing to be involved in substance abuse, or developing one's faith in God.
 - Citizenship – Activities that deal with community, state, or national government, as well as community-sponsored activities like participating in a Fourth of July parade or attending a city council meeting.
 - Social or Cultural – Activities where similar aged co-ed young men and young women can participate in appropriate activities. Or attending school or community sponsored drama productions or musicals. A wonderful cultural event could be a Varsity Team-sponsored dinner, where the Varsity Scouts plan and prepare a dinner (feast) and invite their mothers to accompany them. Do it for Valentine's Day and write a "Sweetheart letter" of appreciation.
 - Physical Development – Activities that are designed to help strengthen or "team up" the physical bodies of the Scout. Ranging from an evening on planning and preparing balanced meals to a personal exercise program.
- **Service.** Service is one thing that the Scout program deeply believes in. Giving service to others lifts their lives and at the same time lifts the life of the one giving it. Service projects can be done individually, or in small or large groups. One does not expect pay or recognition for the service given. It is just part of what we believe in as Scouts. The Scout Oath states: "...To help other people at all times."
- **Special Programs and Events.** These are primarily district or council-sponsored activities like the annual Varsity Games, On Target (with mirrors), Varsity Kodiak and Rendezvous, or participating in a special flag ceremony.

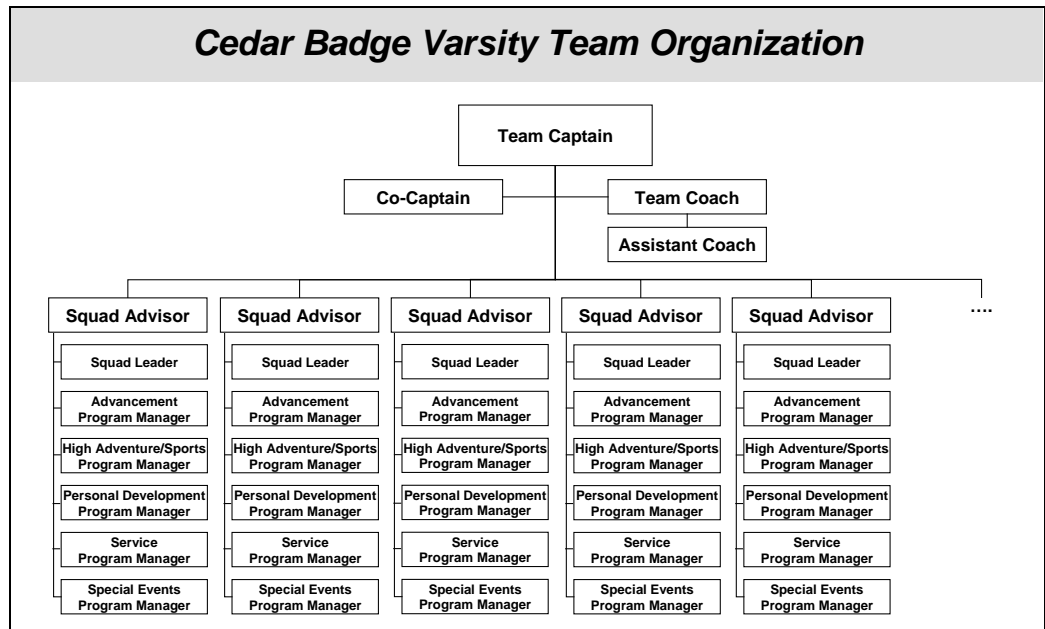
Another specialized Varsity advancement area includes participating in and receiving Varsity pins. There are fourteen pins for High Adventure-type activities, like cycling, snow caving, or whitewater canoeing. And there are 12 pins for sports-type activities, like softball, shooting sports (rifle, shotgun, black powder), or soccer.

You can see that there are so many exciting, challenging, and rewarding activities that you can be involved in after you leave CB-NYLT and go back home. Use the skills you will learn on how to communicate with adults to help your Coach understand the program. Do it with conviction and patience. Realize he might resist change if he isn't already doing it. If he is, step in and help.

Included in your Participant Notebook is a copy of the Varsity Letter scorecard, including a brief explanation about the letter, five fields of emphasis, and the letter requirements. Give a copy of the Varsity Letter scorecard to your Coach. Get going, and have fun!!! Are there any questions?

Varsity CB-NYLT Team / Squad Organization

Using the chart below, identify and discuss the differences between a typical home team organization and the CB-NYLT organization that will be used this week. In particular, note that in a home team there is one program manager for each program area to support the whole team. At CB-NYLT, each squad will have a program manager for each program area to assist in planning and coordinating activities associated with their respective program area. Therefore, each squad has one squad leader and five program managers, one for each program area.



Day One: Opening Night Campfire

Time Allowed 60 minutes

Responsible Assigned staff

Location Campfire ring

Learning Objectives

By participating in the opening night campfire, participants will

- Experience a model for running a successful campfire. It should be well-planned, interesting, and no longer than necessary.
- Practice additional effective communication skills.
- Explore ways to present an appropriate, enjoyable campfire.
- Receive the course director’s challenge that each patrol develop its Quest for the Meaning of Leadership.
- See an exemplary presentation by the NYLT youth staff of their Quest for the Meaning of Teaching Leadership.
- Have fun.

Materials Needed Campfire Program Planner, No. 33696A. (Staff will have copies to assist them in preparing for the instructional campfire. A copy of the form is in the appendix and in each NYLT Participant Notebook.)

Recommended Facility Layout A campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. Where fire building is appropriate, a wood fire can provide atmosphere for the occasion. However, a fire is not essential to the success of the session.

Delivery Method

A youth staff member assumes the dual roles of session instructor and master of ceremonies. The role may be filled by the senior patrol leader, assistant Scoutmasters for program and service, or another youth staff member skilled in leading campfires.

The instructional presentation at the beginning of the campfire provides guidelines for effective campfire programs. The instructor then becomes a master of ceremonies, introducing staff members whose songs, skits, ceremonies, and other offerings illustrate important concepts of appropriate campfire programs.

As with any good campfire, the staff members who will be involved should make their plans well in advance of the program. The session instructor/master of ceremonies should already know what will be included in the instructional portion of the program. Staff members can then settle on the songs, skits, stories, and other offerings they will present to support key portions of the instructional message.

Presentation Procedure

Lighting the Campfire

The master of ceremonies explains how the fire lighting is being conducted, noting both the method used and the intended effects.

Even a method as simple as using matches to ignite the tinder can have elements of showmanship that will make an impression on the audience and set the tone for the program.

Construct the fire lay early, while the wood and tinder are dry, and cover it with a tarp to protect it from dampness until time for the program.



To make a fire appear to start spontaneously, burn a small candle, carefully screened from view, on a little board beneath the fire lay but off to the side of the tinder. Run a string, also hidden from view, from the board to the back edge of the campfire area. To start the fire, use the string to pull the board and lighted candle under the tinder.

The same effect can be achieved electrically with a bundle of matches under the tinder. The match heads are touching resistance wire of an extension cord attached to a hotshot battery or an automobile battery. Closing a hidden switch causes the fire to appear to ignite spontaneously.

For "fire from the sky," stretch a wire from high in a tree down to the fire lay, taking care not to extend the wire over the seats of any members of the audience. Tape several Fourth of July sparklers to an arrow, then light them and roll the arrow on a pulley wheel or spool down the wire to the fire lay.

Always have a backup lighting method ready in case your trick lighting does not work. A runner with a torch is a good alternative.

Opening

The master of ceremonies welcomes everyone and lets the audience know that this campfire is a little different than any they have experienced. It is an opening for the NYLT course. As an instructional campfire, it will also teach youth leaders how to ensure the success of campfires they have with their home units.

Explain that campfires are fun and that they can be much more. They can offer entertainment, fellowship, and education. Campfires are a chance to practice leadership skills. A campfire can be an ideal time to share inspirational messages.

Planning

The master of ceremonies explains that for a campfire program to be effective, it must be well-planned and practiced ahead of time.

NYLT Participant Notebooks have copies of a Campfire Program Planner that might be just what participants need for future campfires. If not, they can develop their own campfire program planner.

A good rule of thumb for planning campfire programs is to *follow the fire*. Early in the evening when the flames are lively, the program can be lively, too, involving everyone in songs, cheers, and skits. As the fire dies down, the program also can become quieter and deeper, with the most important messages coming near the end.

An effective campfire is built on four S's:

- Showmanship
- Songs
- Skits
- Stories

Showmanship

Showmanship is the use of good communication skills to put sparkle and life into a gathering. Speaking well, using good body language, eye contact—all the skills discussed in today's Communicating Well session come together to make an effective program.

While the opening ceremony is showmanship that sets the tone of the whole program, the end of a campfire is usually quiet and inspirational. The most important messages come as the embers of the fire are dying down, often including a Scoutmaster's Minute and an inspirational song.

In between the opening and the closing, there will be plenty of opportunities for showmanship to add sparkle to the program through songs, skits, and stories.

The master of ceremonies then invites NYLT staff members to conduct the evening flag ceremony.



The showmanship discussed and displayed during the campfire can be applied to presentations of any sort, both within and beyond Scouting. The NYLT syllabus provides the skeleton, but good showmanship by presenters helps add the spice that makes the course lively and interesting.

Songs

There are many different types of songs that are appropriate for campfires: Scout songs, quiet songs, inspirational songs, songs that require audience action. Showmanship can help involve everyone in the singing.

The master of ceremonies invites one or more NYLT staff members to come forward and model good ways to lead songs.

Skits

Campfire skits can be fun and carry a message. There are plenty of ideas for skits in *Troop Program Resources*, in other BSA literature, and in many books of campfire skills. While these sources are good, even better are the Scouts' imaginations. Original skits can be tailor-made to fit local situations and recent events, and can be extremely entertaining.

APPROPRIATE SKITS

Skits, stories, and songs should never embarrass or demean anyone or any group of people. A good test of appropriateness is to hold the skit up against the Scout Law. Any skit that is not friendly, courteous, and kind has no place in a campfire program.

There are several gray areas that are best simply to avoid, including the following topics and ones like them:

- Underwear
- Toilet paper
- Water
- Inside jokes
- Use of alcohol, drugs, or tobacco
- Cross-gender impersonation

If an inappropriate presentation makes it onto the stage, the master of ceremonies should step in. Here's one way to handle the situation:

INAPPROPRIATE SKIT ROLE-PLAY

(Setting: Two NYLT staff members come on stage, each carrying a box.)

First staff member: Have you got the underwear, toilet paper, alcohol, drugs, and tobacco for our skit?

Second staff member: You bet! Have you got the water, some inside jokes, and dresses for us to wear?

Master of ceremonies: Excuse me for interrupting, but we need to ask you to stop this skit. The material you are using is not suitable for our campfire. Participants, please return to your places. *(He turns and addresses the audience.)* We have a responsibility to help evaluate our choices and determine whether they are in keeping with Scouting's ideals and values. This skit had the potential of offending people and would not have contributed to building character or citizenship.

In Scouting, we offer plenty of freedom for our members to express themselves. However, if through lack of wisdom or understanding we do something that is not wise, Scouting also offers guidance to help everyone understand what is appropriate.

We all can gain from this experience tonight in a positive manner. And now, on with the program.

(The master of ceremonies can then lead a song to get everyone back into the mood of the campfire or can simply introduce the next performance.)



An important aspect of this role-play is that the master of ceremonies is a youth staff member. The prohibition against inappropriate campfire presentations is coming not from adults, but rather from a peer.

The master of ceremonies then invites one or more NYLT staff members to come forward and present examples of appropriate skits.

Stories

Storytelling is an art that almost anyone can acquire with practice. All you need is a good imagination, an appreciation of good stories, good communication skills, and a bit of showmanship.

The campfire stories generally fall into five types:

- Ghost
- Humorous
- Adventure
- Hero (inspirational)
- Miscellaneous (general interest)

Ghost Stories. This is the most-asked-for type of campfire story, but one that must be handled with care. Never try to scare an audience too badly with a ghost story. We want young people to feel at home in the woods. A ghostly story or disturbing descriptions can mar that experience for youth.

Adventure Stories. Perhaps the best of all campfire stories are adventure tales that stir the imagination. The adventure can be true or fictional, or perhaps a tall tale somewhere in between. A youth can describe an overnight adventure; a leader can relate some event of importance from his past; a storyteller can retell the tales of explorers, heroes, scoundrels, or other real and imaginary characters.

Humorous Stories. American folklore is filled with fine and funny stories that lend themselves to being told or read around a campfire. Mark Twain's books and the stories of O. Henry, Robert Service, Bret Harte, and dozens of other American writers provide plenty of material.

Inspirational Stories. A story that inspires young people can be a very effective addition to a campfire program. There is no reason that an inspirational story cannot also have humorous elements or be an adventure tale. Look to the magazines published by the Boy Scouts of America for stories, past and present, about inspiring individuals who have had a Scouting background.

The High-Point Story. A campfire program should build toward a climax, an event that will top off the evening and make it a thing to remember. The high point of the program need not be elaborate, but it must be good. Among the possibilities are

- An old-timer telling of adventure in far-off places
- A Scout telling of a jamboree experience, or tales of the Philmont trails
- A storyteller spinning a ghostly yarn

- The Scout leader speaking for a quiet minute
- Someone telling the Baden-Powell story or the story of another important figure in Scouting or in local history

The master of ceremonies invites one or more NYLT staff to come forward and model good ways to tell a story.

The Quest for the Meaning of Leadership

The master of ceremonies explains that a campfire can be an opportunity to share important information. He then invites the Scoutmaster to come forward.

The Scoutmaster challenges the patrols to develop their presentations of the Quest for the Meaning of Leadership.

For example, he might say:

“This has been a busy day for everyone, and we have accomplished a great deal. We have had a very good beginning to this National Youth Leadership Training course, and I look forward to a terrific experience for everyone in the days to come.

“There are many pieces to an NYLT course—lots of presentations, activities, and adventures. While each one is important, I want us all to keep in mind the bigger picture. What we are setting out on this week is a quest—a Quest for the Meaning of Leadership.

“Leadership means different things to different people. In the days to come, each patrol will be exploring leadership in many ways. The staff will be exploring leadership, too.

“To help us make the most of this experience, I want to challenge you this week to a search, a quest . . . a Quest for the Meaning of Leadership.

“Each day your understanding of leadership is going to change. You will add new information with every presentation. As you practice leadership yourselves, you will learn a great deal about what works and what is not effective. As you watch the staff modeling different leadership styles, you will see the best that NYLT leadership has to offer.

“To help us all make the most of this quest, I’m challenging each patrol to develop a presentation that shares their understanding of the meaning of leadership. The presentation can be a skit, a song, a piece of writing, even something you construct. Each patrol will deliver its presentation on the last day of this NYLT course.

“Daily planning and working on the presentation throughout the course will encourage patrol members to agree on how their patrol will proceed, and to add each day’s learning to their presentation. The quartermaster will make available a variety of materials for patrols to use in their presentations, if you need them.

“Each patrol member is expected to contribute to his patrol’s success during the development of the presentation. The final product should clearly reflect the combined efforts of many individual talents.

“The Quest for the Meaning of Leadership is the great adventure of the coming days. It’s going to be fun, challenging, and full of new ideas. We are all in this together, and I’m looking forward to seeing what you all discover along the way.

“To set the tone for the quest, the staff has prepared a presentation of their own. Their quest has been a little different than yours will be. Theirs is the Quest for the Meaning of *Teaching* Leadership—their vision of successfully presenting the leadership concepts of the NYLT course.”

The Scoutmaster then invites NYLT staff to come forward and offer their presentation of the Quest for the Meaning of Teaching Leadership.

The staff’s presentation of their quest must be a good example of what will be expected of the patrols when they make their presentations later in the course. The staff presentation should be well-planned and interesting, and should offer real content.

Campfire Closing

The master of ceremonies tells participants that they have reached that time of the program when the fire is burning low and the hour is late. The presentation has been built on the four S’s of good program planning: showmanship, songs, skits, and stories. Participants will have had a great time, and perhaps received some seeds for thought and for long-term memories.

The master of ceremonies then calls on the Scoutmaster: “We’re going to use one more story to bring our campfire to a close. For the story, let’s use a Scoutmaster’s Minute.”

The Scoutmaster presents the Scoutmaster’s Minute:

“There is something magical about watching a flame. It can be a campfire, a candle, a lantern—the dancing light of fire draws us in and causes us to go a little deeper with our thoughts.

“What is a flame? What makes it possible? Three ingredients—heat, air, fuel.

“If I leave out any of those three, what happens? Without heat, the flame goes out. Without air, the fire is snuffed. Without fuel, the fire is starved.

“There is a fire that burns inside of each one of you, too. It is the fire of leadership. It is a flame that each of you can feel warming you. What do you need to kindle that flame of leadership, to build it from kindling and tinder into a strong, steady fire?

“As our campfire concludes, I want you to return silently to your campsites. Think about why you are attending this NYLT course. Dedicate yourself to making the most of the days that lie ahead. Stoke the fire of leadership burning in your soul. Let it grow and spread and light up your world.”

The master of ceremonies reminds everyone that the Scoutmaster has requested that they return in silence to their campsites and give thought to the great adventures of the NYLT course that lie ahead.

Wish them a good night and ask the troop guides to lead the patrols to their camps.

Day Two: Troop Assembly

Time Allowed 30 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

Learning Objectives As a result of these activities, participants will be able to

- Gather for Day Two of the National Youth Leadership Training course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scouting ideals.
- Participate in a flag ceremony presented by the program patrol.
- Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Discuss key parts of a good course assembly.
- Recognize good communication skills.

Materials Needed

- American flag
- Course flag
- Historic American flag

Recommended Facility Layout Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)

Presentation Procedure *Opening*
The troop guides lead the patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader uses the Scout sign to bring the assembly to order, then welcomes participants to Day Two of NYLT and expresses pleasure in having everyone there. He or she explains that Day Two symbolizes the first week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, and a troop meeting.

Note: It is appropriate for Scouts to make the Scout sign from their program. During assemblies throughout the week, the staff can alternate between the Scout Oath and the Scout Law as part of the ceremony. Venturers can use the full hand salute for flag ceremonies.

Flag Ceremony

On Day One, the staff will have conducted its own flag ceremony prior to the arrival and registration of course participants. The flag ceremony at the Day Two troop assembly will be the first one observed by the NYLT participants.



This is an opportunity for staff members to conduct a model flag ceremony. The assistant Scoutmaster for program or another staff member can narrate the flag ceremony—explaining to the troop why certain portions of the ceremony are conducted as they are and why planning and practice are important to conducting an effective flag ceremony.

The ceremony begins as the senior patrol leader asks the staff color guard to present the colors and raise the American flag. Instruct NYLT course members to use the Scout salute while the flag is being raised.

Invite selected staff members to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix.

Instruct the staff color guard to raise the historic flag and the NYLT course flag.

Ask the group to recite the Scout Oath and Scout Law.

Dismiss the color guard.

Announcements

The senior patrol leader offers any announcements important for conducting the day's sessions and events.

New Patrol Leader and Assistant Patrol Leader Installation

The senior patrol leader asks the Day One patrol leaders to introduce the Day Two patrol leaders to the troop, then the Day One assistant patrol leaders to introduce the Day Two assistant patrol leaders. Encourage those making the introductions to use effective communication skills.



As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.

With the Teaching EDGE in mind, the Day One session on Communicating Well provided opportunities for staff to explain good communication skills. In their own presentations, staff members have been demonstrating these skills. Pointing out the participants' use of good skills is a way of guiding them and enabling them to use the skills in many situations.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The senior patrol leader begins the installation. He should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on the patrol leader's right shoulder.
- Instruct them all to give the Scout or Venturing sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and for others in this troop, and in the world brotherhood of Scouting."
- Welcome them as the troop's new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

The assistant Scoutmasters for program and service briefly explain the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Conduct the flag ceremony at troop assembly.
- Prepare the troop meeting area.
- Perform other duties as assigned at the leadership council meeting.

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag.



The exchange of symbols for the program patrol and service patrol should not overshadow the installation of the day's patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrols can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of patrol leadership.



In some settings, a service patrol is not needed. This syllabus assumes that a service patrol is needed. If you do not have a service patrol, skip that section whenever a service patrol is mentioned. Learning will not be impacted.

STAFF SERVICE PATROL

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the troop, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the BSA encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.



For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as a guide, the assistant Scoutmaster for service in charge of the service patrol makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another B-P streamer each day of the NYLT course.

Senior Patrol Leader's Presentation of the Code of Conduct

The senior patrol leader presents the summary of the code of conduct developed by the patrols the night before.

"Last night you worked together to develop rules for us to abide by during this training course. We brought the patrols together and consolidated the rules into a code of conduct for this course."

Have another staff member hold up the code of conduct.

"These are the rules you developed for this course. This is your code; these are your rules. They are good rules. Respect them. Endeavor to follow them during the course and afterward, too. If you see others violating them, remind them."

You are part of a team. Members of teams work together to accomplish goals. Let's work together to make this a great course."

Scoutmaster's Minute

The Scoutmaster presents the Scoutmaster's Minute for Day Two:

"Last night you all played the Who, Me? Game. I'm sure you learned something new about each of the members of your patrol. Perhaps you learned something new about yourself, too.

"Getting to know other people and getting to know ourselves is an interesting process. When you ask yourself, 'Who am I?' there are lots of possible answers.

"If you were to ask me that question, I could say that at work I'm a _____. In my job, I do these things_____.

"When I put on my uniform, who am I? Yes, a Scoutmaster. A Scout.

"Here's a question for you to think about. Who are you? Not what do you do, but what's in your heart?

"You are here at NYLT because of a commitment—a commitment to be a good leader. Nurture that. Let it grow. When you ask yourself, 'Who am I?' be sure your answer includes Scouting ideals. Ask yourself, 'Am I setting the right example in everything I do?'

Conclusion

The senior patrol leader thanks the Scoutmaster and brings the troop assembly to a close by directing the patrol leaders to accompany their patrols to the site of the Setting Your Goals presentation.

Day Two: Setting Your Goals

Time Allowed 60 minutes

Format Troop presentation with patrol breakout sessions

Responsible Assigned staff

Location Troop site

Learning Objectives As a result of these activities, participants will be able to

- Explain what a goal is.
- Describe and use the SMART Goals tool.
- Write personal and patrol goals that pass the SMART Goals test.
- Help determine the goals that will allow their patrol members to fulfill the vision of success they have developed for their patrol.

- Materials Needed**
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
 - Copies of the SMART Goals testing tool (appendix, Participant Notebooks)
 - Flip chart prepared with enlarged SMART Goals work sheet

Note: Each patrol should bring the work sheets they used during the Finding Your Vision (Part One) session on Day One of the course.

Presentation Procedure

Preparation

Staff presenters are invited to have several of their own personal and patrol goals in mind that they can volunteer during the presentation to energize discussions and to signal to participants that staff members place enough importance on this subject to use these goal-setting skills themselves.



The Scoutmaster should be present at all sessions presented in a troop setting. During sessions occurring in patrol sites, the Scoutmaster can circulate among the patrols. His or her role is to be on the sidelines ready to coach and mentor the troop's youth leaders as they conduct the course.

By being present at sessions, the Scoutmaster will gain an essential understanding of the progress of the course as it unfolds throughout the week.



Show slide 2-1, Setting Your Goals; then slide 2-2, Vision—Review.

Opening Discussion

The presenter reviews the definition of a vision.

- Vision is what success looks like.
- It's a picture of where you want to be in the future.
- "If you can see it, you can be it."
- To be of use, vision needs to be big. It has to be elephant-sized.



Show slide 2-3, Eating an Elephant.

Here's an old *Boys' Life* Think and Grin joke:

Question: "How do you eat an elephant?"

Answer: "One bite at a time!"

How do you fulfill a vision? One goal at a time.

If vision is the elephant, goals are the bites that allow you to eat the elephant.

The presenter clarifies the key ideas. Goals are the steps you complete to fulfill a vision. They are the bite-sized pieces of the vision you can accomplish one at a time. Fulfilling a vision might require just a few goals or it might take many.



Show slide 2-4, Goals.

The presenter gives the following example of goals leading to a vision. A mountaineering team could have a vision to make it to the top of Mount Everest this year. To reach this vision, the team breaks up the trek to the top into four intermediate base camps—each camp farther up the slope than the previous one. These become goals to be achieved that will increase their chance of fulfilling their vision—reaching the top.



