Cedar Badge

National Youth Leadership Training

Troop Guide – Squad Advisor Lessons

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Cedar Badge – NYLT Courses
January 2014

BOY SCOUTS OF AMERICA®

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.

COMPASS POINT

> 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.

COMPASS POINT

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.

COMPASS POINT

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.

COMPASS POINT

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.

COMPASS POINT

> 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: 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.

COMPASS POINT

> 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.

COMPASS POINT

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.*

Neutral Position

Show slide 1-4, 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.

COMPASS POINT

> 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.

COMPASS POINT

> 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.

Show slide 1-12, One More Skill.

Point out one more important communication 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: Who, Me? Game

Time Allowed

45 minutes

Format

Patrol activity in the troop setting

Responsible

Troop guides

Location

Patrol breakout areas

Learning Objectives

The Who, Me? Game is a tool for building trust and understanding. It is especially effective for enabling communication and strengthening relationships among patrol members. By playing the game, course participants will be able to

- Increase the common ground they share with fellow patrol members.
- Highlight some of the diversity existing among members of the patrol.
- Develop a greater sense of trust with others in the group.
- Better understand their own beliefs.

Materials Needed

Each patrol will require the following:

- A Who, Me? Game board. The board is similar to those used for well-known children's board games and is the board that is used for the Wood Badge Who-Me game, No. 34887. Flanked by Scouting images, a trail of variously colored blue, gold, and green spaces loops around the board.
- Cards with questions broken down into three categories—blue (easy), gold (more thoughtful), and green (serious) (see appendix)
- One die (half a set of dice)
- Place markers (different colored buttons, beads, etc.)—one for each participant

COMPASS POINT

> Photocopy the game questions from the NYLT appendix, print them on the correct color of card stock, then cut apart to create the game cards.

Delivery Method

The troop guide facilitates the game, ensuring that all patrol members feel comfortable in participating fully.

Presentation Procedure

Game Rules and Board Setup

With the troop guide's assistance, patrol members review the rules of the Who, Me? Game, set up the board, and play out the game.

RULES OF THE WHO, ME? GAME

1. Each player chooses a place marker and puts it on the start square.
2. Place the cards face down, close to the playing area.
3. To determine who goes first, each player rolls the die. The highest role is the first player. Play then rotates clockwise.
4. The first player rolls the die and moves his place marker that number of spaces, then draws a card from the color-coded pile that matches the space his place marker occupies. For example, if he lands on a blue square, he should draw a blue card. He reads the card silently.
5. The person who draws the card can choose whether to do what the card indicates.
   - If the player fulfills the expectations of the card, he may leave his place marker on that space.
   - If he chooses not to play the card, he must return his place marker to the square he was on before drawing that card.

   Some cards include an "ask each member of the group" question. Each member can decide whether to answer or to pass. That decision will not affect the locations of the place markers on the board.
6. The next player then takes a turn.
7. The first person to reach "home" wins.

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.

Day Two: Patrol Meeting

Time Allowed 30 minutes

Responsible Patrol leader

Location Patrol site or a breakout area

Learning Objectives

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

- Describe the purpose of the patrol meeting.
- Describe how a patrol meeting should be run.
- Know the patrol leader's responsibilities and the patrol members' responsibilities.
- Use the Start, Stop, Continue tool to evaluate patrol performance.

Materials Needed

- Patrol meeting agenda for each participant (appendix)

Recommended Facility Layout

The troop guide will determine the location of the first patrol meeting. The patrol will decide where subsequent patrol meetings will occur. In most cases, patrol meetings will take place in or near the patrol's campsite.

COMPASS POINT

> As with meetings of the NYLT course and the leadership council, every patrol meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective patrol meetings in their home units.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Patrol Meetings

Patrol meetings may be held at any time and place. The frequency of patrol meetings is determined by upcoming events and activities that require planning and discussion.

Patrol meetings should be well-planned and businesslike. Typically, the patrol leader calls the meeting to order. The patrol leader should report any information from the latest patrol leaders' council meeting. The bulk of the meeting should be devoted to planning upcoming activities, with specific assignments made to each patrol member.

Guidelines for Troop Guides

Patrol leaders are the facilitators of patrol meetings, not the troop guides. These meetings provide important opportunities for NYLT participants to gain hands-on experience as leaders. At times they may struggle, wander off course, or be shy about taking charge; that is often part of the learning process. Troop guides should allow each patrol leader time and space to gain the most from the experience, but also should be ready to make suggestions and give direction to and through the patrol leader in a manner that does not overshadow the patrol leaders but enhances their chances for success.

Patrol meetings also are a good opportunity for individuals to practice skills introduced in Day One's Communicating Well session. Again, you can make suggestions to the patrol leader, preferably before the meeting, to encourage the use of good communication skills.

Day Two Patrol Meeting

Troop guides play a significant support role to explain and demonstrate the way to conduct a good patrol meeting. Troop guides also will demonstrate the Start, Stop, Continue evaluation tool and guide the patrols as they use the tool to evaluate their patrol progress. The Start, Stop, Continue tool will be fully explored in the planning that follows the patrol meetings.

Day Three Patrol Meeting

Troop guides will make a judgment call on their degree of involvement, basing their decisions on the patrol's development and on the ability and performance of the Day Two patrol leaders.

Day Four Patrol Meeting

Troop guides may attend patrol meetings but ideally will not take part in any significant way.

Days Five and Six Patrol Meetings

Troop guides do not attend these patrol meetings.

Each patrol meeting should follow a written agenda. Building on the following model, the agenda for today's patrol meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of the patrol.