Show slide 2-5, Goals: Goals are like . . .

There are many ways to think of goals—as the rungs on a ladder, as small footsteps of a long journey, as the way to eat an elephant one bite at a time. Goals are objectives you can accomplish right away.

Setting goals—and then reaching them—is the pathway to fulfilling a vision. That's the way to eat an elephant—one bite at a time.

INTRODUCE THE VIDEO CLIP

Let's take a look at some leaders who set goals to help them realize their visions of success.



Show video clip 2-6, Setting Your Goals (Part One), which begins with "The key to reaching your personal vision . . ."

The presenter summarizes the video, explaining that vision is what success looks like. It's the vision of mountain climbers seeing themselves reaching the top of Everest. Vision is the elephant. How do you eat an elephant? One bite at a time. How do you realize a vision? One goal at a time.

Ask participants: *What was the vision and what were some of the goals of the people in the video?* Look for the following responses:

Mark Shin

Vision—Sees himself designing running shoes

Some of his goals—

- Major in mathematics.
- Work in an athletic equipment store.
- Coach school track teams.

Lance Armstrong

Vision—Saw himself as a world-class cyclist

One of his goals—

- Qualify for the U.S. Olympic cycling team. (**Note:** Be sure not to rationalize his unethical conduct.)

Diane Atkins

Vision—Saw herself as an accountant

One of her goals—

- Join the military as a way of getting her education provided while she earned a living.

Jim Lovell

Vision—Saw himself as an astronaut

One of his goals—

- After his training, become one of the first astronaut pilots.

NASA

Vision—To put a man on the moon, fulfilling the vision for America provided by John F. Kennedy

Some of NASA's goals—

- Develop space travel with one astronaut per flight, test the rockets, and grow the technology (Mercury program).
- Continue developing space travel with two astronauts per flight, develop more technology, and conduct a walk in space (Gemini program).
- Continue developing space travel with three astronauts per flight, land on the moon, and explore the lunar surface with the lunar rover (Apollo program).



Show slide 2-7,
Setting Your Goals.

The presenter explains that vision is the big picture of future success—astronauts standing on the moon, a cyclist winning a world-class race, a student becoming a successful accountant, an athlete designing running shoes.

Goals are the steps that move us toward our vision.

Vision is the elephant. Goals are the bites of the elephant.

How do you realize a vision? One goal at a time.

The best goals are SMART Goals.

Introduce SMART Goals



Show video clip 2-8, Setting Your Goals (Part Two), which begins with “How do you reach your goals? You do it by setting SMART Goals.”

President John F. Kennedy had a dream—a vision—of putting a man on the moon by the end of the 1960s.

Can you tell me how many Apollo missions there were before an astronaut stepped on the moon? (There were 11.)

Who was the first Eagle Scout and the first man to step on the moon?
(Neil Armstrong)

Did they just build a rocket, have an astronaut climb in, and then launch it to the moon?

No, they were smart about how they set their goals. Goals that are SMART will lead you in the direction you want to go.

Each of the letters in SMART stands for an important test of a goal: Specific, Measurable, Attainable, Relevant, and Timely.



Show slide 2-9,
SMART Goals.

SPECIFIC

Specific means clear and understandable. A goal needs to be specific. Everyone needs to know exactly what’s involved.

Take the team that has a vision of climbing Mount Everest. They have set goals to establish four camps, each one higher up the mountain. Is this specific enough? Discuss participants’ responses of why or why not.

How can they make it more specific? Elicit responses and discuss the results. Be sure to cover the following possible responses:

- Map out location of each camp.
- Calculate number of trips vs. sherpas they need to supply each successive camp up the slope.
- How much food, fuel, etc., do they need at each camp? Note that everything goes through the first camp.

- Who will make the final trek to the summit? Who will stay at each base camp?
- How will they communicate between camps?
- How many tents do they need?

Is their goal now clear? Yes.

MEASURABLE

How do you know if you're done? You need a way to *measure* your goal so that you know when you have completed it.

How would the climbers know if they are done? When will they know if the camp is established? Elicit responses and discuss, including the following possible answers:

- All the tents are up.
- Everyone who is supposed to be at the camp is there.
- All the supplies made it up from the camp below.
- Communication is established.

ATTAINABLE

Attainable means it can be done. "I see myself as a famous rock star" might be a goal of yours, but it is unlikely to be fully realized—or is it? Is it a vision or a goal? It's a vision! It's big, it's a dream!

A goal can be challenging, but you should be able to see how you can reach it. It needs to be relevant—a step along the way to your vision. "I want to play the guitar really well." That's a much more attainable goal, one that fits the SMART Goals test and is necessary to be a famous rock star.

Let's go back to the team set on reaching the top of Mount Everest. Is their goal of establishing the four base camps attainable? How do you know? (Elicit a short discussion before going on.)

Each person brings his or her own set of skills, strengths, and ideas to accomplishing each goal along the path to reaching a vision.

The members of the Mount Everest team are all eager to have their expedition be a success, and they all have agreed that one of the goals on the way to fulfilling their vision is to establish the four camps. Some team members are better at breaking the trail up the slope, others at hauling heavy loads, others at pitching tents so they will stand up to severe weather. Everyone draws on their own strengths to help reach the team's goals.

RELEVANT

Relevant begs the question, Why are you doing it? Discuss how the goal of establishing the four base camps is relevant to the overall vision of reaching the top of Mount Everest.

All goals need to be related to achieving the vision, no matter how large or how small, whether they are short-term goals or long-term goals. If the goal is not connected to reaching the vision, why are you doing it?

TIMELY

Completing goals needs to happen within a certain amount of *time*. Otherwise, you can get stuck pursuing one goal and not move forward toward your vision. As you lay out goals, predict how long each will take. If one is going to require a great deal of time, it might be wise to break it into several smaller goals. Instead of trying to eat the elephant with huge mouthfuls, you are cutting it up into manageable bites.

On Mount Everest, a window of good weather lasts about a month each spring. Climbers must carefully plan the time it will take to establish each of their four camps and still have enough time to reach the summit, even if there are delays because of storms or other unexpected problems.

SUMMARY

The vision of getting to the summit of Mount Everest is a dream the climbers have. To reach it, they must work together and be smart about the goals they set. They must be (have them say it out loud with you): *Specific* (clear, understandable), *Measurable* (you know when you are done), *Attainable* (you can do it), *Relevant* (why you are doing it), *Timely* (done when it is needed).

The senior patrol leader asks participants to turn in their NYLT Participant Notebooks to the SMART Goals work sheet (also in appendix).

SMART Goals Work Sheet

Goals are steps toward fulfilling a vision. They are they bites that enable you to eat the elephant.

To be effective, a goal should pass the SMART Goals test. Use the space below to write ways in which a goal you are testing fulfills each requirement of a SMART Goal. (If you need more space, use the back of this page or additional sheets of paper.)

Specific

The goal is *specific* in these ways:

Measurable

The goal is *measurable* in these ways:

Attainable

The goal is *attainable* in these ways:

Relevant

The goal is *relevant* to the vision in these ways:

Timely

The goal is *timely* in these ways:



Show slide 2-10,
SMART Goals or
Weak Goals.

SMART Goals/Not SMART Goals

The presenter tells participants of a vision to be a physician helping people in urban neighborhoods. There are lots of goals that are the stepping stones toward realizing this vision.

Discuss whether each of these goals is a SMART Goal that really will result in progress toward the vision. Use the SMART Goals work sheet to help explain each decision.

- To pay for medical school, I'm going to win the state lottery.
- Next semester I'm enrolling in the college prep chemistry and biology classes at my high school.
- One evening a week I'm volunteering as an aide at a health clinic near my house.
- I'm going to read some books about some medical stuff.
- I have an appointment next week with my school guidance counselor to talk about courses I should take to get ready for college.
- I'm going to watch lots of medical shows on television.
- My parents are helping me plan to visit a medical school during my winter break this year.
- I have looked at advancement opportunities that can help me reach my goal of the highest achievement in my program.
- I'm going to buy my own stethoscope and teach myself how to use it.

Setting Individual Goals

Goals are essential for teams to fulfill their visions. Goals are important for people to realize personal visions, too.

The presenter tells participants that many of them have had a vision of success that includes becoming an Eagle Scout or earning the Silver Award. That's a mighty big elephant—those awards can't be earned overnight. What are some of the goals that would lead a Second Class Scout or new Venturer toward fulfilling that vision of achieving the most that Scouting has to offer?

On a flip chart, write down suggestions from the participants. To keep the discussion moving, add these:

- Pass the First Class swimming requirement at camp this summer.
- Go to NAYLE next summer.
- Take part in 10 campouts a year.
- Attend a high-adventure camp next summer.



Show slide 2-11,
Personal Goals.



Explain that those all seem like fine goals. But are they SMART Goals?

In these examples, “Attend a high-adventure camp next summer” is not a SMART Goal. It will certainly be a great experience, but it does not lead directly to fulfilling the vision of becoming an Eagle Scout.

Let’s look at some of the goals of that Second Class Scout who sees becoming an Eagle Scout as part of his vision of success. Are they SMART Goals?

On the flip chart, return to the goals suggested by participants and staff. Depending on how much time you want to spend, lead the group in applying the SMART Goals test. For example, “Pass the First Class swimming requirement at camp this summer.”

Specific—Yes. The First Class swimming requirement is very specific.

Measurable—Yes. The measure of success will be completing the swimming requirement to the satisfaction of the Scout camp aquatics staff.

Attainable—Yes. This is an attainable goal, though the Scout might need to take some lessons at a local pool and will need to practice a few times a week before going to Scout camp.

Relevant—Yes. It is a goal that will help fulfill the vision of becoming an Eagle Scout.

Timely—Yes. The goal can be completed this summer at Scout camp.

If time permits, apply the SMART Goals test to other goals that apply to the Venturing program. If there is a suggested goal that does not pass the SMART Goals test, help participants figure out how to revise the goal to make it worthy.

Patrol Goal-Setting Exercise

During the Finding Your Vision (Part One) session, each NYLT patrol used a work sheet to develop a vision of patrol success. Have the troop guides break the participants into patrols to begin the following exercise.

1. Refine the patrol vision to make sure it is a vision and not merely a goal.
2. Ask patrol members to review the statement of vision they developed for themselves, then write down five goals to achieve as a means of fulfilling their vision.
3. Ask one or more patrols to offer both their statement of vision and the goals they have identified as some of the steps that will move them closer to fulfilling that vision. Write the statement and the goals on the flip chart.
4. Invite the patrol to explain how they applied the SMART Goals test to each of their goals and what they discovered along the way. If any of the goals will benefit from revision, help patrol members work through the process until their goals fit the SMART Goals format.

5. Provide feedback from staff and from other participants on the patrol's use of the SMART Goals test—but not a judgment of the goals. The intent of this exercise is to help people learn to use the SMART Goals tool correctly.

Organizing Goals



Show slide 2-12,
Organizing Goals.

We can't complete every goal at the same time. There has to be some order in how we address them. Furthermore, some goals can be achieved in a short amount of time, while others are long-term goals that may require a number of smaller steps to complete.

Organizing goals and figuring out how to achieve them in the most effective way requires planning. We'll cover some effective ways to do just that in the NYLT session on planning, and then we'll have all the pieces of the Vision—Goals—Planning tool.



Show slide 2-13,
Vision—Goals—Planning.

Vision—What success looks like.

Goals—The accomplishments leading to fulfilling the vision.

Planning—How we will achieve each goal.

Summary



Show slide 2-14,
Summary.

Wrap up this session by asking participants to

- Explain what a goal is.
- Describe the SMART Goals goal-setting tool.

Remind them that

- Goals are the steps that lead toward fulfilling a vision.
- Having SMART Goals makes reaching that vision much more likely.

Close with this thought: You can choose to be adrift on a boat with no rudder, or you can build the rudder and get where you want to go.

Day Two: Model Leadership Council Meeting

Time Allowed 45 minutes

Format A model leadership council meeting presented in the round—that is, with the rest of the troop observing the proceedings. A youth staff member acting as narrator explains key points of the meeting to the observers.

Responsible Senior patrol leader

Location Troop site

Learning Objectives As a result of these activities, participants will be able to

- Describe the purpose of the leadership council.
- Discuss how a leadership council meeting should be run.
- Understand the roles and responsibilities of those who attend leadership council meetings.
- See an example of a youth-led unit in action.

Materials Needed ■ Leadership council meeting agenda (NYLT Participant Notebooks, appendix)

■ Course meeting plans for Day Two and Day Three (NYLT Participant Notebooks, appendix)

■ A roster listing the service patrol and program patrol assignments for the duration of the course (NYLT Participant Notebooks, appendix)

Recommended Facility Layout The meeting place should be prepared with a table and seating for the patrol leaders and the senior patrol leader. In a camp setting, this may be a picnic table. Ideally, the site will be the same location for all leadership council meetings throughout the course. However, the attendance by the entire troop as observers may make it necessary for this leadership council meeting to be held at a site that will comfortably accommodate everyone.

Place a chair for the Scoutmaster to the side and a little behind that of the senior patrol leader. The Scoutmaster will be serving as a coach and mentor to the senior patrol leader, but will not be conducting the meeting. Surrounding these chairs is seating for the rest of the course participants and staff attending the meeting only as observers.

Delivery Method

The Day Two leadership council meeting occurs in the round, that is, attended by patrol leaders and senior patrol leaders and observed by all other course participants and youth staff. The in-the-round setting provides an opportunity to model an ideal leadership council meeting.

The leadership council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

As the meeting unfolds, a narrator explains to the NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the leadership council meeting process and is able to explain it well to others. He should have a strong voice and stand outside of the circle of the leadership council.

Presentation Procedure

Leadership council meetings are a key tool unit leaders can use to develop youth-led units by coaching, guiding, and supporting youth leaders and by giving them the responsibility and freedom to lead.



Each NYLT participant and staff member will have an NYLT Participant Notebook containing core information that will be useful throughout the course—duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings. The notebooks are given out during the Day One Registration, Orientation Trail, and Camp Setup session. Participants should bring their notebooks with them to all sessions of the NYLT course.

Leadership Council Meeting Agenda

Day Two

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress being made by each patrol
- Announcements
- Program patrol and service patrol assignments
- Closing
- Scoutmaster's observations

Welcome and Introductions

The senior patrol leader welcomes everyone and acknowledges the presence of the rest of the NYLT course participants and staff. He or she explains the importance of this in-the-round meeting:

- It is an opportunity for everyone to see an efficient meeting format that can be used effectively with patrol leaders or with any other group gathering—a school committee, a work team, etc. Ask them to look for similarities to the patrol leaders' council in their home troop or to an officers' meeting in their home crew.
- It allows everyone to better understand what will be expected of patrol leaders throughout the remainder of the course.

Explain that they will see the real thing, and the narrator will explain the significance of what they are seeing.

The narrator welcomes the NYLT participants and introduces those who will be active participants in leadership council meetings—primarily the patrol leaders and the senior patrol leader.

Explain that the patrol leaders have come prepared to represent their patrols in the leadership council discussions and decisions. Explain that this is a model patrol leaders' council for the Boy Scouts in the audience and is a format that can be used by crew officers when holding their planning sessions with activity chairs.

The head of the patrol leaders' council is the senior patrol leader, not the Scoutmaster. However, it is the Scoutmaster's job to help teach the senior patrol leader how to make the most of these very important meetings.

During this time, not only are the troop plans and schedules decided upon by the patrol leaders, but also valuable instruction can be given on the basic elements of the patrol system and how to put them into practice in the troop. As the senior patrol leader was elected by all of the members of the troop, he holds a great deal of influence with them. That is why it is imperative that he has a thorough understanding of the patrol system and is desirous of doing all he can to help the troop carry it out.



As with most sessions of an NYLT course, the presenters of the model leadership council meeting convey information by using the Teaching EDGE (Explain, Demonstrate, Guide, Enable). The narrator explains a portion of a meeting, then members of the leadership council demonstrate an effective way to conduct that meeting section. As NYLT participants take part in leadership council meetings later in the course, youth and adult staff will guide them to succeed. Ideally, the NYLT experience will enable participants to conduct effective leadership council meetings when they return to their home units.

Pre-Meeting Discussion

The narrator explains that the Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a leadership council meeting. They go over the agenda and make sure everything is in order. The adult leader's role is to ensure the youth staff understands the agenda and can implement it. Once the meeting begins, though, the senior patrol leader is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the senior patrol leader now and then, but in a youth-led, youth-run unit, the unit's youth staff is in charge.

One of the unit leader's roles in a youth-led unit is to help Scouts realize how far they are progressing and developing as good leaders, even if they have not yet reached the vision they have set for themselves. The Scoutmaster helps the senior patrol leader set the direction of leadership council meetings so the program of the unit is consistent with the values of Scouting.

The senior patrol leader and Scoutmaster enact a brief pre-meeting discussion to show how the agenda is reviewed. The Scoutmaster lends support and encouragement to the senior patrol leader.

At the end of the pre-meeting discussion, the senior patrol leader calls the leadership council meeting to order, welcomes everyone, and asks each person in attendance to introduce themselves and state their current responsibilities with the NYLT course.

Purpose of the Meeting

The senior patrol leader directs the attention of the leadership council to the written agenda. Note that the purpose of this meeting will be to:

- Check on the progress of the patrols.
- Assign the duties of the program patrol and service patrol.
- Use Start, Stop, Continue as our evaluation tool.
- Use good communication skills to share ideas.

The narrator explains that a good meeting in *any* program (not just in the BSA) always starts with an agenda. This means that the meeting leader has put thought and preparation into the meeting so it can be efficient and effective.

Everyone attending a meeting should be prepared to take notes so they can communicate with their patrol members about the meeting. In order to take notes, always come prepared with a pencil or pen.

Reports on the Progress of Each Patrol

The narrator explains that the senior patrol leader runs the leadership council meetings, but that does not mean he or she does all the talking. This is a time for the senior patrol leader to listen and gather information about how the troop is running.

The senior patrol leader demonstrates by asking each patrol to use Start, Stop, Continue as a tool for giving a constructive report of the patrol:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What should they continue doing that is a strength and is working well?

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge offered by the Scoutmaster at the campfire on Day One, and stress the importance of beginning work on the presentation early in the NYLT course.



Excerpts from the Scoutmaster's challenge to the patrols to set out on a Quest for the Meaning of Leadership:

"Leadership means many things to different people. In the days to come, each patrol will be exploring leadership in many ways. To help us make the most of this experience, I want to challenge you this week to a Quest for the Meaning of Leadership.

"Each day your understanding of leadership is going to change. You will add new information with every presentation. As you practice leadership yourselves, you will learn a great deal about what works and what isn't very effective. As you watch the staff modeling different leadership styles, you will see the best that NYLT leadership has to offer.

"I'm challenging each patrol to develop a presentation that shares its understanding of the meaning of leadership. The presentation can be a skit, a song, a piece of writing, even something you construct. Each patrol will deliver its presentation on the last day of this NYLT course.

"Daily planning and working on the presentation throughout the course will encourage patrol members to come to agreements on how their patrol will proceed, and to add each day's learning to their presentation. The quartermaster will make available a variety of materials for patrols to use in their presentations, if you need them.

"All patrol members are expected to contribute to the success of their patrols during the development of the presentation. The final product should clearly reflect the combined efforts of many individual talents."

Announcements

The senior patrol leader makes any announcements relevant to the troop. Explain that patrol leaders have a responsibility to convey to their patrols information from the meetings of the leadership council. Note the time and location for the next meeting of the leadership council.

The narrator explains that Scouts who are not attending a leadership council meeting are depending on their patrol leader to give them the information just shared here. This is a big responsibility.

Program Patrol and Service Patrol Assignments

The senior patrol leader asks the assistant Scoutmaster for program to take the floor.

The assistant Scoutmasters explain the duties of the program patrol.

Remind those leaders of the Day Two service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Tell them that planning skills will be taught later, but that you are confident each of them has some skill in planning already; after all, they planned to attend NYLT.

Program Patrol (sample assignments)

- Troop assembly—Conduct the flag ceremony for the next day.
- Troop meeting—Prepare the meeting area.
- Troop meeting—Conduct the preopening activity. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the quartermaster should make those available.)

Service Patrol (sample assignments)

- Put the troop meeting area in order. (NYLT is a Leave No Trace program.)
- Maintain participant latrines and showers.

Staff Service Patrol

The senior patrol leader will make it clear to NYLT participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other areas for staff use. As equal members of the NYLT troop, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Summary

The narrator explains that it is important to repeat or summarize the proceedings to assure that everyone heard the primary messages and can ask clarifying questions if a patrol leader realizes he or she may have misunderstood something. It is the patrol leader's responsibility to get clarification.

The senior patrol leader then takes a few moments for a brief overview of the proceedings:

- Summarize the key points covered during the meeting.
- Remind the patrol leaders what they are expected to do and when they are expected to do it.
- Stress the importance of performing at the highest levels, using the Scouting ideals as their guides.

Scoutmaster's Observations

The narrator points out that it has been the senior patrol leader, not the Scoutmaster, who has been leading the leadership council meeting.

Restate the Scoutmaster's role as a coach and mentor to the senior patrol leader and other members of the leadership council. A Scouting unit should be youth-run. Adult leaders should do all they can to allow youth members of the unit to take responsibility for ensuring its success, and they should take an active role in developing the youth leadership team.

The Scoutmaster briefly discusses the importance of a leadership council meeting to the operation of a Scouting unit.

Compliment the Scouts, as appropriate, for behavior that you observed during the meeting that was especially consistent with the Scout Oath, Scout Law, Scout motto, or Venturing Code. (For example, the senior patrol leader was prepared for the meeting, or patrol leaders were respectful of one another during a difficult discussion.)

Closing

The narrator asks members of the audience if they have any questions about what they just observed.

If there is time, ask how many of them practice a similar format for their home unit version of a leadership council (patrol leaders' council or officers' meeting). It is important to end meetings on time rather than allow them to drag on.

The Scoutmaster thanks everyone for their participation in the leadership council meeting, answers any questions from members of the leadership council, then adjourns the meeting.

Day Two: Model Unit Meeting

Time Allowed 90 minutes

Format The NYLT syllabus is structured to represent the experience of a Scouting unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a time period of three weeks. The final week of a unit's month correlates to the Outpost Camp that participants embark upon during the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

Responsible Senior patrol leader, Scoutmaster, and other assigned staff

Location Troop site

Learning Objectives As a result of these activities, participants will be able to

- Conduct a well-prepared unit meeting built on the seven-step unit meeting plan.
- Discuss the impact of goal setting.
- Use the Teaching EDGE to teach a skill.
- Conduct an interpatrol activity based on the Teaching EDGE.

Materials Needed

- Photographs of possible pioneering projects (one set for each patrol)
- Three spars and ropes for lashing
- Figure-of-eight lashing instructions (appendix and NYLT Participant Notebooks)

Presentation Procedure The troop meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.



All youth and adult troop leaders should be present at troop meetings. Those who do not have specific roles in the proceedings of the meeting still will be available as coaches and mentors to the youth staff conducting the meeting and to NYLT participants.

As the meeting unfolds, a narrator explains to the NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the unit meeting process and is able to explain it well to others.

The role of the troop meeting narrator is similar to that of the narrator explaining key points of the Day Two leadership council meeting.

The narrator for the troop meeting should be a different youth staff member than the one who narrated the leadership council meeting. That will give a fresh voice to the troop meeting narration and will allow each of the narrators to focus their energies fully on preparing for a single presentation.



As with most sessions of an NYLT course, the presenters of the model troop meeting convey information by using the Teaching EDGE (Explain, Demonstrate, Guide, Enable). The narrator *Explains* a portion of a meeting, then the course's youth leaders *Demonstrate* effective ways to conduct that meeting section. As NYLT participants take part in troop meetings later in the course, youth and adult staff will *Guide* them to succeed. Ideally, the NYLT experience will *Enable* participants to conduct effective unit meetings when they return to their home units.

Session Introduction

The narrator welcomes everyone to the troop meeting. Let them know that, as was the case with the leadership council meeting, important parts of the troop meeting will be pointed out and explained by a narrator and that you are that narrator.

Tell participants that NYLT represents one month in the life of a Scouting unit. There will be a troop meeting each day for three days—the first three weeks of a month. The fourth week will be represented by the Outpost Camp—the big event that a unit works toward the rest of the month.

This first meeting is a model troop meeting. NYLT participants will take part in troop activities but also will be an audience watching how a good troop meeting is put together and conducted. It is fine to tell them that we are using the Boy Scout troop meeting model. There is no equivalent form for Venturing crews, but that does not matter—point out that the steps are universal. They simply need to apply the principles to their Venturing crew meetings, as appropriate. Smaller crews, just as is true with small troops, may not have enough members for an efficient “interpatrol” part of the meeting, but should know that this part of the meeting plan exists for times when a larger group is present.

There are seven steps to a good unit meeting.

Seven-Step Meeting Plan

1. Preopening
2. Opening
3. Skills instruction
4. Patrol meetings
5. Interpatrol activity
6. Closing—Scoutmaster's Minute
7. After the meeting

Ask participants to turn to the Day Two Unit Meeting Plan in their NYLT Participant Notebooks. Explain that every good unit meeting follows a plan like this.

Point out that the troop meeting plan, with lots of great ideas of activities to bring meetings to life, can be found in the BSA publication *Troop Program Features*, which was mentioned during the session on Preparing Your Plans.

Show participants a copy of *Troop Program Features*. Let them know where the copy will be kept during the NYLT course, and invite them to take a closer look at it in their free time. Again, remind the Venturers that this can be a useful tool to them as well, without detracting from the Venturing program. They can use it as desired in their home units.

Add this thought: “You can develop a terrific plan, but if you don’t follow it, not much will happen.”

The patrol leaders’ council uses *Troop Program Features* to plan troop meetings. Ideally, the Scoutmaster checks with the senior patrol leader 48 hours before a troop meeting to make sure everything is ready. These are important steps that should not be skipped.



The troop meeting plan has been described in some detail, and this basic model will continue to be used in patrol meeting plans throughout the course. In practice, not all units use this exact model; for example, a crew meeting might not always have a skills instruction component or an interteam activity. However, this model can be used in any unit and is worth practicing.

Day Two

UNIT MEETING PLAN

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening		Patrol leaders	20 min.	20 min.
Opening ceremony	Scouting ideals	Program patrol	5 min.	25 min.
Skills instruction	Lashings	Troop guides	25 min.	50 min.
Patrol meetings	Planning the pioneering project	Troop guides	25 min.	75 min.
Interpatrol activity	Lashing challenge	Troop guides	25 min.	100 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	105 min.
After the meeting	Debrief, plan ahead	Leadership council and council director		

Troop Events

Preopening

The narrator explains that the preopening is the first step of a good troop or unit meeting. It might be a game or skill activity that Scouts can join in as they arrive. While that is going on, the senior patrol leader, patrol leaders, and Scoutmaster quickly go over the plan for the meeting and make sure everything is in order.



The senior patrol leader, patrol leaders, and Scoutmaster demonstrate by enacting a brief pre-meeting discussion to show how the troop meeting agenda is reviewed. They gather in the middle of the assembly area where all participants can see and hear them.

Because the patrols are newly formed, the troop guides will represent the patrols during this preopening.

The senior patrol leader checks with the troop guides to see who has responsibility for the main parts of the upcoming troop meeting—the opening, the skills instruction, the patrol meetings, and the interpatrol activity.

Ask if each troop guide has the resources the patrol needs to carry out its portion of the meeting.

Ask the Scoutmaster if there is anything else requiring attention before the opening of the troop meeting.

During the preopening, the Scoutmaster provides coaching for the senior patrol leader but allows him to lead the preopening. He or she suggests one or two points the senior patrol leader might consider. (Do the participants have plenty of water with them? What's the backup plan for the outdoor activities if the weather turns bad?)

Give a few words of encouragement and express confidence that the troop's youth leaders are ready for the meeting to begin.

The narrator explains that in a regular unit meeting, this discussion among the unit's youth leaders would take place while the rest of the unit members are involved in the preopening activity.



During preparations for the NYLT course, staff should select a preopening activity from *Troop Program Features*. Showing participants the exact source of the activity can encourage them to use *Troop Program Features* with their home troops. If possible, find an example that has equal relevance to a crew.

The youth staff member in charge of the preopening activity conducts a brief preopening activity from *Troop Program Features*.

Opening Ceremony

The narrator explains that the second step of the seven-step unit meeting plan is the opening. It is the official beginning of the meeting. It sets the tone of the meeting with a flag ceremony (if there has not already been one that day) and the reciting of the Scouting ideals.

The senior patrol leader demonstrates by inviting troop members to make the Scout sign and recite the Scout Oath.

Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

The narrator explains that the third of the seven steps of a successful unit meeting is skills instruction. The skills being taught should fit into other activities the unit is doing during the month. A unit that is going on a kayaking trip, for example, might use skills instruction to help patrol members learn how to stow camping gear into a kayak, or how to maintain a kayak after a journey.

This afternoon, the patrols of our NYLT course will be building pioneering projects. The skills instruction portion of this course meeting focuses on a lashing that might be useful in completing those projects.

The senior patrol leader demonstrates by asking the team guides to conduct the skills instruction portion of the course meeting.



The rope used for skills instruction should be real rope, not twine or string. Rope that is too light or flimsy is hard for Scouts to use effectively and makes learning difficult.

The troop guide of each patrol will serve as the patrol's instructor for this Scouting skill.



Before the NYLT course begins, troop guides should practice making a tripod with the figure-of-eight lashing until they know it very well. They must be able to demonstrate the lashing without using the handout.

Using good communication skills, tell your patrol that you are going to teach everyone how to lash together a tripod using the figure-of-eight lashing.



While troop guides are teaching a lashing method, they are also modeling how to teach. All teaching should be done using the Teaching EDGE—*Explain, Demonstrate, Guide, and Enable.*

The troop guides explain what the figure-of-eight lashing is and how it can be used.

Describe the steps you are going to use to make the lashing and form the tripod.

Demonstrate the steps for making the lashing:

Step 1—Lay the three spars alongside each other, butt to butt, tip to tip.

Step 2—Apply the lashing to the three tips, placing the lashing 12 to 18 inches from the tip ends.

Step 3—Start the lashing with a clove hitch around one of the outside spars.

Step 4—Wrap the short end of the rope around the standing part of the rope as you start the wrapping turns.

Step 5—Make six or more loose wrapping turns over and under the spars.

Step 6—Make two or three frapping turns between each pair of spars.

Step 7—Finish the lashing with a clove hitch.

Step 8—Set up the tripod by spreading apart the butt ends of the spars into the shape of an equilateral triangle.



Troop guides should emphasize the following points:

- Make the wrapping turns loose. Otherwise you will not be able to open the tripod.
- The completed tripod can be reinforced by lashing additional spars from one tripod leg to the next near the butt ends. This is an important step if the tripod is to hold weight.

Refer participants to the handout illustrating the steps for making the lashing. Encourage them to use the illustrations as guides while practicing how to make the figure-of-eight lashing.

The troop guide asks several patrol members to come forward. Provide each with spars and rope and ask each of them to tie the lashing. Observe their progress, guide them when they need assistance, and offer suggestions. Whenever possible, use the Start, Stop, Continue evaluation tool as your means of providing suggestions.

After the volunteers are done with their lashings, take a few moments to evaluate the quality of their tripods. Ask others in the patrol for Start, Stop, Continue input.

For example, the troop guide might tell the volunteers to start making the wraps of the lashing looser so that it is easier to open up the tripod. They might want to stop leaving loose ends of the rope dangling. They might want to continue all the steps they got right—continue placing the spars tip to butt, continue using clove hitches to begin and end the lashing, etc.

Guide all the patrol members as they tie the lashing themselves.

Enable the patrol members—empower them, believe in them, and give them the time and materials they need to practice the lashing until it becomes second nature for each of them. You will be there if they have questions or need help acquiring more materials, but you are sending them off to use the skill on their own in any situations where they will find the skill useful.

Patrol Meetings

The narrator explains that the fourth of seven steps of an effective unit meeting is the opportunity for each of the patrols to hold a patrol meeting.

The patrol meetings often are devoted to activities that prepare the patrol for upcoming unit events.

The senior patrol leader asks the patrol leaders to take charge of their patrols. Much of the afternoon will be devoted to patrol pioneering projects. NYLT participants can devote the current patrol meeting to planning. Each patrol will have the opportunity to plan and build one of a number of possible pioneering projects—a tower, monkey bridge, etc. Tie the project back to the marshmallow-spaghetti challenge. Consider having participants build a flag pole for their patrol flag or course flag.

Distribute copies of the pioneering project photographs. Tell the patrols that they are welcome to build any one of these projects, or to construct a project of their own design.



Distributing photographs rather than diagrams will give patrols a general idea of various pioneering structures, but will not give them a blueprint for their construction. The idea is to open up the possibilities for patrols to work out their own designs and the solutions to the questions of lengths of materials to use and lashings that will hold everything together.

Each patrol is required to write out their plan using the What, How, When, Who Planning Tool. Hand out copies of the planning worksheet again. Refer to the morning session and what they learned from the marshmallow-spaghetti challenge.

The senior patrol leader, quartermaster, and other staff will be available to answer questions from the patrols about the availability of materials, locations for construction, and appropriateness of project design.



The troop guide stays on the sidelines of the patrol meeting but is always ready to guide the patrol leader and provide coaching and support to all patrol members.

Interpatrol Activity

The narrator explains that the interpatrol activity is the fifth of the seven steps of an effective unit meeting.

This part of the meeting allows all the patrols to interact with one another in a competition or in a cooperative effort. The activity could be a game that tests the skills participants are learning for an upcoming activity—a race by each patrol to set up a tent properly, for example, or for patrol members to tie a set of knots correctly.

The senior patrol leader asks the troop guides to explain and conduct the interpatrol activity—the lashing challenge.

LASHING CHALLENGE

Patrols line up on one side of the activity area. On the other side is a set of lashing materials for each patrol—three staves and enough rope to make a tripod lashing.

At the command to go, two patrol members run to the materials and use a figure-of-eight lashing to form a tripod. The troop guide for that patrol will be nearby to offer verbal guidance if a pair of patrol members is having particular difficulty with the lashing.

As soon as the troop guide for the patrol declares the lashing correctly tied and the tripod formed, the pair of patrol members runs back to their patrol and tags the next pair.

The second pair runs to the tripod, disassembles it, coils the rope, and places the materials neatly on the ground. The moment that is done, the troop guide signals to the pair that they can return to their patrol.

The next pair runs to the materials and again uses the lashing to form a tripod. The game continues until all members of the patrol have had a chance to be those who tie the lashing and those who untie it.

Closing—Scoutmaster’s Minute

The narrator explains that the sixth step of a good unit meeting is the closing.

Until now, the meeting has been run by the youth leaders of the troop. The Scoutmaster has been on the sidelines, ready to assist the youth leaders if they require some help, but has allowed them to lead the meeting to the fullest extent possible.

The closing is the Scoutmaster’s chance to step forward with a few meaningful words for the unit.

For example, a Scoutmaster’s Minute for this meeting might build on the idea of a compass.

The Scoutmaster demonstrates a Scoutmaster's Minute. Draw out a compass:

"A compass is a valuable tool in the outdoors. It can keep us pointed in the right direction even if we are going through territory that is new to us. It can help us find our way.

(Puts the compass away.)

"But what happens if you keep your compass in your pocket and never look at it? What good is it for guiding you? It's not helpful at all, is it? If your compass is to be helpful in showing you the way, you need to get it out and use it.

(Bring the compass back.)

"The same is true of the Scout Oath. It is the compass that can guide us through life. But it's no good if we ignore it. It is of no use if we simply recite it at the beginnings of meetings and then don't use it regularly to check our direction and make sure we're always headed in the right direction."

After the Meeting

The narrator explains that the seventh and final step of a unit meeting is a standup meeting of the leadership council. It is informal and brief enough to be conducted with members of the leadership council standing in a circle.

The point of the standup meeting is for the senior patrol leader to lead the rest of the leadership council in a quick review of the meeting that has just ended and to make sure that everyone is ready for the unit's next activity or meeting.

The senior patrol leader invites members of the leadership council to gather for the standup leadership council meeting. (In this case, the leadership council will include the senior patrol leader, assistant senior patrol leaders for program and service, the troop's patrol leaders, and the troop guides assigned to the patrols.)

Review the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Go over assignments for the next troop meeting, and be sure everyone knows their role.

Close the standup meeting with words of praise and positive reinforcement.

Thank the group for a job well-done. Adjourn.

The narrator reminds participants that:

- A good unit meeting follows the seven-step unit meeting plan.

Lastly, the senior patrol leader can thank all of the troop members for their participation in the model troop meeting, and dismiss them.

Day Two: Scouts' Worship Service

Time Allowed 50 minutes

Format

The Scouts' worship service has two parts:

- **Explain—The instructional portion.** A discussion of issues surrounding religious observances in Scouting settings and guidelines for developing meaningful worship services.
- **Demonstrate—The model service.** Staff members conduct a worship service with songs, readings, and other presentations that illustrate the instructional concepts.

Responsible Staff

Location Chapel

Learning Objectives

By the end of this session, participants will

- Have experienced an appropriate Scouts' worship service.
- Be able to plan a Scouts' worship service.
- Be able to discuss the importance of religious services for a unit.

Materials Needed

Photocopies of selected hymns, responsive readings, unison prayers, etc. (These can be placed in the NYLT Participant Notebooks ahead of time.)

Recommended Facility Layout

A quiet setting where all participants can be comfortably seated as they take part in the proceedings.

Presentation Procedure

Instructional Presentation

The session facilitator can lead a discussion of key issues surrounding religious observance in Scouting. The nature of the discussion will vary with different courses depending on the backgrounds and information needs of the participants. Among the issues that may be covered are these:

WHY INCLUDE RELIGIOUS SERVICES IN SCOUTING?

The BSA's Charter and Bylaws recognize the religious element in the training of its members, but it is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home and the religious institution.

From the BSA's Charter and Bylaws:

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

From the *Boy Scout Handbook*, 12th edition:

A Scout is REVERENT. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.

Wonders all around us remind us of our faith in God. We find it in the tiny secrets of creation and the great mysteries of the universe. It exists in the kindness of people and in the teachings of our families and religious leaders. We show our reverence by living our lives according to the ideals of our beliefs.

Throughout your life you will encounter people expressing their reverence in many different ways. The Constitution of the United States guarantees each of us complete freedom to believe and worship as we wish without fear of punishment. It is your duty to respect and defend the rights of others to their religious beliefs even when they differ from your own.

WHAT IS A SCOUTS' WORSHIP SERVICE?

The explanation provided by Baden-Powell is as valid today as when he wrote it:

. . . I think the Scouts' [worship service] should be open to all denominations, and carried on in such manner as to offend none. There should not be any special form, but it should abound in the right spirit, and should be conducted not from any ecclesiastical point of view, but from that of the boy. . . . We do not want a kind of imposed church parade, but a voluntary uplifting of their hearts by the boys in thanksgiving for the joys of life, and a desire on their part to seek inspiration and strength for greater love and service for others.

—Baden-Powell

Printed in *The Scouter*

November 1928

BASIC CONCEPTS FOR PLANNING A SCOUTS' WORSHIP SERVICE

Choose a setting that lends itself to the occasion and promotes reverence—a grove of trees, a site with a view of a lake, pond, or brook, etc. For small groups, sitting in a circle can be a very effective arrangement.

Everything must be in good taste. The service should be planned, timed, and rehearsed (generally 30 minutes maximum).

It should go without saying that those attending a Scouts' worship service will be courteous, kind, and reverent. Participants should respect the rights and feelings of others even if their beliefs and religious practices differ from their own.

Everyone in attendance should have opportunities to participate, if they wish, through responsive readings, silent and group prayer, singing, etc.



Not all religions will find this format acceptable. Youth and adult troop leaders must be sensitive to the beliefs of all who are coming to an NYLT course and adjust the content and presentation of the Scouts' worship service appropriately.

RECOGNIZING DIVERSITY IN A SCOUTS' WORSHIP SERVICE

Scouts practice many faiths. When there is a mix of faiths represented by participants involved in a Scouting outing, ask all Scouts to participate in the planning of a Scouts' worship service and to assist in leading the service.

Because different faiths observe different religious practices and have a variety of holy days, it is not always possible to conduct an interfaith service in a time frame that fully recognizes their individual religious obligations. This should be acknowledged and discussed ahead of time so that opportunities can be built into the schedule to allow for all Scouts to meet their religious obligations.

A multifaith, or interfaith, Scouts' worship service is a service that all Scouts and Scouters may attend. Therefore, much attention must be paid to recognizing the universality of beliefs in God and reverence. With that in mind, perhaps the most appropriate opening for a Scouts' worship service is, "Prepare yourself for prayer in your usual custom."

Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that they can decide if it is appropriate for them to attend.

Summary

Whenever possible, BSA outings and activities should include opportunities for members to meet their religious obligations. Encourage Scouts and Scouters to participate. Even the opportunity to share the uniqueness of various faiths, beliefs, and philosophies with other members may be educational and meaningful. Planning and carrying out religious activities can be as simple or complex as the planners choose to make them.

Care must be taken to support and respect all the faiths represented in the group. If services for each faith are not possible, then an interfaith, nonsectarian service is recommended. Scouting leaders can be positive in their religious influence while honoring the beliefs of others.

Scouts' Worship Service

At this point, the Scouts' worship service can shift from instruction to example as staff members offer a brief service that follows the guidelines set out above. There are many formats for Scouts' worship services. For example:

Scouts' Worship Service

1. Call to worship
2. Hymns or songs
3. Scriptures or readings from a variety of religious or inspirational sources
4. Responsive reading
5. Personal prayer
6. Group prayer
7. Inspirational reading or message
8. Offering (World Friendship Fund)
9. An act of friendship
10. Benediction or closing

Day Two: Movie Night

Time Allowed 160 minutes

Format A relaxed setting for watching and then discussing a movie

Responsible Staff

Leaders Senior patrol leader, patrol leaders

Learning Objectives By the end of this session, participants will

- Expand their views on the concepts of Finding Your Vision, Setting Your Goals, and Preparing Your Plans.
- Develop fellowship among NYLT participants.

Materials Needed

- The movie “Apollo 13,” a VCR/DVD player, and a TV/projector screen
- Cracker barrel refreshments

Conducting Movie Night

Movie night is designed to be social, educational, and enjoyable. It combines the refreshments of the cracker barrel with viewing of a movie that connects with themes of the NYLT course.

A presenter—perhaps the senior patrol leader—can introduce the film and at its conclusion lead a discussion to draw out important points in the movie that relate to the NYLT course.

Before the movie begins, the presenter welcomes everyone and invites them to enjoy the movie and the cracker barrel refreshments.

As they watch the film, the presenter encourages participants to look for examples of Vision—Goals—Planning.

At the conclusion of the film, the presenter leads a brief discussion of the film to bring out some of the key points relating to NYLT. He begins by exploring ways that Vision—Goals—Planning were presented in the story.

Questions that might open up further discussion include:

- What challenges faced the team when its membership changed? How did team members deal with those challenges?
- What steps did the team use to solve problems? Are there similarities with the ways the teams solved problems during today’s marshmallow-spaghetti challenge and the pioneering project challenge?
- What roles did family and friends play in the efforts of the Apollo team?
- What role did faith play in the story?
- Who were the leaders?

Movie Night Debrief Ideas

Apollo 13

Based on the true story of the ill-fated 13th Apollo mission bound for the moon, Apollo 13 shows the trials and tribulations of the Apollo 13 crew, mission control, and families after a near-fatal accident cripples the Apollo spacecraft 205,000 miles from Earth.

Discussion Questions

Vision – Goals – Planning

What was Jim Lovell's vision? [Walk on the moon]
NASA's vision? [Successful moon mission]

How did their visions change? [Get home alive]

What goals were set to get the team home? [Preserve power, extend oxygen, keep them on course, power-up the entry module]

Problem-Solving

Did the team experience any problems? What? [Explosion in space, losing oxygen, arguments, rising CO₂]

How did ground control handle the various problems? [New procedures, open communication, worked together as a team.]

Team Development

What stage was the team in at the start of the movie? [Performing]

What caused them to revert back to "Forming"? [Jack Swigert replaced Mattingly on the team]

When did the new team "Storm"? [During prelaunch practice, onboard following the explosion, in the lander when oxygen levels dropped]

When did the new team start to "Norm"? [When looking down at the moon]

Did the new team ever "Perform"? [Yes]

Leading EDGE™

When did Lovell "Explain"? [In lander when they were frustrated and starting to argue]

When did Lovell "Guide"? [When he watched while Swigert powered up the LEM]

When did Lovell "Enable"? [He let Swigert have the pilot seat for re-entry]

Movie Scenes

Lovell on earth hiding moon behind his thumb.
NASA meetings and system checks prior to launch.

Lovell in space hiding earth behind his thumb.
Gene Crantz at blackboard, "I want that line all the way back to earth!"
Lovell asking "Gentlemen, what are your intentions?"

Swigert shutting down the LEM. Team moving to the lunar lander. Lovell and Haise making course corrections.
Mattingly creating a power-up sequence.

"Houston, we have a problem!"
"We are venting something into space."
"Ground, our CO₂ levels are at 15%."

Decision to shut down power and move to lander.
Finding way to "Put a square [filter] in a round hole."
Mattingly devising new power-up sequence.

Ken Mattingly wanting to practice again after a perfect dock with the mock lunar lander.

Discussion with doctors regarding Mattingly possibly having measles.

Swigert having trouble docking with lander.
Fred Haise blaming Swigert for the explosion.
Arguments between crew members.

Looking out the lander window at the moon.
After power-up ... "Good job, Jack."

Working together to move to the lander.
Working together to assemble the CO₂ filter.

Haise and Swigert are arguing and Lovell says, "We're not going to do this ..."

Lovell notices yellow sticky, "What's this for?" Swigert explains. Lovell, "Good thinking."

Lovell letting Swigert have pilot seat for re-entry. "Sorry, it's a habit. She's all yours!"

NOTE: Use any other questions and examples you might think of.

Remember the Titans

The true story of a newly appointed African-American coach and his T.C. Williams High School football team on their first season as a racially integrated unit.

Discussion Questions

Vision – Goals – Planning

What was Coach Boone's vision? [A "perfect" team]
Coach Yost's vision? [Hall of Fame]

Did they achieve their visions?
[Boone – Yes; Yost – No]

How did Yost's vision change? [Wanted to be part of T.C. Williams' winning team]

Problem-Solving

What problems did the team face? [Racism, pressure on Boone from school board]

Did their game plans always work? [No. "Rev" got hurt, Petey moved to defense, strategy was ineffective in last game]

What did they do to solve their problems? [New QB, moved Petey to defense, reorganized in 4th qtr]

Team Development

When did the team "Storm"? [First team meeting, getting on the bus, at early practices]

When did the team "Norm"? [Mid-season]

When did the team "Perform"? [Final game]

Leading EDGE™

When did Coach Boone "Explain"? [First meeting]

When did Boone "Demonstrate" and help move the team from Storming to Norming? [at Gettysburg]

When did Boone "Guide"? [Mid-season]

When did Boone "Enable"? [Final game]

Conflict Resolution

What did Coach Boone do to resolve the racial conflict? [Paired white players with black players and had them learn about each other]

Did it work? [Yes]

Movie Scenes

Boone's opening practices with team members.
Yost's discussions with the Hall of Fame committee.

Victory celebration following final game.
Other coach to Yost, "You just lost the Hall of Fame."

Yost to Ref, "You call this game fair, now."
"I hope you boys have learned as much from me ..."

Opening riot scene.
First meeting and arguments between players.
Committee intent on firing Boone after first loss.

"Rev" got hurt.
"Petey" fumbling the ball and getting benched.
Down 14 – 0 at half time

Put "Sunshine" in at QB
Yost puts Petey in at cornerback
Top players play both ways and "Rev" runs the ball

Old "white" team coming into the first meeting.
Gerry to Boone, "We're covered on defense ..."
Gerry and Julius "getting particulars" at practice.

"Coach ... we're gonna warm up a little different."

"You demanded we be perfect ... I want to leave the field that way tonight."

"This is a dictatorship; I am the law!"

Early morning run to Gettysburg and Boone's speech about the sacrifice of those who died there.

"... warm up a little different." "All right.."

Let Gerry make the decision to kick player off team.
Let Yost run his own defense and ask him for help.

Lastic telling about roommate during lunch.
Gerry and Julius "getting particulars" at practice.

Gerry in hospital, "Are you blind, that's my brother."
Boone to Yost, "You're Hall of Fame in my book."

NOTE: Use any other questions and examples you might think of.

Miracle

Miracle tells the true story of Herb Brooks, the player-turned-coach, who led the 1980 U.S. Olympic hockey team to victory over the seemingly invincible Russian squad.

Discussion Questions

Vision – Goals – Planning

What was Coach Brooks' vision? [Beat Russia]

What was the players' vision? [Play in the Olympics]

How did Coach Brooks convey his vision to the team? [Talked about the Russians, game clips, strategy]

Team Development

When did the team “Storm”? [Fights between team members, arguing about skills, placing blame, not focusing during games, holding on to college alliances]

How did Brooks move the team into “Norming”? [Sprints following the Norway game]

When did the team start to “Norm”? [Uruzione at end of sprints]

When did the team “Perform”? [During the Olympics]

Leading EDGE™

When did Brooks “Explain”? [Immediately following team selection, early practices]

When did Brooks “Guide”? [Tasking the “cone heads” to stay together as a line, working with Jim Craig to be a better goalie]

When did Brooks “Enable”? [Decision to send late addition to team home, decision to keep O.C., challenging players' commitment to the game.]

Conflict Resolution

What conflicts faced the team? [Rivalry between Boston and Minnesota]

How did Brooks handle the conflict? [Let them fight, then set an expectation of performance]

Diversity

What diversity issues did they face? [Rival team members]

Movie Scenes

Meeting with US Olympic Committee

Opening day of tryouts.

Practices and team meetings.

Fight during practice. Brooks to Craig, “Let them go.”
Conversation between players in bar.
Players checking out girls in the stands.
“Who do you play for?”

Sprints following the Norway game. “Again!”

“Mike Uruzione! ...” Brooks, “Who do you play for?”
Uruzione, “I play for the United States of America.”

Olympics matches. Particularly, against Russia.

“They are the fortunate ones ... I'll be your coach; I won't be your friend. If you need one of those ...”
Drawing strategies during practices.

Brooks, “I'd like to keep you three together on the same line. You OK with that?”
“I want to see the goalie that wouldn't take the test.”

To Brooks, “We're a family! ...”
Brooks to O.C., “I'm keeping you.”
Game with Sweden, “You're not a hockey player!”

O.C.'s anger towards players who “stole his championship” with an alleged cheap shot.

Fight during practice. Brooks to Craig, “Let them go.”

Looking at tryout roster, “Lots of players from Boston and Minnesota]

NOTE: Use any other questions and examples you might think of.

Cool Runnings

Based on the true story of the first Jamaican bobsled team trying to make it to the winter Olympics.

Discussion Questions

Vision – Goals – Planning

What was Derice, Junior, and Baldy's Vision? [Compete in the Olympics]

What were their goals to achieve their vision? [Train regularly, place top 4 in qualifying race]

Did the vision change? [No, just the event]

Did they fulfill their vision? [Yes]

Problem-Solving

What problems did they face? [Not finishing 100-meter final, not having a sled, inexperience and lack of skill, opposition from other teams and Bobsled Commission]

How did they face the problems? [Pursued a new event, capitalized on their strengths, met their opposition by performing well, finished the race.]

Team Development

When did they "Storm"? [Junior and Baldy fighting at first meeting, arguing during practice]

When did they "Norm"? [Baldy helping Junior gain confidence, changing chant from German to Jamaican]

When did they "Perform"? [Junior standing up to his dad, dressing and acting like a team, carrying sled across finish line.]

How did the team "change" in each of the phases? [Uniforms and bobsled increasingly refined.]

Leading Edge

When did Blitzer "Explain"? [First meeting and practices]

When did Blitzer "Enable"? [On the final run]

Conflict Resolution

How did Blitzer resolve the disqualification? [Confronted Commission with their own values]

How did they resolve conflict with other teams? [Focused on their own strengths and met the challenge]

Diversity

Did they face any prejudice? [Teams mocking them for trying a winter sport]

How did they overcome the prejudice? [Gained respect by "looking" like a real team, ran their own race in their own way]

Movie Scenes

Derice, "I've waited my whole life for this. I was born to compete in the Olympics"

Derice "getting in one more run" before he goes to work. All three in 100-meter final. Training in Calgary.

Derice learning about Winter Olympics and encouraging others to form a bobsled team.

59 sec Olympic qualifier. "Follow your dreams."

Junior trips during 100-meter final.
Practicing with a push-car.
Commission changing the rules.

Decision to form a bobsled team.
Found members with same vision, goals, and skills.
Blitzer fighting for teams right to represent country.
Team carrying sled across finish line after crash.

First team meeting with Blitzer.
Practice runs in Jamaican push-car.

Nightclub scene.
Sanka to Derice, "I can only be Jamaican ... We need to bobsled Jamaican."

Junior standing up to his dad.
Getting their new uniforms and painting the sled
Final race at the finish line.

Various clips throughout.

First meeting with team members.
Practice runs in push-car and sled.

"I'll see you at the finish line."

Blitzer fighting for teams right to represent country.

German and Swiss teams clapping for Jamaica at end of final run.

Baldy on first real sled run, "We're different. People are always afraid of what's different."

Showing up at the starting line despite ridicule.
Getting their new uniforms and painting the sled.
Devising their own unique start routine.

NOTE: Use any other questions and examples you might think of.

Day Three: Troop Assembly

Time Allowed 30 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

Learning Objectives By the end of this session, participants will

- Have gathered for Day Three of the National Youth Leadership Training course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scout Oath and the Scout Law.
- View or participate in a flag ceremony presented by the program patrol.
- View or participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Be able to discuss key parts of a good assembly.
- Be able to recognize good communication skills.

Recommended Facility Layout Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)

Presentation Procedure

Opening

The patrol leaders lead their patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader takes charge of the meeting, using the Scout or Venturing sign to bring the assembly to order. He welcomes participants to Day Three of NYLT and expresses pleasure in having everyone there.

Explain that Day Three symbolizes the third week of the month for a normal Boy Scout troop. There will be a variety of presentations and activities during the day, as well as a troop meeting.

Flag Ceremony

Instruct NYLT course members to use the Scout or Venturing salute while the flag is being raised. Ask the program patrol of the day to present the colors and raise the American flag, then invite the program patrol to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix for Day Two.

Instruct the program patrol color guard to raise the historic flag and the NYLT course flag.

Ask the troop members to make the appropriate sign and recite the Scout Oath and the Scout Law.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Patrol Leader and Assistant Patrol Leader Installation

The senior patrol leader asks the Day Two patrol leaders to introduce the Day Three patrol leaders to the participants, then the Day Two assistant patrol leaders to introduce the Day Three assistant patrol leaders. Encourage those making the introductions to use effective communication skills.



As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course can be found in the Sample Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The senior patrol leader begins the installation. He or she should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the troop flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing his or her left hand on the patrol leader's right shoulder.
- Instruct them all to give the Scout or Venturing sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting."
- Welcome them as the troop's new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

The assistant Scoutmasters briefly review the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Coordinate the troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Complete other duties as assigned at the patrol leaders' council meeting.

Service Patrol (sample assignments)

- Put the troop meeting area in order after meetings. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Complete other duties as assigned at the patrol leaders' council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag.



The exchange of symbols for the program patrol and service patrol should not overshadow the installation of the day's patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrol can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of patrol leadership.

STAFF SERVICE PATROL

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the troop, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.



For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as a guide, the assistant Scoutmaster in charge of the service patrol makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another B-P Patrol streamer each day of the NYLT course.

Scoutmaster's Minute

The Scoutmaster presents his Scoutmaster's Minute for Day Three:

"Here's a question for you. How many fingers are there in the Scout sign?"

"Many people say three—the three big fingers. But, of course, the thumb and little finger have roles to play, as well. In fact, it's the thumb and little finger that are out in front, representing the unity of Scouting worldwide. Without them, you can't really make the Scout sign.

"A diversity of fingers makes up the Scout sign. They are all different. We value them for the ways in which they are like one another, and also for the ways in which they differ. Five fingers, each of them unique, all of them working together toward the common goal of forming the Scout sign. And the same five diverse fingers can also be used to form the Venturing sign, a little bit similar and a little bit different.

"You'll spend much of today exploring patrol development and acting together as members of a patrol. A great strength of your patrol, and of all groups—our schools, our churches, even our nation—is the diversity that members bring.

"As you go through today's sessions, keep in mind the Scout sign and the diversity that makes it possible."

Conclusion

The senior patrol leader thanks the Scoutmaster and brings the course assembly to a close.

Day Three: Patrol Leaders' Council Meeting

Time Allowed 45 minutes

Responsible Senior patrol leader

Location Patrol leaders' council site

Learning Objectives

By the end of this session, participants will

- Be able to discuss how to run an efficient, well-planned meeting.
- Be empowered with the resources and guidance to help them lead their patrols.
- Report on patrol progress on their presentation for the Quest for the Meaning of Leadership.
- Experience representational leadership as leaders representing their patrols.
- Know what patrols are responsible for upcoming course assignments.
- Use Start, Stop, Continue to evaluate patrol performance.
- Practice good communication skills.

Materials Needed

Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings.

Delivery Method

Unlike the Day Two patrol leaders' council meeting (which occurred in the round with all participants and staff either taking part or observing), the patrol leaders' council meetings that occur throughout the remainder of the course involve only the members of the patrol leaders' council: the senior patrol leader, assistant Scoutmasters for program and service leader, the patrol leaders of the day, and the Scoutmaster.

The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

Patrol Leaders' Council Meeting Agenda

Day Three

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress being made by each patrol
- Assignments for the upcoming troop meeting (leading patrol planning for the Outpost Camp)
- Program patrol and service patrol assignments
- Announcements
- Closing
- Scoutmaster's observations

Welcome and Introductions

The senior patrol leader takes charge of the meeting, introduces those persons attending the patrol leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the patrol leaders' council to the written agenda. Note that the purpose of this meeting will be to:

- Hear reports on the progress being made by each patrol.
- Make assignments for the upcoming troop meeting (leading patrol planning for the Outpost Camp).
- Make program patrol and service patrol assignments

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Patrol

The senior patrol leader asks each patrol leader to report on his or her patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What can they continue doing that is a strength and is working well?

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of his or her patrol (*Forming, Storming, Norming, Performing*).

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Upcoming Troop Meeting

The patrol meetings that take place during the Day Three course meeting will focus on planning for the Outpost Camp.

The senior patrol leader will give each patrol leader a checklist of things to be done before the patrols set out for the Outpost Camp.

During the patrol meetings, each patrol leader will lead his or her patrol in using the What, How, When, Who Planning Tool to determine how the patrol will reach the goal of being ready for the Outpost Camp.



The checklist will vary, depending on the nature of the Outpost Camp. (On Day Three, patrols will plan their Outpost Camp menus. On Day Four, they will plan the group and personal gear for the Outpost Camp.)

In general, the checklist can include these items to be planned:

- Menu planning—Knowing what provisions are available, the patrol can decide what meals to prepare, how to fix them, and what ingredients are required. Planning should include how ingredients will be repackaged, carried, and stored.
- Personal equipment—A list of what each person will need.
- Troop equipment—A list of gear the patrol will carry.

Patrols will have Day Three and Day Four to get everything planned and done before setting out for the Outpost Camp. The process also will reinforce the use of the skills covered in the sessions on planning and problem solving.

Program Patrol and Service Patrol Assignments

The senior patrol leader asks the assistant Scoutmasters for program and service to take the floor.

The assistant Scoutmasters remind the leaders of the Day Three service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (sample assignments)

- Troop assembly—Conduct the flag ceremony for the next day.
- Troop meeting—Prepare the meeting area.
- Troop meeting—Conduct the preopening activity. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the quartermaster should make those available.)

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain participant latrines and showers.

STAFF SERVICE PATROL

The assistant senior patrol leader for service will again make it clear to the patrol leaders' council that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use. Staff members set a good example by rolling up their sleeves and taking care of their own areas rather than expecting someone else to do it for them.

Announcements

The senior patrol leader makes any announcements relevant to the group.

Explain that patrol leaders have a responsibility to convey to their patrols information from the meetings of the patrol leaders' council.

He notes the time and location for the next meeting of the patrol leaders' council.

Summary

The senior patrol leader summarizes the key points covered during the meeting, addresses any questions the patrol leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and the Scout Law as their guides.

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels.

The senior patrol leader adjourns the meeting but invites the troop to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

The Scoutmaster and senior patrol leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved the next time the patrol leaders' council gathers.

Day Three: Troop Meeting

Time Allowed 90 minutes

Format The NYLT syllabus is structured to represent the experience of a Scouting unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a time period of three weeks. The final week of a unit's month correlates to the big event that participants embark upon during the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

Learning Objectives

By the end of this session, participants will

- Be able to conduct a well-prepared troop meeting built on the seven-step troop meeting plan.
- Build and/or practice skills needed for the upcoming Outpost Camp.
- Continue preparations, as a patrol, for the Outpost Camp.
- Practice good communication skills.
- Practice Leave No Trace skills needed for Outpost Camp.
- Practice SSC as part of the seven-step unit meeting plan (patrol leaders' council only).
- Have fun.

Presentation Procedure



Preopening

During the preopening, the Scoutmaster and senior patrol leader will discuss the upcoming meeting to ensure that everything is in order. The Scoutmaster should model good coaching and mentoring skills.

Conduct this visit in full view and hearing of the NYLT participants so that they understand that this is a regular and important part of every unit meeting.

The senior patrol leader reminds troop members that there are seven steps to a good unit meeting:

Seven-Step Meeting Plan

1. Preopening
2. Opening
3. Skills instruction
4. Patrol meetings
5. Interpatrol activity
6. Closing
7. After the meeting

Day Three

TROOP MEETING PLAN

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening		Patrol leaders' council	5 min.	5 min.
Opening ceremony	Scout Oath and Scout Law	Program patrol	5 min.	10 min.
Skills instruction	Backpacking stoves	Troop guides	25 min.	35 min.
Patrol meetings	Menu planning for Outpost Camp	Patrol leaders	20 min.	55 min.
Interpatrol activity	Backpacking stove challenge	Troop guides	25 min.	80 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	85 min.
After the meeting	Debrief, planning ahead	Patrol leaders' council and council leader		

Ask the patrol leaders, troop guides, Scoutmaster, and assistant Scoutmasters for program and service to join you for the preopening.

Check in with the patrol leaders and troop guides to see who has responsibility for the main parts of the upcoming troop meeting—the opening, the skills instruction, the patrol meetings, and the interpatrol activity.

Ask if everyone has the resources needed to carry out his or her portion of the meeting.

Ask the Scoutmaster if there is anything else requiring attention before the opening of the troop meeting.

Opening Ceremony

Ask the troop members to make the appropriate sign and recite the Scout Oath and the Scout Law.

Ask if there are announcements or other contributions from participants and staff.

Skills Instruction



Unit meetings at home may have different levels of instruction for members who are at different levels of learning.

The senior patrol leader asks the troop guides and/or other skills instructors to conduct the skills instruction portion of the troop meeting.

Skills instruction for the Day Three troop meeting will involve correctly handling and using backpacking stoves and fuel.



The skills instruction on backpacking stoves is built on the BSA's Second Class and Venturing Ranger requirements:

Second Class 2e—Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.

Second Class 2f—Demonstrate how to light a fire and a lightweight stove.

See the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, *Scoutmaster Handbook*, and *Guide to Safe Scouting* for the BSA's stance on the use of backpacking stoves. Propane stoves are *not* encouraged or appropriate.



PREPARATIONS

Each troop guide will need the following:

- A backpacking stove of the sort to be used on the Outpost Camp
- Fuel in an appropriate container
- A means of lighting the stove

Troop guides should practice together ahead of time to be sure that:

- Stoves are in good working order.
- All troop guides can teach others about stove use in ways that model effective teaching methods.
- Everyone understands and can teach the safety issues associated with using camping stoves (keeping the stoves on the ground, using only pots of the correct size for the stove, etc.).
- Each stove will have one staff member to monitor its use.

PROCEDURE

Using the Teaching EDGE, the troop guide *Explains* how to handle, pack, and use a backpacking stove, then *Demonstrates* those skills. Next, he *Guides* patrol members in handling and using the backpacking stove themselves. The goal is that every patrol will be *Enabled* to use stoves safely during their Outpost Camp.

Patrol Meetings

The senior patrol leader asks the patrol leaders to take charge of their patrols. The patrol meeting should cover planning menus for the Outpost Camp.

Menu planning can draw on the skills developed during the Day Two Preparing Your Plans session.

The course quartermaster can prepare a menu-planning work sheet that explains what is available for Outpost Camp menus. With the work sheet for guidance, patrols can develop their menus, recipes, and ingredient lists for the Outpost Camp. The quartermaster also can clarify where and how patrols can draw provisions for the Outpost Camp, and the means patrols can use to repackage menu ingredients for carrying on the trail and securing in camp.

Note: At the Day Three and Day Four patrol leaders' council meetings, patrol leaders are given checklists to guide their planning for the Outpost Camp and are directed to use the checklists and the What, How, When, Who Planning Tool to lead their patrols in making their Outpost Camp plans.

Checklists will vary from one NYLT course to another, depending upon the nature of the Outpost Camp. Sample checklists will include:

- Personal equipment
- Troop equipment
- Menu planning
- Food procurement and repackaging

If the checklists are detailed in what must be accomplished, patrols will have Day Three to plan menus and Day Four to plan their personal and troop equipment and to get everything ready for the Outpost Camp. The exercise also will reinforce the use of the skills covered in the Preparing Your Plans and Solving Problems sessions.



The troop guide stays on the sidelines of the patrol meeting. He or she is ready to support the patrol leader and provide coaching if needed, but otherwise is not involved in the meeting.

Interpatrol Activity

The senior patrol leader explains and conducts the interpatrol activity: Fire and Water.

The challenge: Transport 1 quart of water over a distance and then correctly use a backpacking stove to bring the water to a boil.

Materials for each patrol:

- One backpacking stove
- One 2-quart cook pot
- Water source (stream, lake, hose, buckets filled with water, etc.) some distance from the starting point
- A variety of nontraditional water-carrying devices, such as measuring cups, balloons, newspapers (can be rolled into cones), large coffee cans with numerous holes punched in them

Procedure: Before starting, all patrols are given four minutes to plan the best approach to the following problem. They must choose only one of the water-carrying devices to transport a quart of water from the water source to the cook pot. (The cook pot and stove must stay in the start area for each patrol.) The patrol must then bring the pot of water to a boil.

A patrol can be awarded extra credit for clearly using the What, How, When, Who Planning Tool.

A patrol can lose credit for any action deemed unsafe regarding stove handling and use.

The challenge should encourage patrols to use their planning skills to devise the most efficient solution. They may divide up responsibilities, having several people light and manage the stove while others transport the water. They'll need to come to agreement on what water-carrying device to use and how to conduct the transporting.

The troop guide will monitor the stove use of his patrol, using Start, Stop, Continue to ensure that the stove is always used in a safe manner.

Closing – Scoutmaster's Minute

The Scoutmaster offers a Scoutmaster's Minute.

"Some Scouts were on a long backpacking trip in a national park. Their permit to be in the park allowed them to camp only in designated sites that the park rangers had determined would minimize environmental damage caused by backcountry travelers.

"Late one afternoon the Scouts came to a beautiful mountain meadow a mile from the campsite that had been assigned to them for the night. They were tired and for a moment they were tempted to set up their tents in the meadow. After all, nobody would know that's where they had camped. The damage they caused would probably be only some trampled plants and compacted soil that most people wouldn't even notice.

"But the Scouts decided to hike on to their designated campsite, leaving the meadow untouched.

"Many of our choices in life are like that. We think nobody is watching us, but in fact we are looking right into a mirror whenever we make a decision. We are watching ourselves."

After the Meeting

At the conclusion of the Scoutmaster's Minute, the Scoutmaster reminds the troop members that the seventh step of a successful troop meeting is after the meeting.

The Scoutmaster then invites the members of the patrol leaders' council to join him for the stand-up patrol leaders' council meeting. In this case, the leadership council will comprise the senior patrol leader, assistant Scoutmasters for program and service, the troop's patrol leaders, and the troop guides assigned to the patrols.

The senior patrol leader leads the patrol leaders' council in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Go over any assignments for the next day's troop meeting.

Thank the troop for a job well done, and adjourn.

Day Three: Servant Leadership

Time Allowed 40 minutes

Responsible Course director or senior patrol leader

Location Troop site

Learning Objectives As a result of this session, participants will

- Be able to define leadership.
- Be able to compare and contrast basic autocratic and servant leadership philosophies.
- Understand the basic concepts of servant leadership.
- Identify some behaviors of a servant leader.
- Understand how servant leadership fits into Scouting.

Materials Needed Key points of the session presented as PowerPoint slides, overhead projections, or notes on a flip chart.

Delivery Method The NYLT course director or senior patrol leader will lead this small group discussion. Other staff members will participate in the presentation. Key ideas can be reinforced with notes on a flip chart, overhead projections, or PowerPoint images. Care should be given to acknowledge group responses, but time constraints require brevity in order to cover this content. Participants will bring with them a wide range of leadership experiences. Be careful to keep this presentation at a basic level so all can begin to understand servant leadership. A more detailed discussion of leadership styles will occur later in the course.

Presentation Procedure Ask participants: What is a “leader”?
Answers might include some of the following.

- A person who takes control of a situation
- Someone who is in charge
- A person who helps others find their way

Help participants understand that a leader is anyone who has the ability and responsibility to influence the actions of others. Leaders motivate others toward accomplishing a goal.

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

—John Quincy Adams

Ask participants: “Who are some leaders in your life or in history?”

Answers might include the following.

- Parents
- Scoutmaster or crew Advisor
- A teacher
- A boss at work
- A president of the United States
- The CEO of a corporation
- A club or group leader
- Religious leaders
- Military commander

A Leadership Spectrum

AUTOCRATIC VERSUS SERVANT LEADERSHIP

Autocratic leadership, also known as authoritarian, is a leadership style characterized by individual control over all decisions with little input from group members.

Autocratic leaders typically make choices based on their own ideas and judgments. They rarely accept advice from followers.

Autocratic leadership involves absolute, authoritarian control over a group.

In contrast, servant leadership is more closely associated with a participative leadership style. The highest priority of a servant leader is to encourage, support, and enable followers. A servant leader helps unfold a group’s full potential and abilities. A servant leader delegates responsibility and engages others in decision-making.

SERVANT LEADERSHIP

Servant leadership is a timeless concept. It can be found in writings dating back to 500 B.C.

The phrase “servant leadership” was first coined by Robert K. Greenleaf in “The Servant as Leader,” an essay that he first published in 1970. In his essay, Greenleaf said: “The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. . . .”

This is important to note. Servant leaders do not begin with a desire to lead but rather with the desire to serve others.

Greenleaf goes on to say: “Then conscious choice brings one to aspire to lead.”

A servant leader figures out that he can serve people best by being their leader.

A servant leader will focus primarily on the growth and well-being of people. He or she will share power and put the needs of others first. Servant leaders help other people develop and perform as highly as possible.

Ten Principles of Servant Leadership

Members of the staff present these principles and their explanations while holding signs with the titles. These signs can be displayed in the troop site during the course.

Listening—Servant-leaders seek out the will of the group. They listen receptively to what is being said (and not said).

Empathy—Servant-leaders try to understand others. They will picture themselves in the place of those they serve. Servant leaders know that people need to be accepted and recognized for their special and unique character.

Healing—One of the great strengths of servant leadership is the potential for healing one's self and others. Servant leaders help themselves and others feel better and be better.

Awareness—Servant leaders are tuned into the needs of others. They are also aware of their own need for growth.

Persuasion—Servant leaders rely on persuasion rather than authority in making decisions. Servant leaders seek to convince others rather than forcing them.

Conceptualization—Servant leaders dream great dreams. They must think beyond day-to-day realities.

Foresight—Foresight enables servant leaders to understand lessons from the past and the present. These lessons help them understand the consequence of decisions in the future.

Stewardship—Servant leaders are careful and responsible as they manage things entrusted to their care.

Growth—Servant leaders believe that people have a value beyond being just workers. Servant leaders are deeply committed to the growth of each and every individual.

Community—Servant leaders seek to create a community that supports all of its members.

Ask the participants to think about any correlations between these 10 principles and the Scout Oath and Scout Law.

Have the troop stand and recite the Scout Oath and Scout Law, then repeat them slowly, taking time after each point to reflect on how it relates to servant leadership.

Patrol Discussion and Presentation

Ask each patrol to use the 10 principles of servant leadership to discuss one of the following situations and then answer the following question: What would a servant leader do?

Give them four minutes to discuss and record their answers, then one minute for one patrol member to report to the troop.

The situations:

- One of your patrol members is angry and begins to tell you about how he has been mistreated by other members of the troop. He really wants to talk to you.
- A new foreign student arrives at your school. She appears confused with her schedule of classes. You are late for your class.
- The captain of your soccer team is demanding that every player wear the same color socks. Some members of your team cannot afford new socks.
- Your troop has been asked to do a flag ceremony for the veterans home. As senior patrol leader, you could organize and lead the ceremony yourself. A younger member of your troop has never had that experience.
- The saxophone section of your marching band feels they are superior to other sections. They make others feel less important to the success of the band.
- A member of your Venturing crew has missed several meetings. You hear they may be experimenting with drugs.
- A fellow cast member in the upcoming play is struggling to memorize her part. The director is threatening to replace her with you.
- You have been asked to be a troop guide for a new-Scout patrol. There are several members of the patrol who are new to Scouting. They would like to do some things that violate the *Guide to Safe Scouting*.

Individual Exercise

Challenge participants to look for examples of servant leadership in the staff, in their fellow Scouts, and in themselves during NYLT. Have them record these acts in their participant notebooks.

Summary

- Leaders motivate others toward accomplishing goals.
- Autocratic leadership involves absolute, authoritarian control over a group.
- A servant leader will focus primarily on the growth and well-being of people.
- Servant leaders serve first.
- Servant leaders behave in a special way.
- The Scout Oath and Scout Law can be used as a guide to help us become better servant leaders.

Day Three: Patrol Games

Time Allowed 20 minutes

Format Troop activity

Responsible Assigned staff

Learning Objectives By the end of this session, participants will

- Have fun.
- Use the skills of problem-solving, leadership, and team development.
- Create greater patrol unity.

Presentation Procedure

Dragon Tails

Members of each patrol line up in single file. Each puts his or her hands on the shoulders of the person in front of them. The last patrol member hangs a bandana or other flag from his or her belt. The object of the game is for the first person in each patrol (the one whose hands are free) to grab the bandanas from the belts of the last persons in the other patrols.

Kim's Game

In this classic Scouting game, youth staff will have prepared a number of items, arranged them on a board that can be displayed upright, and covered the board with a cloth. (The items, 15 to 20 in number, might be camping oriented—a pocketknife, a tent stake, a camp mug, a piece of firewood, etc. All items should be large enough to be seen by anyone in the course when they are gathered around for the game.)

Patrols seat themselves in front of the covered board. At a signal, the cloth is removed and everyone has 60 seconds to study the items. They may not speak or make any notes.

At the end of the minute, the items are again covered. The patrols can move some distance from one another to ensure some privacy, then will work together to write down a patrol list of all the items they can remember.

T-shirt Relay Game

Patrols line up in single file. The first person in each patrol puts on an extra-large T-shirt. At a signal to start the game, the person in the T-shirt turns to the person behind them. They grasp each other's hands and hang on tightly. Other members of the patrol then maneuver the T-shirt off the first person, down their arms, and over the joined hands to the arms of the second person, and then pull the T-shirt onto the second person.

When the T-shirt is completely on the second person, he releases his grasp of the hands of the first person, then turns to a third patrol member and tightly grasps both of his hands. The patrol transfers the T-shirt from the second person to the third person, the second and third persons maintaining their grasp of each other's hands throughout the transfer process.

The game continues until the T-shirt has transferred to every patrol member and the last person in the patrol is wearing the shirt. Patrol games can be expanded if time allows.



NYLT staff may have other games they want to offer during this session. Any game included in the Patrol Games session should meet certain criteria. It should:

- Challenge patrols to use the skills of problem-solving, leadership, and team development.
- Offer every patrol member the opportunity to participate fully.
- Give all patrols equal opportunities to succeed.

Day Three: Lego Challenge and Realistic First Aid

Lego Challenge

Time Allowed	30 minutes
Format	Troop activity with patrol breakouts
Responsible	Assigned staff, troop guides
Learning Objectives	The purpose of this session is to reinforce learning the skills of communicating, planning, problem solving, and team building.
Materials Needed	Plastic construction block toys such as Legos
Preparations	<p>Youth staff facilitating the Lego Challenge will have made the two models that will be used for the patrol exercise, taking care to keep them out of sight. Each model should be made of no more than a dozen Lego pieces. Each patrol should have at least the same number and kinds of Lego pieces as are present in each of the models.</p> <p>The session leader asks each patrol leader to come to a nearby location out of sight of the rest of the participants and study an object constructed of no more than a dozen Legos. Tell the patrol leaders they will be giving verbal instructions to their patrols to build replicas of the Lego model. They may look at the model but are not allowed to touch it. They are not to draw or write anything down.</p> <p>Reassemble the troop and give each patrol a bag containing Lego pieces. Ask the patrol leaders to lead their patrols in reproducing the Lego model. Patrol leaders may offer verbal instructions only. They may not touch the Legos or in any way assist except with verbal comments.</p> <p>Repeat the process with a different Lego model. This time, invite a different member of the patrol to see the original model and lead the patrol in reproducing the Lego model. Again, those leading their patrols may offer only verbal instructions. Encourage patrols to use their experience building the first Lego model to improve upon both describing the model to be reproduced and on the listening required to use that information efficiently.</p> <p>CHALLENGE DISCUSSION</p> <p>Debrief the participants on their experiences with the Lego activity. What made their efforts successful? What role did good communication play? If there were difficulties communicating, why did they occur, and what solutions might have been used?</p>

Realistic First Aid**Time Allowed**

60 minutes

Format

Troop activity with patrol breakouts

Responsible

Assigned staff, troop guides

Learning Objectives

The activity that follows highlights the importance of the risk management planning that will take place on Day Four in preparation for the hike to the Outpost Camp.

The remainder of the session will be devoted to troop guides using the Teaching EDGE to:

- Help participants learn and practice using realistic first-aid methods— a skill they can use with their home units.
- Establish an awareness of the importance of risk management as a preparation for the Outpost Camp.
- Teach a skill that participants can share with their home units.

Materials Needed

Realistic first-aid materials

Preparation

As the Lego challenge is ending, NYLT youth staff hurry into the meeting area with an “injured” person. They follow correct first-aid procedures to stabilize the “victim” and to summon medical help.

Youth staff involved in the mock emergency will have made up the “victim” with realistic first-aid wounds and will have rehearsed their presentation of the emergency and the correct first-aid responses to be demonstrated. (Response to the emergency should conform to methods described in the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, and *First Aid* merit badge pamphlet.)

Troop guides will have practiced making realistic-looking wounds, will be able to teach the skill effectively, and will have in mind a number of possible injuries to suggest to their patrols.

Youth staff also should be aware that during the mock emergency, they will be modeling teamwork and leadership as well as emergency response.

PHASE 1: FIRST-AID EMERGENCY INTERRUPTION

The emergency will appear more realistic if no adult is present.

As the Lego Challenge draws to a close, NYLT youth staff enter to announce that someone has been injured near the troop gathering area, or (depending on the chosen injuries) someone is needed to assist an “injured” person into the gathering area or carry them in on a litter. The “victim” has been made up to appear as if he or she has sustained various injuries that look realistic. **The injuries should be of the sort that can be treated using the level of first-aid training expected of First Class Scouts.** Modeling good leadership and teamwork, the youth staff members play out the scenario of stabilizing the “victim,” treating the wounds, and summoning medical help.

PHASE 2: REALISTIC FIRST AID

Troop guides lead the patrols in the treatment of realistic-looking wounds in first-aid training scenarios. Throughout this activity, use the Teaching EDGE as your guide.

Note: To facilitate this activity efficiently, the troop leader should:

- Set a time limit for each patrol to finish developing and applying realistic injuries—approximately 45 minutes.
- Provide small amounts of premeasured, prepackaged wound-creation and first-aid supplies for each patrol.
- Leave time at the end of the session for everyone to see all of the realistic wounds and first aid techniques, and for a good debriefing of the activity.

Explain: Tell your patrol how the NYLT youth staff developed the realistic injuries exhibited by the “victim” in the mock emergency.

Demonstrate: The realistic injuries displayed during the mock emergency serve as a demonstration of realistic wounds. As you explain the process and materials for making realistic wounds, demonstrate by developing a simple wound that utilizes the basic techniques involved.

Guide: Guide the entire patrol (or as groups of two or three patrol members, depending on the resources available and size of the patrol) in selecting wounds to replicate and then applying those injuries to one or more NYLT participants.

Enable: Encourage patrol members to return to their home units with these skills and use them for setting up mock emergencies that will enhance the first-aid training of other members.

DEBRIEF

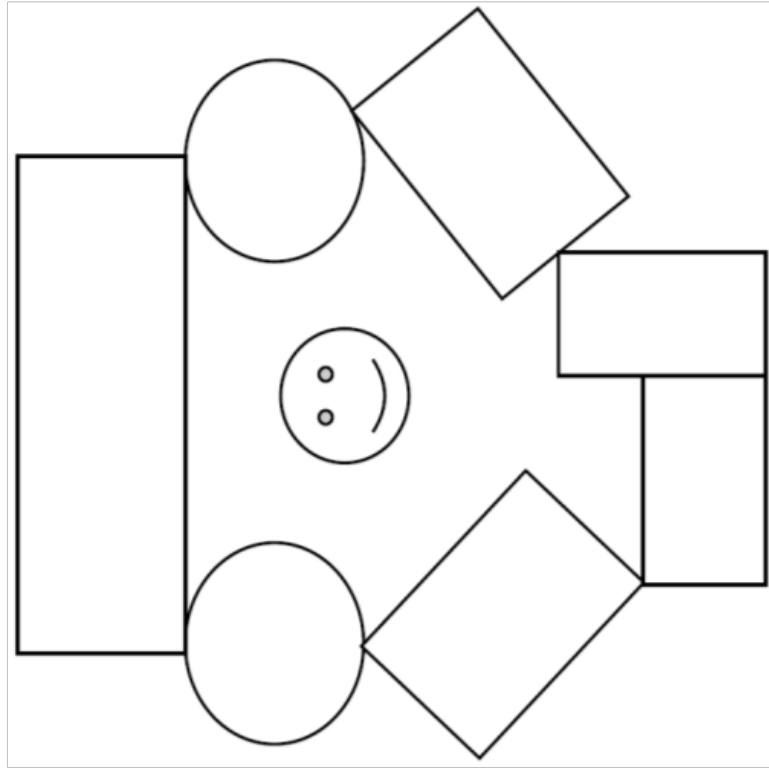
When all patrols have had sufficient time to learn and practice the skills of making realistic injuries for practicing first-aid techniques, the session leader asks each patrol to present the “victim,” describe the methods used to develop the “injuries,” and discuss the appropriate first-aid responses to those injuries.

At the end of the exercise, the NYLT staff members involved should:

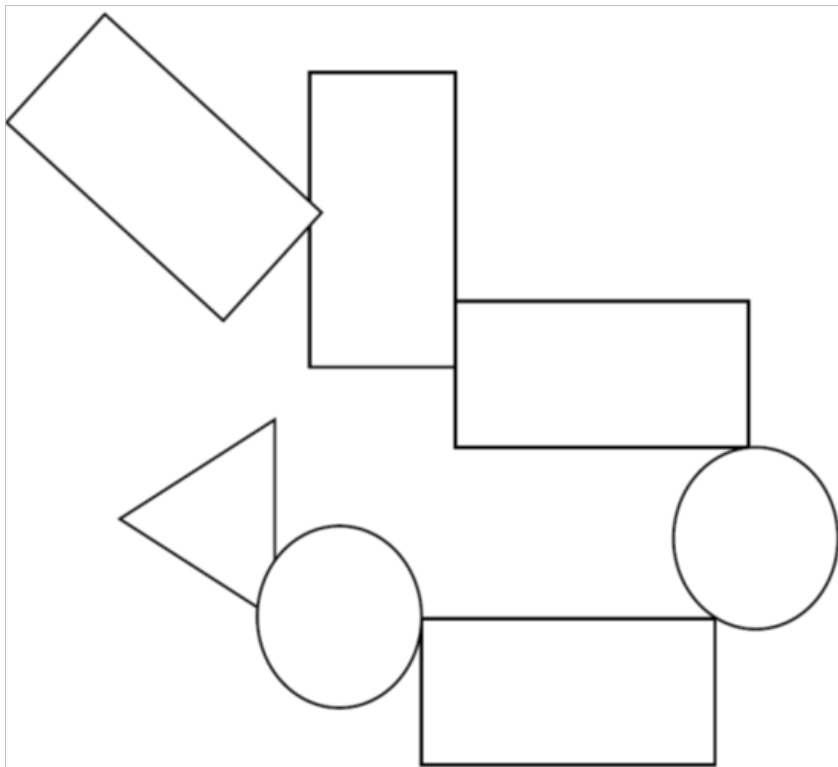
- Explain the emergency situation and describe the appropriate first-aid response to that emergency.
- Point out how the youth staff worked as a team and ways in which leadership was provided during the emergency.
- Focus on first-aid techniques First Class Scouts should know.
- Relate the experiences to wilderness first aid and emergency planning.

Thank everyone for their cooperation and involvement, and encourage them to do all they can to make sure their own injuries are all of the fake kind rather than real.

Lego Challenge
Diagram 2



Lego Challenge
Diagram 1



Emergency Planning / Realistic First Aid

NOTE: For cost and logistics reasons, GTC has adapted the front end of the Lego Challenge/Realistic First Aid lesson to eliminate the Lego Challenge, the “surprise” realistic emergency, and instruction on how to create realistic looking wounds. We also added the section on Emergency Planning.

Time Allowed 90 Minutes

Format Troop activity with patrol breakouts.

1. The session begins with explanation of the need for emergency / risk management planning as part of the patrol’s Outpost preparation. (This topic will be addressed further in the Day Four patrol leaders’ council meeting). Additionally, the patrol is told that to help them prepare for emergencies that might arise during their outposts, they will be exposed to two or three first aid scenarios without being told specifically what those scenarios will entail.
2. Following the discussion on Emergency Planning, the troop guide will escort the patrol to the first scenario where one of the CB-NYLT staff portrays an “injured” person made up with realistic first-aid techniques to appear convincing. Troop guides will then escort their individual patrols to 2 or 3 other realistic first-aid scenarios. Patrols will be encouraged by the troop guides to follow correct first aid procedures to stabilize the “victim” and to summon medical help.
3. The debrief that follows highlights the importance of the emergency / risk management planning that will take place on Day Four in preparation for the Outpost Hike.
4. The remainder of the session will be devoted to troop guides using the Teaching EDGE™ to help participants learn and practice using realistic first aid techniques—a skill they can use with their home troops.

Responsible Assigned staff and troop guides

Location Patrol sites

Learning Objectives The purpose of this session is to:

- Reinforce communicating, planning, problem solving, and team building skills.
- Establish an awareness of the importance of emergency / risk management planning as a preparation for the Outpost Hike.
- Teach a skill that Scouts can share with their home troops.

Materials Needed ■ Realistic first aid materials and techniques (CB-NYLT Participant Handbooks, Appendix)

■ Blank emergency response plan (CB-NYLT Participant Handbooks, Appendix)

Preparations Youth staff involved in the mock emergencies will have made up the “victim” with realistic first-aid wounds and will have rehearsed their presentation of the emergency and the correct first-aid responses to demonstrate. (Response to the emergency should conform with methods described in the *BSA Handbook* and *First Aid Merit Badge Pamphlet*.)

Troop guides will have practiced making realistic first-aid wounds, will be able to teach the skill effectively, and will have in mind a number of possible injuries to suggest to their patrols.

Youth staff should also be aware that during the mock emergency they will be modeling teamwork and leadership as well as emergency response.

Presentation
Procedure

Emergency / Risk Planning

Troop Guide—

Ask: *Have any of you had an emergency or injury while on a troop or patrol activity?* Allow two or three responses, then prompt further discussion by asking what measures the patrol or troop took to address the emergency.

Explain: Inform patrol members that while most emergencies are avoidable with careful planning, accidents do happen. It is their responsibility as patrols to think ahead to what emergencies might occur and plan how they are going to deal with such situations if they do arise.

Using the blank emergency response plan (see Appendix) as a guide, walk patrol members through the process of planning for an emergency that could occur on a typical patrol or troop outing.

First Aid Emergencies

CB-NYLT Youth Staff

Explain that most emergencies on Scout outings can be handled with proper first aid techniques. Then inform participants that they will be exposed to two or three first aid scenarios in which a member of the CB-NYLT youth staff has been made up using realistic first-aid to have one or more specific “injuries.”

Note: The injuries should be of the sort that can be treated using the level of first-aid training expected of First Class Scouts and should not be so gory and elaborate that they frighten the participants.

Realistic Wounds

(For Emergency Planning / Realistic First Aid)

Realistic first-aid, or “mileage,” is the process of developing realistic-looking first-aid wounds for use in first-aid training scenarios. To set up such an event, you will need the following materials:

- A cheap watercolor palette (cheap and nasty toy one will do)
- Vaseline
- Tissues - plain white and thin
- Fake Flesh (see below)
- Butter knife
- Double-sided fabric plaster (Cheap stuff in rolls)
- Skin toned foundation powder or liquid)
- Fake Blood (see below)
- Stuff to stick into wounds (nails, wood, screwdriver etc.)
- Bones of various sizes (chicken and Sunday joints are a good source, but keep away from the cat!)
- Scissors

NOTE: The following instructions and recipes were obtained from Jill Kirkham and on the internet at <http://web.ukonline.co.uk/scoutnotebook/first-aid/casualtysimulation.html>

Fake Flesh

- 1 part Petroleum Jelly
- 4 parts Flour
- 2 drops Red Food Coloring
- Cocoa Powder (to balance skin tone)
- Charcoal (for black pigment)

Instructions

1. Put all the ingredients (except cocoa powder and charcoal) into a bowl and mix until the mixture forms a soft ball.
2. Use the cocoa powder and/or charcoal to balance the skin tone of the mixture. Making the flesh to the correct skin tone depends largely upon what skin tones you have in your Troop. You can get away with the standard pink tone most of the time. Minor variations in the pink skin can be dealt with by make up.
3. One way of getting round the food coloring problem is to use a liquid foundation of the correct color instead of the food coloring.

Fake Blood

- Glycerin
- A nice Blood Red food coloring
- Eye drop bottle

Instructions

1. Add food coloring to glycerin and mix until the color and consistency of blood.
2. The exact amount you will need will depend upon the number of Scouts you have; however, you rarely need more than a cupful. Nothing looks more fake than buckets of blood!

NOTE: An eye dropper bottle is ideal storage, its lasts longer and is easy to apply.

Burns

Burns are great fun to play with. Not only do they look realistic but the blister will burst if handled too roughly.

- Redden the area using a damp fingertip and red watercolor
- Apply a dollop (technical term here) of Vaseline to the area and shape it into a blister shape
- Place a piece of tissue over the Vaseline and very carefully rub it until the Vaseline soaks in and turns the tissue transparent
- Very carefully, tear away the excess tissue and smooth the ragged edges into the Vaseline
- Tips:
 - Play around with the red paint before adding the Vaseline to produce a really nasty burn.
 - Don't add too much Vaseline, most blisters don't stick up like half a ping-pong ball

Wounds

- Cut a piece of double-sided fabric plaster to the approximate size and shape of the wound and stick it down to the arm or leg or whatever. (Don't forget to make sure that they are not allergic to it!)
- Using small pieces of flesh (see Fake Flesh), build up flesh on the bandage
- Carefully blend the flesh with the real skin (Do this under running water for a really smooth finish then dab dry to get some texture back.)
- Use make-up to blend the skin tones together

Now for the wound ...

- Decide on the type of wound you want and simulate it in the flesh
 - Incised Wounds - these are clean cuts from knife slashes or glass, make these by cutting the flesh with a blunt butter knife.
 - Lacerations - these are made by blunter objects like barbed wire. Simulate these by dragging a pencil point through the flesh.
 - Punctures - a stab wound made by a knife, nail etc. Use a blunt pencil to make this by working it in slowly widening circles in the flesh until the desired hole size is made.
- Next you need to dress up the cut. Use the paint box to redden the inside and the edges of the wound
- Add a few drops of fake blood inside the wound.
- You can have fun by inserting foreign objects such as nails or wood into the wound.

Variations

- When you have finished with the basics you can really have fun. Open fractures with bones sticking out of the ripped skin.
- Make two lots of fake flesh, one normal colored and one bright red. Put the red on first then roll out the pink and apply over the top as a thin layer. Cut through the top layer with a blunt knife to produce a REALLY gory effect.
- De-gloved fingers (see right) where the flesh has been ripped off the finger taking most of the bone with it (finger bent over, false stump made and a broken chicken bone used)
- Let your imagination run riot!

Patriots' Trail and Patriotic Campfire

Time Allowed	90 minutes
Format	Camp-wide patriots trail followed by a troop campfire program conducted at the troop learning area or other appropriate location
Responsible	Boy Scout vice-chair, Scoutmasters, and senior patrol leaders
Presentation Procedure	<p>The senior patrol leader and assistant senior patrol leader will chose a special place where a small campfire can be built. The fire lay will be prepared and readied by the staff, under the direction of the assistant senior patrol leader.</p> <p>At the appointed time, the senior patrol leader will call the troop together and quietly lead the troop to the campsite of a neighboring troop according to the rotation established by the BSCB vice-chair. There, the neighboring Scoutmaster, dressed as the patriot for whom his troop is named, will present a short (3 to 5 minute) presentation on that patriot. This, and the campfire that follows the patriots' trail, is a solemn occasion and should be treated as such.</p> <p>At the end of the presentation, the senior patrol leader will quietly lead his troop to the next neighboring campsite for the next presentation. The process will continue until each troop has heard all the presentations, ending with their own Scoutmaster.</p> <p>Following the patriots' trail, the senior patrol leader will quietly lead the troop to the campfire spot and explain the procedure that will be followed, keeping to a citizenship/patriotic theme.</p> <p>The Scoutmaster, assistant Scoutmaster, senior patrol leader, and assistant senior patrol leader will organize an appropriate campfire program, drawing upon the resources of the staff and participants (a guest speaker may also be appropriate for this event.) This campfire program will need to be rehearsed during staff development week. All the elements of an effective campfire program should be part of this experience, including: songs, skits, stories, and ceremonies (where appropriate). All songs, skits, stories, and ceremonies should be on a patriotic theme and help foster Citizenship Development (one of the three aims of Scouting) within each Scout present.</p>

Day Four: Troop Assembly

Time Allowed 45 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

- Gather for Day Four of the NYLT course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scout Oath and the Scout Law.
- View or participate in a flag ceremony presented by the program patrol.
- Participate or view the installation ceremony for new patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Be able to discuss key parts of a good troop assembly.
- Be able to recognize good communication skills.

Materials Needed

- American flag
- NYLT flag
- Historic American flag

Recommended Facility Layout Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on stands with floor stands or can be displayed on a wall.)

Presentation Procedure

Opening

Patrol leaders lead the patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader uses the Boy Scout or Venturing sign as appropriate to bring the assembly to order and welcomes participants to Day Four of NYLT. Express your pleasure in having everyone there. Explain that Day Four symbolizes the third meeting of a normal planning period for a typical Scouting unit. There will be a variety of presentations and activities during the day, and a typical unit meeting.

Flag Ceremony

The senior patrol leader asks the program patrol of the day to present the colors and raise the American flag. Instruct NYLT course members to use the Boy Scout or Venturing salute (as appropriate to their home unit and the uniform they are wearing) while the flag is being raised. Invite the program patrol to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix.

Instruct the staff color guard to raise the historic flag and the NYLT troop flag.

Ask the troop members to make the appropriate sign and recite the Scout Oath, the Scout Law, and the Outdoor Code.

Dismiss the color guard.

Announcements

The senior patrol leader offers any announcements important for conducting the day's sessions and events.

New Patrol Leader/Assistant Patrol Leader Installation

The senior patrol leader asks the Day Three patrol leaders to introduce the Day Four patrol leaders to the course, then the Day Three assistant patrol leaders to introduce the Day Four assistant patrol leaders. Encourage those making the introductions to use effective communication skills.



As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course can be found in the Sample Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The senior patrol leader begins the installation. He or she should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on the patrol leader's right shoulder.

- Instruct them all to give the appropriate Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts and the world brotherhood of Scouting.”
- Welcome them as the course’s new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

The assistant Scoutmasters briefly explain the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Conduct troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Complete other duties as assigned at the patrol leaders’ council meeting.

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Complete other duties as assigned at the patrol leaders’ council meeting.

Ask the leaders of the day’s program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag.



The exchange of symbols for the program patrol and service patrol should not overshadow the installation of the day’s patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrols can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of patrol leadership.

STAFF SERVICE PATROL

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the troop, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day’s campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve

(in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.



For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as a guide, the assistant course director in charge of the service patrol makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another B-P streamer each day of the NYLT course.

Scoutmaster's Minute

The Scoutmaster takes a moment to welcome participants and to encourage them to do their best through the exciting events of the coming day. Select a topic from *Troop Program Resources* that appropriately fits the mood.

The senior patrol leader thanks the Scoutmaster and brings the troop assembly to a close.

Day Four: Patrol Leaders' Council Meeting

Time Allowed 30 minutes

Responsible Senior patrol leader

Location Patrol leaders' council site

Learning Objectives

By the end of this session, participants will

- Be able to discuss how to run an efficient, well-planned meeting.
- Be empowered with the resources and guidance to help them lead their patrols.
- Report on patrol progress on their presentation for the Quest for the Meaning of Leadership.
- Experience representational leadership as leaders representing their patrols.
- Know what patrols are responsible for upcoming assignments.
- Use *Start, Stop, Continue* to evaluate patrol performance.
- Practice good communication skills.

Materials Needed

- NYLT Participant Notebooks.
- Preopening activity guidelines for the program patrol. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the preopening activity. If materials are needed, the quartermaster should make those available.)

Delivery Method

- The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.
- As with the Day Three patrol leaders' council meeting, the patrol leaders' council meeting on Day Four is attended by the senior patrol leader, assistant Scoutmasters, the patrol leaders of the day, and the Scoutmaster.

Patrol Leaders' Council Meeting Agenda

Day Four

1. Welcome and introductions
2. Purpose of the meeting—what we need to accomplish
3. Reports on the progress being made by each patrol
4. Assignments for the upcoming troop meeting (continuing patrol planning for the Outpost Camp)
5. Announcements (Include a reminder that there will be evening patrol campfires with follow-up discussions on Making Ethical Decisions.)
6. Program patrol and service patrol assignments
7. Closing
8. Scoutmaster's observations

Presentation Procedure

Pre-Meeting Discussion

The Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a patrol leaders' council meeting. They go over the agenda and make sure everything is in order. The Scoutmaster confirms that the senior patrol leader understands the vision of what the meeting will accomplish, and makes sure that he or she is ready to run the meeting.

Once the meeting begins, though, the senior patrol leader is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the senior patrol leader now and then, but in a youth-led unit, the youth staff are in charge.

At the end of the pre-meeting discussion, the senior patrol leader calls the patrol leaders' council to order and begins the meeting.



The pre-meeting discussion between the Scoutmaster and senior patrol leader takes place within view and hearing of all the participants of the patrol leaders' council meeting. The Scoutmaster should model good coaching and mentoring. Participants will see that the course leader gains a great deal from the Scoutmaster's involvement and is better prepared to lead the patrol leaders' council meeting.

Welcome and Introductions

The senior patrol leader takes charge of the meeting, introduces those persons attending the patrol leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the patrol leaders' council to the written agenda. Note that the purpose of this meeting will be to

- Receive reports on the progress being made by each patrol.
- Make assignments for the upcoming troop meeting (leading patrol planning for the Outpost Camp).
- Make program patrol and service patrol assignments.

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Patrol

The senior patrol leader asks each patrol leader to report on his or her patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What is a strength and is working well that they can continue doing?

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of his or her patrol (*Forming, Storming, Norming, Performing*).

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Upcoming Troop Meeting

The patrol meetings that take place during the Day Four course meeting will focus on planning for the Outpost Camp. The senior patrol leader will give each patrol leader a checklist of things to be done before the patrols set out for the Outpost Camp.



The checklist will vary, depending on the nature of the Outpost Camp. (On Day Four, patrols will plan the group and personal gear for the Outpost Camp. Patrols should have planned the menus on Day Three.)

During the patrol meetings, each patrol leader will lead the patrol in using the What, How, When, Who Planning Tool to determine how the patrol will reach the goal of being ready for the Outpost Camp.

In general, the checklist can include these items to be planned:

- Menu planning—Knowing what provisions are available, the patrol can decide what meals to prepare, how to fix them, and what ingredients are required. Planning should include how ingredients will be repackaged, carried, and stored.
- Personal equipment—A list of what each person will need.
- Troop equipment—A list of gear the patrol will carry.

Patrol will have Day Four to get everything planned and done before setting out for the Outpost Camp. The process will also reinforce the use of the skills covered in the sessions on planning and problem solving.



Patrol leaders will receive information about the planning of personal and troop equipment during the Day Four patrol leaders' council meeting and then will lead their patrols in using the checklists to complete the planning during the troop meeting.

Announcements

The senior patrol leader makes any announcements relevant to the troop.

Explain that patrol leaders have a responsibility to convey to their patrols information from the meetings of the patrol leaders' council.

Inform patrol leaders that there will be evening patrol campfires with follow-up discussions on Making Ethical Decisions.

Note the time and location for the next meeting of the patrol leaders' council.

Program Patrol and Service Patrol Assignments

The senior patrol leader asks the assistant Scoutmasters for program and service to take the floor.

The assistant Scoutmaster for program reminds leaders of the service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (sample assignments)

- Troop assembly—Conduct the flag ceremony for the next day.
- Troop meeting—Prepare the meeting area.
- Troop meeting—Conduct the preopening activity. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the quartermaster should make those available.)

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain participant latrines and showers.

STAFF SERVICE

The assistant Scoutmaster for service will again make it clear to the patrol leaders' council that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use. Staff members set a good example by rolling up their sleeves and taking care of their own areas rather than expecting someone else to do it for them.

Closing

The senior patrol leader summarizes the key points covered during the meeting, addresses any questions the patrol leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and the Scout Law.

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels.

The senior patrol leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debriefing with the Scoutmaster.

After the Meeting

The Scoutmaster and senior patrol leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved the next time the patrol leaders' council gathers.

Day Four: Troop Meeting

Time Allowed 90 minutes

Format The NYLT syllabus is structured to represent the experience of a unit moving through a month of meetings and activities. The meetings that occur during the first three days of the course are similar to those a typical unit would schedule over a longer time period leading up to their big event. The big event that participants embark upon in their home unit correlates to the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

Responsible Staff

Location Troop assembly area

Learning Objectives By the end of this session, participants will

- Be able to conduct a well-prepared unit meeting built on the seven-step unit meeting plan.
- Build and/or practice skills needed for the upcoming Outpost Camp.
- Continue preparations, as a patrol, for the Outpost Camp.
- Practice good communication skills.
- Practice SSC as part of the seven-step unit meeting plan (patrol leaders' council only).
- Have fun.

Presentation Procedure

Preopening

Ask the patrol leaders, troop guides, Scoutmaster, and assistant Scoutmasters to join you for the preopening.

Check in with the patrol leaders and troop guides to see who has responsibility for the main parts of the upcoming course meeting—the opening, the skills instruction, the patrol meetings, and the interpatrol activity.

Ask if everyone has the resources needed to carry out their portion of the meeting.

Ask the Scoutmaster if there is anything else requiring attention before the opening of the troop meeting.

Opening

The senior patrol leader invites troop members to make the appropriate sign and recite the Scout Oath, the Scout Law and the Outdoor Code.

Ask if there are announcements or other contributions from participants and staff.

Day Four TROOP MEETING PLAN

Troop Events

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening		Patrol leaders' council	5 min.	5 min.
Opening ceremony	Scout Oath and Scout Law	Program patrol	5 min.	10 min.
Skills instruction	Leave No Trace and gear packing	Troop guides	25 min.	35 min.
Patrol meetings	Equipment planning for Outpost Camp	Patrol leaders	20 min.	55 min.
Interpatrol activity	Backpack loading challenge	Troop guides	25 min.	80 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	85 min.
After the meeting	Debrief; planning ahead	Senior patrol leader and Scoutmaster		

Skills Instruction

The senior patrol leader asks the troop guides and/or other skills instructors to conduct the skills instruction portion of the troop meeting.

Skills instruction for the Day Four course meeting will involve preparing and packing personal and troop gear for the Outpost Camp. This is also an opportunity for troop guides to model the Teaching EDGE.



Notes on Skills Instruction

1. These skills will be used during the interpatrol activity of this troop meeting. They also will be needed during the hike to the Outpost Camp on Day Five.
2. The instructors for this portion of the course meeting can be the troop guides assigned to each patrol or can be other youth staff fully versed in the BSA's Outdoor Ethics program, including the Outdoor Code, Leave No Trace, and Tread Lightly!, and able to teach others how to use them.
3. As they prepare to teach this skills session, instructors should refer to the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, *Fieldbook*, and Outdoor Code, Leave No Trace, and Tread Lightly! literature.
4. Instructors should also review the NYLT presentation on the Teaching EDGE and use the methods described in that session as their approach to meeting skills instruction. At the conclusion of this meeting, all NYLT participants will take part in the Teaching EDGE presentation. Instructors of that session will refer to the teaching that occurred during the course meeting as a model of a way that the Teaching EDGE can be used.
5. If instructors discover that some of the NYLT participants are well-informed about the skills being taught, those participants can be encouraged to help less-knowledgeable patrol members to master the skills. In most cases, though, instructors will probably find that everyone can benefit from a well-presented review of the skills.

PREPARATIONS

Each troop guide will need the following:

- A backpack of the sort to be used on the Outpost Camp
- Personal and troop equipment to be carried by one person on the Outpost Camp
- A nylon sack or other container stuffed to represent one person's share of patrol provisions for the Outpost Camp



Patrol guides should practice together ahead of time to be sure that

- They can neatly organize everything and correctly load a backpack.
- They can use the Teaching EDGE to share with others the skill of packing a backpack.
- They understand and can explain the role that choosing gear and food plays in a Leave No Trace camping trip.

Leave No Trace Outdoor Ethics

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

The Outdoor Code

As an American, I will do my best to—
 Be **clean** in my outdoor manners.
 Be **careful** with fire.
 Be **considerate** in the outdoors.
 Be **conservation** minded.

Tread Lightly!

Travel responsibly.
 Respect the rights of others.
 Educate yourself.
 Avoid sensitive areas.
 Do your part.

From <http://treadlightly.org/about-us/our-principles>.

Lead the patrol in evaluating how each program's principles reinforces another program's principles.

- Where do these programs overlap each other?
- How do you think on approach is better than another?
- How do these principles affect your behavior in the outdoors?

PROCEDURE

Using the Teaching EDGE, the troop guide *Explains* how to organize, repack, and pack one patrol member's personal gear, troop equipment, and provisions for a campout, then *Demonstrates* those skills. Next, he or she *Guides* patrol members in preparing and packing the gear and provisions themselves. The goal is that each person will be *Enabled* to pack his or her own backpack correctly for the Outpost Camp.

Areas instructors can cover include:

- Adjusting shoulder straps and hip straps
- Lining the sleeping bag stuff sack with a plastic trash bag to protect the sleeping bag from rain
- Stowing clothing in a stuff sack or plastic trash bag
- Placing water bottles and fuel bottles in outside pockets of the pack to make them accessible and keep them away from foodstuffs

- If items are tied onto the outside of the bag, making them secure so they won't swing about or fall off while you are hiking
- Carrying a large cook pot by slipping it over the end of a sleeping bag before lashing the bag to the pack
- Striving toward the goal of having a neatly loaded backpack and nothing in your hands

(For more on packing up for a campout, see the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, *Fieldbook*, and *Backpacking* merit badge pamphlet.)

Patrol Meetings

The troop leader asks the patrol leaders to take charge of their patrols. The patrol meeting should cover planning personal and troop equipment for the Outpost Camp.

Equipment planning can draw on the skills developed during the Day Two session on Preparing Your Plans.

The course quartermaster can prepare a troop equipment planning work sheet that explains what group gear is available for Outpost Camp. With the work sheet for guidance, patrols can develop their troop equipment list for the Outpost. Using their Outpost Camp menus developed at the Day Three troop meeting, members of each patrol also can make a list of the troop cooking gear they will need to prepare their meals. The quartermaster can clarify where and how patrols can get the gear they need for the Outpost Camp.



At the Day Three and Day Four meetings of the patrol leaders' council, patrol leaders are given checklists to guide their planning for the Outpost Camp. They are directed to use the checklists and the What, How, When, Who Planning Tool to lead their patrols in making their Outpost Camp plans.

Checklists will vary from one NYLT course to another, depending upon the nature of the Outpost Camp. Sample checklists will include:

- Personal equipment
- Troop equipment
- Menu planning
- Food procurement and repackaging

If the checklists are detailed in what must be accomplished, patrols will have Day Three to plan menus and Day Four to plan their personal and troop equipment and to get everything ready for the Outpost Camp. The exercise also will reinforce the use of the skills covered in the Making Your Plans and Solving Problems sessions.



The troop guide stays on the sidelines of the patrol meeting. He or she is ready to support the patrol leader and provide coaching if needed, but otherwise is not involved in the meeting.

Interpatrol Activity

MATERIALS NEEDED

For each patrol:

- One backpack
- Gear for one person for a campout
- Troop equipment to be carried by one person on a campout



The challenge for patrols will be increased if the packs and gear presented to them are different than those they used during the course meeting skills instruction. A simple way to accomplish this is to shuffle the gear and pack used by one patrol during the skills instruction to another patrol for the interpatrol activity.

The challenge to the patrols can be made more difficult by adding an odd-sized item such as an axe (correctly sheathed) or an oversized sleeping bag to the gear pile. If the solution will involve strapping the item to the outside of the pack, there should be lashing straps or cord on hand.

The troop leader explains and conducts the interpatrol activity.

The challenge for each patrol is to correctly pack a backpack.

1. At the signal to start, each patrol will come to an empty backpack and a pile of personal and troop gear.
2. Before touching the pack or gear, they will have three minutes to use the What, How, When, Who Planning Tool to decide how best to proceed. (A second signal will be given at the end of the three minutes.)
3. At the sound of the second signal, each patrol will have 10 minutes to follow its plan to pack the personal and troop gear into a backpack.
4. A third signal will end the time available for packing. Each patrol will present its pack to rest of the troop and explain their use of the What, How, When, Who Planning Tool.

Patrols will be judged both for the way they have packed the gear and for their use of the What, How, When, Who Planning Tool.



As variations on this challenge, patrols can make a pack out of a pair of pants or can form an old-style horseshoe pack by rolling their gear inside a blanket and then draping the load over one shoulder. For more information about pants packs and horseshoe packs, see the *Boy Scout Handbook, 10th edition* (1990).

Closing—Scoutmaster’s Minute

The Scoutmaster offers a Scoutmaster’s Minute.

“There’s a well-known story about a man walking down a beach covered with starfish stranded by the receding tide. It was a hot day and the starfish were dying in the heat of the sun.

“The man came upon a boy who was carrying starfish down to the surf and easing them back into the water.

“‘There are millions of starfish dying on the beach,’ the man told the boy. ‘What makes you think you can make a difference by tossing a few back in the ocean?’

“‘Well,’ said the boy, ‘I’m making a difference for those few, aren’t I?’

“Leave No Trace is like that. The habits we develop to minimize our impact on the land may seem like very small gestures when you consider the size of the planet. But those small efforts add up. They make a real difference to that one trail we hike, that one campsite we use, that next camper who follows us.

“Who we are is measured by what we do. When we use our knowledge—what we know—to care for our part of the world, we are being the best people we can be. The tides will take care of the rest.”

After the Meeting

At the conclusion of the Scoutmaster’s Minute, the Scoutmaster reminds the participants that the seventh step of a successful unit meeting is after the meeting.

The Scoutmaster then invites the members of the patrol leaders’ council to join him for the stand-up patrol leaders’ council meeting. In this case, the patrol leaders’ council will comprise the senior patrol leader, assistant Scoutmasters for program and service, the troop’s patrol leaders, and the troop guides assigned to the patrols.

The senior patrol leader leads the patrol leaders’ council in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Thank the troop for a job well done, and adjourn.

Day Five: Outpost Camp Departure Troop Assembly

Time Allowed 15 minutes

Responsible Senior patrol leader and Scoutmaster

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

- Launch their Outpost Camp experience.
- Reaffirm that during the Outpost Camp, just as during other portions of NYLT, the NYLT troop operates according to the Scout Oath and Scout Law.
- Reaffirm the importance of conducting Outpost Camp activities in ways that maintain the safety of patrol members and that allow each Scout to have a quality experience.

Presentation Procedure

The senior patrol leader greets the patrols.

Provide the Outpost Camp challenge by reminding Scouts that the Outpost Camp experience is an opportunity for members of each patrol to put their plans to the test.

The NYLT course has provided participants with all the leadership and team development skills they need to make the Outpost Camp a great success. If patrols run into difficulties, they can rely on what they have learned in recent days to find solutions that will see them through.

Throughout the Outpost Camp experience, patrols should keep in mind two guiding principles:

- 1. The safety of everyone.** Safety can be enhanced by Scouts taking responsibility for their own safety and by watching out for one another.
- 2. The quality of the experience for each patrol member.** The quality of experience for each person will be greatest when all patrols operate according to the guidelines of our founding principles.

Outpost Campsite Orienteering Challenge

An effective way to incorporate a number of Scouting skills is to provide each patrol with a list of waypoints they can use with their GPS receivers to find their campsites. These can also include waypoint to locate their food and other supplies. Keep the fun in Scouting and reinforce the learning from the Geocache game.

Match the number of waypoints to the number of members of a patrol. In the instructions to finding their campsites, encourage patrols to have each member use the GPS receiver to find the waypoint and to lead the patrol on that leg of the journey.

Staying out of sight, troop guides should shadow their patrols from a distance as they make their way to their campsites. If a patrol becomes completely confused and shows no sign of working its way through its geographical difficulties, the troop guide can approach and provide enough help that patrol members can continue on their way.



The troop guide should keep in mind the Teaching EDGE (*Explain, Demonstrate, Guide, Enable*) and remember that any help he provides should be *Guiding* in nature.

The Scoutmaster adds support to the words of the senior patrol leader and sends the patrols off with a sense of anticipation for the great Outpost Camp adventure about to begin.

Emphasize the importance of each patrol using the Scout Oath and the Scout Law to guide its actions as a group and as the way in which individuals treat one another.

Encourage them all to have a remarkable time.

Day Five: Troop Assembly

Time Allowed 30 minutes

Responsible Staff

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

- Have gathered for Day Five of the NYLT course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scout Oath, the Scout Law, and the Outdoor Code.
- Have viewed or participated in a flag ceremony presented by the program patrol.
- Participate in or view the installation ceremony for new patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Be able to discuss key parts of a good course assembly.
- Be able to recognize good communication skills.

Recommended Facility Layout

Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)

Presentation Procedure

Opening

The patrol leaders lead their patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader takes charge of the meeting, using the Scout sign to bring the assembly to order. He welcomes participants to Day Five of NYLT and expresses pleasure in having everyone there.

Explain that Day Five is the day that we will actually do the activity we have been planning all week. It corresponds to the fourth week in a Boy Scout troop, or the big activity in a Venturing crew, when we get to enjoy the fruits of planning: experiencing the adventure. There will also be a variety of presentations and activities during the day, as well as a troop meeting.

Flag Ceremony

Instruct NYLT course members to use the appropriate Scout salute while the flag is being raised. Ask the program patrol of the day to present the colors and raise the American flag, then invite the program patrol to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix for Day Two.

Instruct the program patrol color guard to raise the historic flag and the NYLT course flag.

Ask the course members to make the Scout sign and recite the Scout Oath and Scout Law.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Patrol Leader and Assistant Patrol Leader Installation

The senior patrol leader asks the Day Four patrol leaders to introduce the Day Five patrol leaders to the troop, then the Day Four assistant patrol leaders to introduce the Day Five assistant patrol leaders. Encourage those making the introductions to use effective communication skills.



Note: As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the troop, etc.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course can be found in the Sample Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The senior patrol leader begins the installation. He or she should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on the patrol leader's right shoulder.

- Instruct them all to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting.”
- Welcome them as the troop’s new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

The assistant senior patrol leaders briefly review the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Set up the troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Perform other duties as assigned at the patrol leaders’ council meeting.

Service Patrol (sample assignments)

- Put the troop meeting area in order after meetings. **(NYLT is a Leave No Trace program.)**
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the patrol leaders’ council meeting.

Ask the leaders of the day’s program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day.



The exchange of symbols for the program patrol and service patrol should not overshadow the installation of the day’s patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrols can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of team leadership.

STAFF SERVICE PATROL

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the course, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.



Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve (in this case, the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.

For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as his guide, the assistant senior patrol leader in charge of the service patrols makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another B-P streamer each day of the NYLT course.

Scoutmaster's Minute

The Scoutmaster presents his Scoutmaster's Minute for Day Five:

"We've talked a lot during this course about astronauts setting off for the moon. We've considered mountain climbers trying for the summit of Mount Everest. We've looked at the visions of people who set off to go around the world in a balloon or climbed on a bicycle and set out to win the Tour de France.

"Talking is good. Sorting out ideas is fine. But the real test of whether we've learned something comes when we set out to do it. Today you are setting off as patrols for your Outpost Camp. It's a chance to use all you've learned so far at NYLT to make your patrol a success. No doubt there will be some challenges along the way that will test you. You have the knowledge to respond well to those challenges, both as individuals and as a patrol.

"An Outpost Camp isn't a trip to the moon, or to the summit of Everest, or to the winner's podium of the Tour de France. But it is a step toward realizing an even greater vision—that of making the most of all the opportunities and challenges that come your way."

The senior patrol leader thanks the Scoutmaster and brings the course assembly to a close.

Day Five: Leading Yourself

Time Allowed 60 minutes

Format Course presentation

Responsible Troop guides

Location Troop learning site

Learning Objectives

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

- Discuss the importance of having a personal vision.
- Recognize at least one new way of thinking about himself or herself.
- Describe the phases a person experiences while moving toward a goal or learning a new skill.
- Recognize the phases a person may experience as he or she progresses through learning/achieving experiences.
- Have fun.

Materials Needed

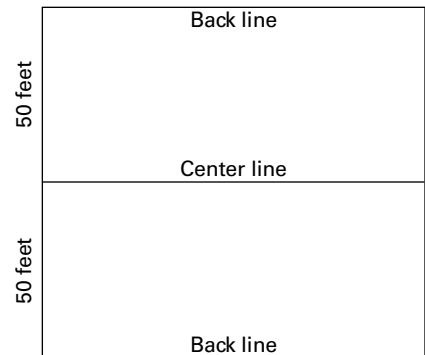
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- National Youth Leadership Training Leadership Compass poster (in full view at the front of the meeting area)

Presentation Procedure

Opening Activity

THE IDENTITY GAME—HAWK, SNAKE, COYOTE

Play the Identity Game in an open area, perhaps the course assembly area. Prepare the area by stretching a rope on the ground to separate the area into two equal parts. Mark the back boundaries of the two parts about 50 feet behind, and parallel to, the center rope.





Limit the time for this game to eight minutes. To make the game go faster, it can be played by individual patrols rather than the entire troop, or by one patrol starting against another.

Divide the troop into two teams (perhaps Red, Blue, and Green patrols as a team, Yellow, Orange, and Maroon patrols as the other team). Each patrol huddles, and members decide whether they will all be hawks, snakes, or coyotes.

The patrols face each other across the center line. At the game leader's signal, members of each patrol assume the sign of the animal decided upon by their patrol:

- **Hawks**—Arms outstretched as wings
- **Coyotes**—Hands cupped against the head as ears
- **Snakes**—Palms held together and the hands making a slithering motion

The key to the game is this:

- *Hawks get snakes.*
- *Snakes get coyotes.*
- *Coyotes get hawks.*

Thus, if team A has chosen to be hawks and team B shows the sign for snakes, the snakes must run to the safety of their back line before being tagged by the hawks. Likewise, if team A shows the sign for coyotes and team B shows the sign for snakes, the coyotes must run for safety or be tagged by the snakes.

Each person who is tagged becomes a member of the other team for the next round of the game. The game continues for eight to 10 rounds. The numbers on each team will ebb and flow as participants are tagged and change sides. At the end of the game, participants rejoin their teams and make themselves comfortable in the learning area.



Show slide 5-1,
Leading Yourself.

Introduction

Ask participants what they liked about the game. (It was fun, active, different . . .)

Ask what they learned about playing the game successfully. Bring out this idea: You've got to know whether you're a hawk, a snake, or a coyote. Once you know that, then you can use what you know about yourself to decide what you're going to do—whether you're going to run for safety or try to tag the other team.

Apply that idea to leading yourself: Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourselves. We all have our own sets of strengths and ways of doing things. We each have experiences that helped make us be who we are today and are influenced by our parents, teachers, religious leaders, friends, and neighbors. We also have the freedom to choose much of who we will be, what guidelines we choose to follow. For example, everyone here pledges themselves to follow the Scout Oath and the Scout Law.

Understanding as much as we can about who we are is a basic part of leadership.



Show slide 5-2,
Be, Know, Do.

Who we are is the **BE** of *Be, Know, Do*.

Understanding something about ourselves is the **KNOW** of *Be, Know, Do*.

Using our personal strengths to improve our abilities to lead is the **DO** of *Be, Know, Do*.

What does it mean to lead yourself?



Show slide 5-3,
Leading Yourself.

We often think of a leader as the person out front—the patrol leader; the crew president; the guide showing people the way.

In leading others, we have a greater responsibility than just to ourselves. But before we can lead others well, we need to be able to lead ourselves. For now, let's boil down leading ourselves to answering three questions:

1. Where am I now?
2. Where do I want to be?
3. How do I close the gap between where I am now and where I want to be?

Give a simple example:



Show slide 5-4,
Leading Yourself: I'm at
the base of the mountain.

1. I'm a person at the base of a mountain. (*Where I am now*)
2. I want to be a person standing at the top of the mountain. (*Where I want to be*)
3. In order to close that gap between the trailhead and the top of the peak, what do I need to do? (*How do I close the gap?*) Well, I need to organize my group, plan an itinerary, get the food ready, load my pack . . .

Ask participants for a few more examples. Encourage them to think about situations in school, in sports, or in Scouting where they figure out where they are now, where they want to go, and at least a general idea of how to close the gap between the two.

Transition to Vision: Where I am now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far?

Vision. That's what future success looks like. That's where we want to go.

On videos during this course, we've seen some examples of personal vision. Can you tell me what Lance Armstrong's vision was? Steve Fossett's?



Show slide 5-5,
Vision—Goals—Planning.

- *Vision* is what success looks like. Vision is the elephant.
- *Goals* are the steps to fulfilling that vision. Goals are the bites of the elephant.
- *Planning* is the way to figure out how to reach your goals. Planning is figuring out where you'll get the fork, the cook pot, and the elephant recipe book.



Show slide 5-6,
The Vision Challenge.

The Vision Challenge

Later in this NYLT course, we'll guide each of you through the process of developing a personal vision. For now, start thinking about where you are and where you want to be.

Think big. Where do you want to be in 10 years? In 25 years? Dream a little. What profession most appeals to you? What kind of adult life? Think about that for the next couple of days, and then we'll start figuring out how you can close the gap between where you are now and where you want to be.

Summarize This Section

When it comes to leadership, the person you lead the most and the person over whom you can have the greatest influence is yourself.



Show slide 5-7,
Leading Yourself: You are



Show slide 5-8,
Leading Yourself:
To lead yourself

To lead ourselves, we need to figure out where we are, where we want to be, and how to close the gap in between. That means having a vision, setting goals to fulfill that vision, and then planning ways to reach those goals.

Each of us also needs to be responsible for himself—doing what we need to do to close the gap between where we are and where we want to be.



Show slide 5-9,
Leading Yourself:
You need to be

There are lots of people to whom we can turn for support and whom we can draw upon for help.

Knowing Yourself

THE CROSSED-ARMS EXERCISE

Have everyone cross their arms, then recross them the opposite way. Discuss comfort level with difference and the fact that there is no right way. For some people, right over left feels more natural, for others it's left over right.

Ask all right-handed participants to raise their hands, then ask a show of hands of those who are left-handed.

Ask a show of hands of people with blue eyes, then of those whose eyes are brown.

Some traits (like which way we feel better crossing our arms) may have no clear explanation, but they are still part of who we are.



Show slide 5-10,
Knowing Yourself.

Emphasize the fact that *to lead yourself well, you need to know as much about yourself as you can*. Who you are is not just whether you are a coyote, a hawk, or a snake. Who you are is not just how tall you are or the color of your eyes or what kind of music you like, but also how you make decisions when you are with other people and how you make decisions when you are alone.



Show slide 5-11,
The Self-Leadership
Compass

The Self-Leadership Compass

While we are all unique in many ways, something most of us have in common is the path we take as we are moving toward a goal or learning a new skill. They happen to be the same stages that teams experience as they are working toward a goal or learning new skills:

- *Forming*
- *Storming*
- *Norming*
- *Performing*

Whenever we begin to learn a new skill or begin making our way toward a new goal, we have lots of enthusiasm but we probably also have lots to learn before we can get very far. When we begin any new skill or goal, we will always be back at *Forming*.

The same is true when using a real compass. If you want to head out in a new direction, you need to point your direction-of-travel arrow toward your destination and begin working your way through the phases again.

Self-Leadership Measurement Activity

Encourage participants to use their NYLT compasses to chart their individual progress as they learn new skills and work toward personal goals during the NYLT course. This is a private activity for each of them. Every Scout can consider his level of skill and level of enthusiasm and motivation. By understanding their stages of development, they can move ahead more effectively.



Show video clip 5-12, Leading Yourself (Part One), which begins with “Whether you have a strong personal vision or one that involves others. . . .” Add these thoughts to the video presentation:

- To move toward more advanced stages of self-leadership, it’s important to reevaluate your goals. Are they getting you closer to realizing your vision of success?
- You can recast your goals. You can refine them to make them more powerful.
- You can also seek the help of others. Find people who can help you set your goals, teach you skills, and evaluate your performance.



Continue through the interactive scenarios at slide 5-13, Leading Yourself, and video clip 5-14, Leading Yourself (Part Two), to the *Be, Know, Do* summary.



Show slide 5-15,
Summary.

Summary

The foundation of leadership is *Be, Know, Do*:

- The **BE** of leadership—Who you are and how you use your strengths
- The **KNOW** of leadership—The skills of teaching and helping others achieve their goals
- The **DO** of leadership—Tools for communicating, solving problems, and resolving conflict

We each have responsibility for figuring out where we are, where we want to be, and how to close the gap in between—in other words, to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals.

Knowing about ourselves will help us understand why we are where we are now, where we want to be, and how to close the gap between our present situation and what success looks like.



Show slide 5-16,
Summary: The stages

Understanding the stages we go through as we learn a new skill or work toward a goal can help us better understand the process and get through difficult times more efficiently.

Scenarios for Leading Yourself



If your troop is using the *National Youth Leadership Training DVD* from BSA, the interactive scenarios are on the DVD. However, if your troop is using the *Cedar Badge Video Clips DVD*, the interactive scenarios are not on the DVD and you will need to use the following scenarios to conduct the interactive activity:

Scenario 1: Paul has just started playing the saxophone in his school band. It's very hard learning all the things he needs to know, but he's very excited and imagines becoming the best sax player in the band.

What stage is this? [*Forming*]

Scenario 2: Emilio has been working hard to get ready for a big backpacking trip. He's gone over his checklist of supplies and packed his outdoor essentials in his backpack. He's checked with his patrol to make sure the overnight camping gear is gathered and packed for travel. He's prepared for the possibility of rain. He's certain that the campout will be great.

What stage is this? [*Performing*]

Scenario 3: Brandon has been studying to take the written test to get his driver's permit. Last week he wasn't sure he would ever pass the test, but now he is remembering more of the rules and laws every day.

What stage is this? [*Norming*]

Scenario 4: Zack is in the process of training for the annual charity run schedule for three months away. At first, the training was hard, but he was so excited that he kept going. But now he feels so exhausted every day that he is wondering if it is all really worth it.

What stage is this? [*Storming*]

Day Five: Patrol Leaders' Council Meeting

Time Allowed 45 minutes

Responsible Senior patrol leader

Location Patrol leaders' council site

Learning Objectives By the end of this session, patrol leaders will

- Be able to discuss how to run an efficient, well-planned meeting.
- Have the resources and guidance to help them lead their patrols.
- Experience representational leadership as patrol leaders representing their patrols.
- Report on their patrol's progress on presentations for the Quest for the Meaning of Leadership.
- Know which patrols are responsible for upcoming course assignments.
- Prepare for the Outpost Camp (emergency response plan).
- Use SSC to evaluate patrol performance.
- Practice good communication skills.

Materials Needed

- Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings.
- Emergency Response Plan work sheets (appendix)

Delivery Method

The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting. As with the Day Four patrol leaders' council meeting, the patrol leaders' council meeting on Day Five is attended by the senior patrol leader, assistant senior patrol leader, the patrol leaders of the day, and the Scoutmaster.

Presentation Procedure

Patrol Leaders' Council Meeting Agenda

Day Five

1. Welcome and introductions
2. Purpose of the meeting—what we need to accomplish
3. Reports on the progress being made by each patrol
4. Review plans for the Outpost Camp
5. Review the emergency response plan for the Outpost Camp
6. Announcements, including a reminder that it is time for patrols to finalize their Quest presentations
7. Program patrol and service patrol assignments
8. Closing

Pre-Meeting Discussion

The Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a patrol leaders' council meeting. They go over the agenda and make sure everything is in order. The Scoutmaster confirms that the senior patrol leader understands the vision of what the meeting will accomplish, and makes sure the senior patrol leader is ready to run the meeting.

Once the meeting begins, though, the senior patrol leader is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the senior patrol leader now and then, but in a youth-led course, the youth staff are in charge.

At the end of the pre-meeting discussion, the senior patrol leader calls the patrol leaders' council to order and begins the patrol leaders' council meeting.

Welcome and Introductions

The senior patrol leader takes charge of the meeting, introduces those persons attending the patrol leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the patrol leaders' council to the written agenda. Note that the purpose of this meeting will be to

- Make reports on the progress being made by each patrol.
- Make final preparations for the Outpost Camp (review plans, go over the emergency response plan).
- Make program patrol and service patrol assignments.

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Patrol

The senior patrol leader asks each patrol leader to report on his or her patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What is a strength and is working well that they can continue doing?

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of his or her patrol (*Forming, Storming, Norming, Performing*).

Emphasize that the Quest is their opportunity to demonstrate good communication skills and show the rest of the troop what their patrol has learned from the course.

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Review Plans for the Outpost Camp

Give an overview of the Outpost Camp plan. Discuss the schedule and destination for each patrol.

Explain that the patrols are to be packed up and ready to depart by the end of the Day Five patrol meeting. (It may even be appropriate for them to bring their packs and form pack lines outside the course assembly area prior to the session on Valuing People. That way they will be ready to depart for their Outpost Camps immediately following that session.)

Review the checklists patrols have used on days Three and Four. The checklists might vary, depending on the nature of the Outpost Camp. In general, the checklist can include these items to be planned:

- Menu planning (covered during the Day Three patrol leaders' council meeting and troop meeting)
- Personal equipment (covered during the Day Four patrol leaders' council meeting and troop meeting)
- Group equipment (covered during the Day Four patrol leaders' council meeting and troop meeting)



Review the Emergency Response Plan

Guide each patrol leader in filling out a copy of the plan that can then be shared with the patrol.

Before the course begins, NYLT adult staff will carefully consider the locations of Outpost Camps and determine the most appropriate emergency response plans to provide patrols.

Adult staff should develop patrol emergency response plans to address worst-case scenarios.

Adult staff should use the emergency response plans to determine the appropriateness of Outpost Camp locations and communications. For example, a patrol with minimal first-aid skills should not be sent to an Outpost campsite a long distance from persons with the first-aid training and leadership skill to manage medical emergencies. The Scoutmaster should also consider the locations of coed patrols relative to locations of responsible adult staff. See Outpost Camp section on page 30 of Day Five for more detail on this point.

Announcements

The senior patrol leader makes any announcements relevant to the troop.

Remind patrol leaders that it is time for patrols to finalize their Quest presentations. If they have not done so already, they should spend time during the Outpost Camp completing their presentation plans and rehearsing what they will do to represent their Quest for the Meaning of Leadership.

Explain that patrol leaders have a responsibility to convey to their patrols information from the meetings of the patrol leaders' council.

Note the time and location for the next meeting of the patrol leaders' council.

Program Patrol and Service Patrol Assignments

The senior patrol leader asks the assistant Scoutmasters to take the floor.

The assistant Scoutmasters remind those leaders of the Day Five service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (sample assignments)

- Course assembly—Conduct the flag ceremony for the next day.

Service Patrol (sample assignments)

- Maintain participant latrines and showers.

STAFF SERVICE PATROL

The assistant senior patrol leader will again make it clear to the patrol leaders' council that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use, and will add any other tasks of the day.

Closing

The senior patrol leader summarizes the key points covered during the meeting, addresses any questions the patrol leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and Scout Law as their guides.

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels.

The senior patrol leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

The Scoutmaster and senior patrol leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved the next time the patrol leaders' council gathers.

Day Five: Valuing People

Time Allowed 60 minutes

Format Course presentation

Responsible Assigned staff (preferably the senior patrol leader backed up by an adult leader to provide diversity in knowledge, viewpoints, experience, and age)

Location Course site

Learning Objectives As a result of this session, participants will be able to

- Understand that the Scout Oath and the Scout Law guide us in valuing other people.
- Recognize that both the similarities we share with others and our differences can help groups be stronger.
- See that we have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own.
- Use ROPE principles to strengthen their home unit programs.

Materials Needed



- 4-foot lengths of rope, one for each participant, presenter, and troop guide. They should be of differing colors, diameters, and types. Each rope should be appropriate for learning knot-tying (that is, no bailing twine or string).
- Posters presenting the Scout Oath, the Scout Law, and the World Crest emblem (at left). Display the posters at the front of the presentation area in view of all participants.
- Checklist for Ethical Decision Making (appendix, Participant Notebooks)
- Flip chart and markers

Presentation Procedure

Opening Exercise

Provide each participant with a 4-foot length of knot-tying rope.

Tell participants that there are lots of great trick knots. A challenging one is the *toss knot*. It's tied by spinning a loop into a rope, then tossing through one end as if it were a dart.

Show participants how to tie the toss knot. (These instructions are for a right-handed person. Participants who are left-handed should reverse the hand orientation.)

- Step 1** – While standing, grasp the rope with one end in each hand. Hold the end in your right hand as if it were a dart. There should be about 2 inches of the end of the rope pointing away from you—the point of the dart. The body of the rope should be hanging down in front of you.
- Step 2** – With your right hand, flip the body of the rope to the left and over itself to form a loop. The loop will be rotating counterclockwise as you look down at it.
- Step 3** – Keeping a tight grip on the rope with your left hand, toss the end in your right hand (the dart) through the loop. Since the loop is in motion, the challenge is to toss the dart at just the right time.
- Step 4** – If the dart goes through the loop as it is first forming, it will create an overhand knot. If the loop has spun further before the dart goes through, the knot will be a figure-eight knot.

Troop guides can help members of their patrols practice the toss knot, explaining that a lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.

Ask participants: *Most of you probably know the joining knot. Remember? It's a square knot.*

Have participants tie a square knot with their rope as you describe the architecture of the square knot—that is, what makes it a good knot for joining together two rope ends.

The square knot is actually two bends, one in each rope end, that are intertwined.

Each end of the rope brings strength to the knot. When they work together, the contributions of the two ends makes possible a knot that could not exist if there were but one end.

Tell participants: Now I'd like each of you to tie one end of your rope to the end of the rope of another member of your patrol. Use a square knot. If everyone ties the knot one time, all the ropes should be linked into a circle.

(Troop guides can *Guide* participants if they need help tying the knots or sorting out which ends should be joined to make the circle.)

Look at the strength formed by all these different kinds of rope joined together. When Boy Scouts learn to tie the joining knot, it doesn't just symbolize them as one person joining a troop. It also symbolizes all the members of a troop joining together to make the strongest possible team.

Just as these ropes are both the same and different from one another, members of teams draw strength from the ways they are similar and ways they are different.

One of the ways all of us here are similar is that we can all tie a square knot. That shared ability allows us to join together in ways that wouldn't be possible if we shared nothing in common.

The Scout Oath and Scout Law

Ask: *Why did you become members of the Boy Scouts of America? Probably for more reasons than just to tie a square knot.*

Entertain some answers. Among them might be “Because my friends had joined,” or “My parents wanted me to.”

Lead participants toward this answer: “People in my unit are interested in doing the same kinds of things I like to do.”

All of us here are part of Scouting because we share a common belief in taking part in outdoor adventures. We all share something else, too—a belief in the Scout Oath and Scout Law.



The session leader may ask participants to recite with him the Scout Oath and Scout Law or can simply point out the Oath and Law on the posters at the front of the presentation area.

Since the beginning of the BSA, the Scout Oath and Scout Law have expressed the values of the Scouting movement.

Being with others who have the same values we do can provide a strong sense of belonging and understanding. We don’t have to explain ourselves to one another. We like to do the same things together. We all have the same foundation in our lives.

Being with people who are a lot like us is often easier than getting to know those who aren’t. But, think about what it would be like if everyone around us was just like you.

It’s also clear that there is a strength in having common values and common interests. Values are the glue that holds a group together and helps give the group its identity.

But if everyone in a troop were exactly alike, fresh ideas would be rare. Nobody would be asking the sorts of questions that lead to better programs and more interesting adventures. There would be little to learn from one another.

While common values are essential for successful teams, diversity fuels change, growth, and progress. Let’s talk about some of the strengths that come to a team through diversity of its members.

What Is Diversity?



Help participants begin exploring their understanding of diversity and the role it has played in enriching their lives. Encourage them to take part in the discussion but don’t put people on the spot in front of the group. Help them to work their way into the subject at their own pace.

Ask participants: The first night of NYLT, you all took part in the Who, Me? game. You probably came up with lots of ways that you are similar to others in your patrol, and some ways that you are unique. I'm sure you found lots of similarities with others in your patrol. What are some of those similarities?

(Invite answers and write them on a flip chart.)

The Who, Me? game probably brought out some differences that patrol members have, too. What are some of those differences? (Some differences may be simple—"We live in different towns." "I like to play soccer and everybody else is into football." Some may be more complicated—"My religious beliefs are different than the rest of the group." "I was born in a different nation than everybody else.")

There are lots of differences even in an NYLT course with members who have much in common. Those differences are the *diversity* we share.

Keep the discussion lively and moving along by asking participants to suggest kinds of diversity they witness in their schools, communities, and nation. Write down their answers on the flip chart.

Encourage participants to think about some of these areas of diversity and to give examples from their own experience of the differences:

- Gender
- Race
- Age
- Physical appearance
- Health
- Education
- Family structure
- Friendships
- Geographic location
- Occupation
- Language
- Heritage
- Belief systems
- Religion
- Traditions

Other questions that can help participants think about the nature of diversity:

- At some time, each of us has felt different from other people. What are some of your experiences of times when you realized you were different from other people?
- What were the consequences of being different? What were your feelings about it?

Shared values are the glue that holds a group together. For the Boy Scouts of America, those shared values are found in the Scout Oath and Scout Law.

Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the groups to which we belong.

Throughout life, experiencing different cultures and ways of doing things helps us learn about the world around us. Often the more we explore differences, the more we discover we have in common with other people.

Ask participants:

- How can diversity strengthen a patrol? (Among the possible answers: “Each of us has traits that make us unique and each of us has knowledge that we can use to add to our experiences and the experiences of others.”)
- Can diversity ever be a problem for a patrol? (Among the possible answers: “We can never agree on what we want to do.” “Some of our guys have religious responsibilities on days we want to go camping.” “We have a guy in our home troop with dietary restrictions, and that makes it hard for us to plan the menus the rest of us want.”)

Diversity brings opportunities and challenges to a patrol. Differences can be good—bringing fresh ideas to a group, challenging everyone to find new solutions.

Groups work best when everyone in the group shares the same basic values. In Scouting those shared values are best expressed in the Scout Oath and Scout Law. A big challenge for Scouts is knowing how to respond to people who do not share those same basic values.

How Do We Respond to People Whose Values Are Not the Same as Ours?

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group.

Everyone is different. All of us share some common values. However, there are many people who do not share all of our values.

There may be many things about each one of them that we can appreciate, value, and respect.

Ask participants: But how should we treat people who do not share all of our core values? What do the Scout Oath and Scout Law tell us about how we should act toward other people? They remind us that we should respect each individual, for each one of us is a special person.

Each of us can enrich the life experience of ourselves and others by helping each other appreciate the fun times and get through the tough times.

The answer can be found in the Scout Law: *A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind.*

By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

You can also use the tools for making ethical decisions. At its heart, the way we respond to people whose values are not the same as ours is an ethical decision. You can use the Checklist for Ethical Decision Making.

Of all of the checks in the checklist, perhaps the clearest when deciding how to respond to others is the Golden Rule: Treat others as you would have them treat you.

How Can You Use Diversity to Strengthen the Scouting Program?

Point out the poster with the World Crest logo.

Tell participants: We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action.

A good place to practice these ideas is with our home Scouting units.

An effective approach to increasing the diversity of a team is *ROPE*. Write out the following on a flip chart and display it at this point:

- *Reach Out*
- *Organize*
- *Practice*
- *Experience*

REACH OUT

Many people who aren't Scouts would like to join if someone would just tell them about all the great activities of a troop or crew. You can be the ones to invite them to join.

Look to those who are not like you in terms of religion, race, ability, culture, and traditions. Keep asking. One by one, one member at a time, you can help build a stronger unit.

ORGANIZE

Once people have joined your troop or crew, do all you can to help deliver the promise of the Scouting program. Help new members feel they are welcome and that they can make real contributions. There is strength in differences. Make diversity work for your unit.

PRACTICE

Practice using the skills of NYLT to build on the diversity in your troop or crew. A shared vision of what you want to achieve is a powerful way to bring people together. The Leading EDGE and the Teaching EDGE go a long way to helping everyone feel involved.

EXPERIENCE

Experience is a terrific teacher. The experiences you have as you include others in your troop or crew can make your Scouting experience richer and can help you learn ways to invite even more people into the BSA.

ROPE

Reach out, **O**rganize, **P**ractice, **E**xperience . . . The first letters spell the word ROPE. Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.

Break into teams and brainstorm ideas for using these steps to build stronger, more interesting, and fun programs. After seven minutes, have each team share their results with the rest of the group.

GROUP ACTIVITY

Ask NYLT patrols to join with everyone in the course and to tie their ropes together to form a coursewide circle.

Explain that there has been a lot of talk about vision this week. Baden-Powell, the founder of the Scouting movement, had a vision of a world brotherhood of Scouting. He believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.

Show the poster featuring the World Crest.

We can see lots of diversity within Scouting. In many nations, it is a coed program—both boys and girls sharing Scouting adventures. The age requirements differ from one nation to another, and so do uniforms, literature, and activities.

Scouting worldwide is for everyone. It has something to offer all people who join, regardless of the diversity they bring with them.

The power of Scouting's values and our willingness to build on the power of diversity helps make the Scouting movement a success. Our rope circle symbolizes that. It is a circle that expands worldwide to encompass all who build their lives on the foundation of the Scout Oath and Scout Law.

Summary

The Scout Oath and Scout Law define our common values.

People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.

Diversity is a strength for building a group, holding its interest, getting things done, and having fun and adventure.

Lastly, challenge each participant to use the materials learned in this session to help build stronger troops and make Scouting available to more of the youth in their communities.

Day Six: Troop Assembly

Time Allowed 15 minutes

Responsible Senior patrol leader and Scoutmaster

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

- Have gathered for Day Six of the NYLT course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scout Oath and the Scout Law.
- Have viewed or participated in a flag ceremony presented by the program patrol.
- Participate or view the installation ceremony for new patrol leaders and assistant patrol leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Be able to discuss key parts of a good unit assembly.
- Be able to recognize good communication skills.

Recommended Facility Layout Use standard troop assembly area, as selected prior to the beginning of the course.

Presentation Procedure

Opening

The patrol leaders lead their patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader takes charge of the meeting, using the Scout or Venturing sign to bring the assembly to order. They welcome participants back from their Outpost Camp.

Flag Ceremony

Instruct NYLT course members to use the Scout or Venturing salute while the flag is being raised. Ask the program patrol of the day to present the colors and raise the American flag, then invite the program patrol to display the historic flag for the day and explain its significance.



The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix for Day Two.

Instruct the program patrol color guard to raise the historic flag and the NYLT course flag.

Ask the troop members to make the appropriate sign and recite the Scout Oath and the Scout Law.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Patrol Leader/Assistant Patrol Leader Installation

The senior patrol leader asks the Day Five patrol leaders to introduce the Day Six patrol leaders to the course participants, then the Day Five assistant patrol leaders to introduce the Day Six assistant patrol leaders. Encourage those making the introductions to use effective communication skills.

Note: As introductions are being made, the senior patrol leader can provide positive reinforcement by commenting on one or two communications skills being used well—hand gestures, clear voice, eye contact with the group, etc.



Patrol leader and assistant patrol leader assignments for each day of the NYLT course can be found in the Sample Patrol Duty Roster included in each copy of the NYLT Participant Notebook.

The troop leader begins the installation. He or she should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on his patrol leader's right shoulder.

- Instruct them all to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting.”
- Welcome them as the course’s new patrol leaders and assistant patrol leaders.

Program and Service Patrols Emblem Exchange

The assistant Scoutmasters for program and service briefly review the duties of the program patrol and the service patrol.



The duties of the patrols may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Patrol (sample assignments)

- Prepare the course assembly and flag ceremony.
- Prepare the course meeting area.
- Complete other duties as assigned at the patrol leaders’ council meeting.

Service Patrol (sample assignments)

- Put the course meeting area in order after meetings. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Complete other duties as assigned at the patrol leaders’ council meeting.

Ask the leaders of the day’s program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag.



The exchange of symbols for the program patrol and service patrol should not overshadow the installation of the day’s patrol leaders and assistant patrol leaders. Bestowing the emblems for the program and service patrols can be done in good fun, but with the understanding that these patrol duties are secondary to the roles of patrol leadership.

STAFF SERVICE PATROL

Explain to participants the duties of the day.



Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve (in this case, the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.

For guidelines on the daily campsite inspection and for presentations of the Baden-Powell Patrol streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as a guide, the assistant senior patrol leader in charge of the service patrols makes the evaluation of the patrol campsites. (This may occur while patrol members are at evening sessions of the NYLT course.) Troop guides can encourage the patrols to use the same form to check their campsites as they complete their cleanup after the evening meal. If a patrol is having difficulty following through with all the items on the checklist, its troop guide can use the Teaching EDGE to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag.

Personal Vision Challenge

The senior patrol leader explains that later in the morning, the Finding Your Vision (Part Two) session leader will ask each person to write a newspaper story. It's 25 years in the future, and the story is about who you are and what you have done with your life up to that point. There will be a photograph of you along with the story.

Encourage participants to give some thought to what they will write in the story and what they see in the photograph. They can think about it while they are cleaning up and getting ready for the rest of the day. That way, they'll be ready to write the story when the time comes.

Scoutmaster's Minute

The Scoutmaster should personalize this Scoutmaster's Minute by drawing on conditions or events occurring during the Outpost Camp and using them to illustrate the importance of *Be, Know, Do*. For example:

"You've just returned from your Outpost Camp and we are very pleased to see each one of you. We understand there were some great adventures happening out there." (Refer to some of the positive events of the Outpost Camp.)

“There were also some challenges to be overcome (rain, heat, mosquitoes, etc.).

“We all enjoy having a good time, and we’re always pleased when things go well. But how we respond to adversity is even more important. It’s easy to be cheerful on a sunny day, but it can take energy to keep your spirits high when it is raining. When things go wrong, it can take willpower to focus your efforts on making things right rather than simply giving up and feeling sorry for yourself.

“During the Outpost Camp, each of you had moments when the *Be, Know, Do* of Scouting shone through. For each of you, Outpost Camp challenges brought out the *BE* (who you are), the *KNOW* (the skills in your head and hands), and the *DO* (your willingness to act on behalf of others and yourselves).

“The commitment for you to make now is to apply *Be, Know, Do* to all the challenges of life, both within Venturing and Scouting and in all the outposts beyond.”

The senior patrol leader thanks the Scoutmaster and brings the troop assembly to a close.

Day Six: Patrol Leaders' Council Meeting

Time Allowed 30 minutes

Location Patrol leaders' council site

Learning Objectives

The patrol leaders' council meeting on Day Six will

- Model ways to run an efficient, well-planned meeting.
- Empower patrol leaders with the resources and guidance to help them lead their patrols.
- Prepare patrol leaders for their roles through the rest of Day Six.
- Remind patrols to complete their presentations for the Quest for the Meaning of Leadership.

Materials Needed

Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings.

Delivery Method

The patrol leaders' council meeting is conducted by the troop leader, who will model appropriate leadership behavior within the setting of the meeting.

As with the previous patrol leaders' council meetings, the patrol leaders' council meeting on Day Six is attended by the troop leader, one youth assistant Scoutmaster, the patrol leaders of the day, and the Scoutmaster.

Presentation Procedure

Patrol Leaders' Council Meeting Agenda

Day Six

1. Welcome and introductions
2. Purpose of the meeting—what we need to accomplish
3. Reports on the progress being made by each patrol
4. Assignments for the remainder of Day Six (camp breakdown, feast preparation)
5. Program patrol and service patrol assignments
6. Announcements
7. Closing
8. Scoutmaster's observations

Welcome and Introductions

The troop leader takes charge of the meeting, introduces those persons attending the patrol leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the patrol leaders' council to the written agenda. Note that the purpose of this meeting will be to

- Hear reports on the progress being made by each patrol.
- Make assignments for the remainder of Day Six.
- Make program patrol and service patrol assignments.

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Patrol

The senior patrol leader asks each patrol leader to report on his or her patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their patrols?

Stop—What can they stop doing that is not working well?

Continue—What is a strength and is working well that they can continue doing?

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of their patrol (*Forming, Storming, Norming, Performing*).

Remind patrol leaders that each patrol should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Remainder of Day Six

The patrol meetings that take place during the Day Six troop meeting will focus on preparations for the feast and on breaking down camp. The senior patrol leader can give each patrol leader a checklist of things to be done in order for the patrols to break camp and make their feast preparations.

During the patrol meetings, each patrol leader will lead his patrol in using the What, How, When, Who Planning Tool to determine how the patrol will reach the goals of breaking camp and being ready for the feast.



The checklist will vary, depending on the nature of the breakdown procedures and feast plans.

Sample Checklist

Campsite Breakdown

- Tents cleaned out and stowed in stuff sacks
- Dining fly taken down and neatly folded
- Cooking gear cleaned (except for pots and utensils needed for feast preparations)
- Personal gear packed
- Patrol campsite policed
- Troop guide approves all campsite breakdown and cleanup
- Tents, dining flies, and group gear returned to the quartermaster hut

Program Patrol and Service Patrol Assignments

The senior patrol leader asks an assistant Scoutmaster to take the floor.

The assistant Scoutmaster reminds those leaders of the Day Six service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (sample assignments)

- Since there was no flag ceremony for the Day Six program patrol, that patrol might be asked to be involved in the closing ceremonies of the course.
- Prepare the meeting area for the Quest for the Meaning of Leadership presentations.

Service Patrol (sample assignments)

- Police the troop meeting area. (NYLT is a Leave No Trace program.)
- Maintain participant latrines/showers.

Announcements

The senior patrol leader makes any announcements relevant to the group.

Explain that patrol leaders have a responsibility to share with their patrols information from the meetings of the patrol leaders' council. Inform patrol leaders of any other matters of Day Six importance to the patrols.

Closing

The senior patrol leader summarizes the key points covered during the meeting, addresses any questions the patrol leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and the Scout Law as their guides.

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels.

The senior patrol leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debriefing with the Scoutmaster.

After the Meeting

The Scoutmaster and senior patrol leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved through the remainder of Day Six of the NYLT course.

Day Six: Patrol Presentations—The Quest for the Meaning of Leadership

Time Allowed 60 minutes

Format With the entire course as an audience, each patrol makes its presentation of The Quest for the Meaning of Leadership.

Responsible Senior patrol leader

Location Troop site

Learning Objectives By the end of this session, each participant will have

- Played a role in presenting the patrol's Quest for the Meaning of Leadership.
- Used good communication skills.
- Experienced the satisfaction of envisioning, planning, and completing a presentation with the patrol.
- Given thought to his or her own meaning of leadership.

Presentation Procedure

Serving as master of ceremonies, the senior patrol leader can introduce each patrol and then offer support, encouragement, and a debriefing of the patrol's presentation. If necessary, the senior patrol leader can manage the behavior of those observing the presentations to create an atmosphere appropriate to this session.

As part of the debriefing, the senior patrol leader may wish to ask the patrol to explain how its presentation illustrates certain key messages of the NYLT course.

The debriefing can also serve as a means of highlighting and reviewing some of the most important elements of leadership.

The patrol presentations can be a session full of good fun, high spirits, and valuable learning experiences. Staff involved must remember that this session is for and about the participants, and they should do all they can to encourage and promote the efforts of each patrol.



While the senior patrol leader facilitates this session, the Scoutmaster should stand by to offer coaching and guidance. Where appropriate during the debriefings, he or she can also help the senior patrol leader draw out the important messages of leadership presented by the patrols.

Boy Scout Whizbang

Time Allowed	120 minutes
Format	Course-wide problem-solving activity
Responsible	BSCB vice chairman and CB-NYLT youth staff
Location	Camp parade ground
Learning Objectives	By the end of this session, participants will be able to:

- Put into action the principles they have learned throughout the CB-NYLT course.
- Practice teamwork.
- Have fun.

Materials Needed Each activity will require its own materials, as identified below.

Presentation Procedure Troops will gather at the parade grounds for instruction from the BSCB vice-chair. Ideally, 12 to 18 problem-solving activities will be available for patrols to participate in, with two or three patrols per activity. Groups will rotate every 5 minutes to a new activity.

The following games are suggested as a starting point. Other games may be added or substituted as long as they are age-appropriate and remain within the safety guidelines established by BSA.

Skin the Snake

Equipment – None

Each player stoops over, putting his right hand between his legs and grasping the left hand of the player behind him. At a given signal, the last man in line lies down on his back, putting his feet between the legs of the player in front of him. The line walks backward, striding the bodies on the ground behind, with Scouts immediately lying down upon having no more Scouts to stride. When finished, all are lying on their backs. The last man to lie down rises to his feet and strides forward up the line, the rest following as fast as their turn comes. Any team that breaks grasp is disqualified

Luck Relay

Equipment – A coin for each patrol

Patrols line up in relay formation with one member 20-40 feet in front. Each leader has a coin hidden in one hand. Scouts run forwards and taps one of the leader's extended hands. If coin is in that hand Scout runs back and touches the next Scout. If coin is not in selected hand, he runs back, starts over, and keeps doing this until he selects the correct hand. Leader can change coin hand at will. One suggestion is to position the leaders so they are not opposite their own patrol members. SCORING: First patrol through wins.

Grasshopper Relay

Equipment – A Scout hat and small ball or similar item for each patrol

Patrols line up in relay formation. A turning line about 25 feet in front is designated. The first Scout in each patrol places the object between his knees and hops to the turning line and back without dropping object. If item is dropped, Scout picks it up, puts it back between knees, and carries on. SCORING: First patrol through wins.

Antelope Race

Equipment – None

On signal, Scouts run in single file with one hand on the belt of the Scout ahead to a point 50 yards away, make left turn, and run back to starting point. Falling down or breaking apart throws out the team

Under and Over Relay

Equipment – Ball

Front player has a ball, or other large object, which he passes over his head, using both hands, to the player behind him, and so on down the line. When the last player gets the ball he runs to the front and passes it between his legs back down the line, next time over the head, and so on. Ball must be passed not thrown. Variation: Front player always passes over and the next under, and so on alternately. SCORING: First team to regain its original order wins.

Rubber Ball Relay

Equipment – Small rubber ball and pop bottle for each patrol

Patrols line up in relay formation. First scout in each patrol has a rubber ball in his hand. About 25 feet in front of each patrol is a pop bottle on a chair. On signal, the first two scouts in each patrol place the ball between their foreheads and carry it in this manner, without using hands, and deposit it on top of the bottle. Once the ball is on the bottle, one scout picks the ball up with his hand and runs back to the starting line, giving it to the next two Scouts in line, who repeat the process. If the ball is dropped, the pair must pick it up and return to the starting line to start over. SCORING: First patrol finished is the winner.

Bandage Demonstration

Equipment – Rags or neckerchiefs as needed

One member of the patrol is the patient, the rest first-aiders. On “Go,” the first Scout runs to patient and ties head bandage and runs back. Then second Scout ties across chest; third Scout, thigh; fourth Scout, ankle bandage; fifth Scout, sling for arm. Sixth and seventh Scouts go up and by chair-carry, transport patient to starting point. There is NO time limit. (Note: In case of a small patrol, one or more Scouts may go up twice, until project is completed. Base scoring on excellence, not on speed.)

Chain Gang Race

Equipment – One rope per boy

On signal, first Scout ties his rope around his ankle with a bowline and hands the free end to the second Scout. Second Scout ties his rope on to first Scout’s with a square knot, then ties his rope to his own ankle with a clove hitch and hands the loose end to the third Scout, who ties his rope likewise. When all are tied together, the patrol races to a finishing line.

Knot Hoop Relay

Equipment – One rope per patrol

On signal, the first Scout ties the rope into a loop with a square knot (or sheet bend, fisherman’s knot, etc.) and passes it over his head and down around his body. He steps out of the hoop, unties knot, and passes the rope to the next Scout, who repeats procedure, and so on down the line.

One Hand Knotting

Equipment – One rope per boy

Scouts in each patrol stand facing each other, each Scout with the rope in his right hand and his left hand in his pocket. On signal, they attempt to tie their ropes together using the knot called out by the leader. SCORING: First pair to successfully tie their knot wins.

Knot Tying Relay

Equipment – Pole and eight ropes about 4-feet long

Patrol of eight boys (in case of a small patrol, one or more scouts must each tie two knots) line up in relay formation about 10 feet from a pole held horizontally 30 inches off the ground. Eight ropes are laid out below the pole. On signal, the first Scout runs up, ties a knot, runs back, and tags the second Scout, who runs up, ties a knot, and soon. Knots are tied in the following order: 1. square knot; 2. sheet bend; 3. fisherman's knot (for these, join ends of rope with tight knot, pole running through loop); 4. clove hitch; 5. two half-hitches; 6. timber hitch; (for those, tie knots so that pole runs through loop). 7. taut-line hitch; 8. bowline. SCORING: First patrol through wins. Note: For each incorrect knot, add 1 minute.

Tent Peg Relay

Equipment – Hatchet and chopping block plus wood for stakes for each patrol

Patrol members each make a tent peg. No speed. Patrols then line up in relay formation with all pegs and a driving mallet about 50 feet in front. In relay fashion, Scout runs out to pegs, drives them all in enough so they will stand, runs back, and touches the next Scout, who runs up, knocks down all the pegs, and puts them up again. SCORING: First patrol through wins.

Tent Pitching

Equipment – Four tents with poles and pegs; axes.

Patrol lines tip with four tents neatly rolled in front of it, poles and pegs enclosed inside of tents. The patrol stands at attention. At command "GO," patrol sets up its tents. Tents must be neat and tight. When tents are erected, patrol lines up in front of them at attention. Note: Instead of a patrol putting up four tents, have a them of put up one tent. SCORING: First patrol finished first wins.

Height Measuring

Equipment – None

Each patrol member separately is to estimate the height of the flagpole (or tree). There is to be no guessing, some type of measuring must be used, either pencil, stick, shadow, dirty water method. etc. Patrol leader adds total of estimate of every member of patrol, divides by number of members to get patrol average, and gives result to observer. SCORING: Closest patrol average wins.

Nature Kim's Game

Equipment – Several species of plants or tree twigs (20 or 30), a large cloth or neckerchief, and paper and pencil for each patrol.

Spread plants on a table and cover with a cloth or neckerchief, Gather the patrols around, lift the cloth for one minute, and allow patrols to observe. Cover the items after the minute is up and have patrol members list them on a slip of paper. SCORING: Allow 1 point for each correct item listed. Patrol with the most correct items is the winner. (Plants must have right name.)

Log Raising Relay

Equipment – For each patrol, a crossbar 10 feet high, a 3-foot log about 12 inches in diameter, and a 50-foot length of ½-inch rope.

Patrols line up in relay style at starting line, 25 feet from crossbar. On signal, the first scout in each patrol coils rope and throws one end of it over the crossbar. He runs forward and ties one end of rope around the log with a timber hitch. He then lifts log off the ground by pulling on the free end of the rope. After the log has cleared ground, he lets it drop, unties the timber hitch, pulls rope from crossbar, carries one end to starting line and touches the next Scout in his patrol who repeats the performance until all eight members have run the course. Scout failing to throw the rope over crossbar after five attempts disqualifies his patrol. **SCORING:** First patrol to finish is the winner.

Bow-Saw Relay

Equipment – For each patrol, one bow saw, one log about 6 feet long with a 4-inch butt, one short log or block for support.

Patrols line up in relay formation facing the log at a distance of 20 feet. Bow saw is placed alongside the 4” log. On signal, two Scouts from each patrol run up to log. One Scout supports log while second saws out a disk about 2 inches thick. As soon as the disk drops to ground, the Scouts change positions and another disk is sawed off. When the second disk hits the ground, both Scouts race back to the starting line and touch the next two Scouts, who repeat the process. This continues until all scouts have had a chance to saw and until a total of eight disks have been sawed off and all members of the patrol have returned to the starting line.

Life Line Relay

Equipment – For each patrol, one 40 foot life line of braided sash cord, weighted at one end, and a target made up of 5-foot piece of board (to represent outstretched arms) and a tin can (to represent a head).

Patrols line up in relay formation, facing their targets. At signal, the first Scout coils up the rope and hurls the weighted end toward the target. The second Scout follows, and so on, for a total of eight tries. **SCORING:** To score, part of the rope should lie over “outstretched arms,” 5 points for each hit, plus 20 points for fastest patrol. 5 points are deducted from the patrol total for hitting the “victim” in the “head.”

Charge of the Light Brigade

Equipment – Provide each patrol with eight wooden matches

This game is best played outdoors where there is plenty of space, but can be played indoors if someone counts the number of times a patrol goes from one end of the room to the other. Patrols line up in relay formation, each Scout with one unlighted match. The first Scout lights his match and carries it forward as far as he can before he must blow it out or burn himself or it goes out by itself. The moment it goes out, he must stop on the spot. The next Scout in the patrol moves to that spot, lights his match, and continues until his also goes out. This continues until eight lighted matches have been advanced forward or back and forth across the meeting room. **SCORING:** The patrol that covers the greatest distance while carrying the lighted match is the winner.

Shuffle Run Relay

Equipment – For each patrol, provide two blocks of wood about 12 x 4 inches

Patrols divide into two equal groups. One half of the members line up relay fashion facing the other half, lined up the same way, on a line 30 feet away. Blocks of wood are placed at line opposite starting lines. On signal, the Scout in starting position will run to the opposite line, pick up one block, and return with it, leaving it at starting line. He runs back and does the same for block two. As soon as finishes, the first Scout on the line away from the present location of the blocks runs across, picks up one block, and returns it to his line. He runs back and does the

same with block two. This back and forth delivery of blocks continues until all Scouts have run. If there are fewer than eight scouts in a patrol, repeat until a total of eight blocks transfers have been made. SCORING: First patrol to complete eight transfers is the winner.

Log Rolling Relay

Equipment – For each patrol, one log 3-feet long and 12-inches in diameter, eight stakes set in ground as shown (• • • • • • • •)

Patrols line up in relay formation facing the course. Two Scouts in each patrol roll the log up the course, between the sets of stakes, around the turning point, and back through the sets of stakes to the starting point, where the next set of Scouts takes over and repeats the process, and so on until eight scouts have taken part. SCORING: The first patrol to roll the log four times through the course is the winner.

Fire Bucket Relay

Equipment – For each patrol. a fire bucket (pail) full of water

Patrols line up in relay formation. About fifty feet in front of each patrol, place bucket full of water. At the signal “GO,” the first Scout of each patrol runs up, grabs the bucket, and brings it back to the next line. He, in turn, runs and places the bucket in its original place and comes back to send off the third Scout, who copies the first, and so on, each boy going to the rear of the line as he finishes his run. SCORING: First patrol to finish without losing more than one inch of water wins.

String Burning Race

Equipment – For each team. two 2-foot sticks, two 3-foot lengths of twine, two matches

In advance of the race, the two sticks are pushed into the ground, 24 inches apart. Scouts tie one piece of string between sticks at the top and another 12 inches off the ground while the rest of the patrol gathers native tinder and firewood. The patrol then selects two representatives. On signal, the two Scouts lay the fire (but not higher than the lower string) and light it. After lighting, the fire must not be touched, nor may more wood be added. SCORING: The first patrol to burn through the top string is the winner.

Catch The Snapper

Equipment – For each patrol, four scout staves, several lengths of cord or twine, and a mousetrap

To form a “river,” draw two parallel lines 15 feet apart. Patrols line up on the “riverbank”. On the opposite bank from each patrol is a cocked mousetrap. Each patrol must lash their staves into a super-long fishing pole with a fishing line. SCORING: First patrol to catch its snapper wins.

Varsity Games and Rendezvous

Time Allowed	3 hours
Responsible	Vice chair, captains, squad advisors, and Special Programs & Events Program supervisor and program managers
Location	West end turnaround
Delivery Method	Challenging, competitive outdoor activities appropriate to Varsity Scouts are planned by the Special Programs and Events program supervisor and managers and approved by the team captain and Coach during the week. These activities can be chosen from such Scouting sources as <i>Wood's Wisdom</i> , <i>Scoutmaster's Handbook</i> , etc.

The Varsity Games will be a joint activity between the Varsity Scout CB-NYLT teams. Initial planning will be done during staff development and will be coordinated between the teams by the team captains and program supervisors. During the CB-NYLT week, the program managers from each team will be plan the activities in their program managers' meeting.

Traditional favorites that will be offered as part of the Rendezvous include:

- *Pellet Rifles*. Shooting pellet rifles will also give the rendezvous a mountain man flavor. Each Scout should be given an opportunity to load and shoot a pellet rifle under the supervision of a BSA qualified instructor.
- *Hawks and Knives*. When the mountain men would gather for a rendezvous they would design games by using the tools they carried with them all the time. The hawk (or hatchet) and the knife were two such tools. Contests to decide who could throw these two tools were held.

Here at CB-NYLT, a demonstration on how to throw both the hawk and knife could be given for the Scouts. The Scouts will need as much time as possible to practice throwing. Keeping track of how many hawks and knives a Scout can “stick” will add an element of competition to the event. Prizes could be given.

- *On-Target Mirrors*. One station will help each Scout build an On-Target Mirror and teach the Scouts how to use them. At the end of the Rendezvous, all participants will join in an activity using their own mirrors signaling to staff members on the side of the canyon.

Other activities to choose from: (Select eight additional activities for a total of eleven.)

- | | |
|--------------------|--|
| ■ Caber Toss | ■ Tent-pitching contest |
| ■ Giant Snow Shoes | ■ Knot relay |
| ■ 2-Man Log Saw | ■ Lashing chariot race |
| ■ Bottle Rockets | ■ Rope-toss for accuracy |
| ■ Box Hockey | ■ Stretcher race |
| ■ Atlatle | ■ Squad fitness contest |
| ■ Blow Darts | ■ (your ideas to be approved by staff) |
| ■ Log Roller | |

The Special Programs & Events program supervisor (assigned SA) and managers are responsible to plan for this event by completing the following planning form and ensuring all supplies and personnel are arranged for.

Varsity Games and Rendezvous

Planning Work Sheet

Event	Location	Coordinating Staff Member	Starting Squad (Rotate Down)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			