Patrol Meeting Agenda

Day Two

1. Welcome—Troop guide
2. Meeting agenda—Troop guide
3. Patrol leader responsibilities—Troop guide
4. Patrol duty roster—Patrol leader
5. Evaluation using Start, Stop, Continue (SSC)—Explained by the troop guide; evaluation led by the patrol leader, with troop guide's support
6. Closing—Patrol leader

COMPASS POINT

As a troop guide, use the Teaching EDGE *(Explain, Demonstrate, Guide, Enable)* to help your patrol become skilled at conducting patrol meetings.

You can also use the Leadership Compass to determine your patrol's stage of team development *(Forming, Storming, Norming, Performing).* That evaluation can help you decide on the most appropriate style of leadership. On Day Two of a typical NYLT course, most patrols will still be in the *Forming* stage and will respond best to leadership that is directive, supportive, and encouraging.

Welcome

Using good communication skills, the troop guides help patrol members feel welcome.

Explain the reason for patrol meetings. If you wish, use the following quotes. You can read them or write them out and have other patrol members read them to increase their involvement.

"The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation you don't really have a Boy Scout troop."
—Robert Baden-Powell, Scouting's founder

"A patrol meeting is an opportunity for you to lead a group of Scouts as they conduct the business of their patrol. It is also a chance for everyone in a patrol to learn new skills, plan future activities, and have fun with friends."
—From the *Patrol Leader Handbook*

Meeting Agenda

The troop guide explains what is involved in an effective patrol meeting.

Begin by passing out copies of the patrol meeting agenda. Demonstrate patrol meeting leadership by modeling good communication skills and by sticking with the agenda of the meeting.

Patrol Leader Responsibilities

Explain that among a patrol leader's responsibilities are these:

- To take a leading role in planning and conducting patrol meetings and activities
- To encourage patrol members to complete advancement requirements
- To represent the patrol as a member of the leadership council, taking ideas from the patrol to the council meetings, speaking on behalf of the patrol, and then clearly communicating the council's decisions to members of the patrol
- To set a good example by living up to the Scouting ideals

Evaluation Using Start, Stop, Continue

The troop guide will coach the patrol leader to conduct the Start, Stop, Continue evaluation of the patrol's duty roster and daily campsite evaluation.

Explain that the session on planning will explore an evaluation tool called Start, Stop, Continue:

Start—"What should we be doing that will make things better?"

Stop—"What should we stop doing because it isn't helping?"

Continue—"What is our strength and is working well that we want to continue doing?"

The patrol can begin using Start, Stop, Continue right now.

DAILY CAMPSITE INSPECTION CHECKLIST EVALUATION

Ask the patrol leader to take charge of the meeting and go over the patrol's Daily Campsite Inspection Checklist. For each item, discuss with patrol members what they can Start, Stop, Continue in order to fulfill the expectations of the checklist.

PATROL DUTY ROSTER EVALUATION

Guide the patrol leader in applying the Start, Stop, Continue evaluation tool to the patrol's duty roster. This is a good opportunity to iron out any difficulties with the roster. The troop guide can encourage patrol members to keep the discussion positive and constructive even if the patrol is moving from the *Forming* stage of team development into the *Storming* stage. Encourage the patrol leader to address issues rather than to let them go unresolved.

Closing

With coaching from the troop guide, the patrol leader asks if patrol members have any other issues to discuss or questions. Then, the patrol leader thanks patrol members for their participation and brings the meeting to a close.

Day Two: Marshmallow—Spaghetti Challenge

Time Allowed 90 minutes

Format

Troop presentation with patrol breakout sessions

Responsible

Facilitator and troop guides

Location

Patrol breakouts at troop site

Learning Objectives

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

- Understand the value of planning as a step in reaching goals and fulfilling visions.
- Plan an event or activity using the What, How, When, Who Planning Tool.
- Set priorities by categorizing tasks.
- Use planning to help manage time.
- Determine a next step when a plan does not deliver the desired outcome.

Materials Needed

- Copies of the Planning Tool Work Sheet (appendix)
- For each patrol: 2 lunch bags, each containing the following items:

  —20 pieces of standard spaghetti noodles (uncooked)

  —1 standard (not mini or special sized) marshmallow

  —1 yard (3 feet) of 1-inch blue painters tape or masking tape

  —1 yard (3 feet) of cotton string (avoid thread or yarn)

  (The bags will be used at two separate times. Keep them out of sight of the patrols.)
- Measuring tape and stopwatch for facilitator

Presentation Procedure

Have the patrols seated in their patrol group site in the course learning area.

Facilitators give the following instructions:

1. Each patrol will be given a bag with the same items. (Have patrol guide distribute one bag per patrol at this point. Keep other bags hidden.)
2. Do not open the bag until you are given all the instructions.
3. You will have 18 minutes to build the tallest free-standing structure you can using only the materials in the bag. You cannot use the bag or any other item not provided.
4. Open your bag and begin.

Allow them to look at the items for 10–15 seconds, then say, “Oh wait, the marshmallow has to be on the top of the structure!”

5. Repeat instructions so that everyone hears, and start the clock.

Troop guides should watch but not participate or offer suggestions. It may be best for the troop guides to walk away once the time starts.

The facilitator should walk around and observe to ensure rules are being followed. Do not offer suggestions or guidance at this point.

Look for how each patrol is handling the challenge. What process are they following? How is leadership being established?

Give a warning when 10 minutes are left and again at 5 minutes. Give the last warning at 1 minute. Count down the last few seconds.

Have troop guides help ensure no one is touching their structure when time ends.

Measure each patrol's structure and announce who has the tallest free-standing structure.

Show video clip, Marshmallow Challenge.

Recap this exercise:

Discuss the groups defined in the video (business school graduates, kindergarten graduates, CEOs, etc.) and how they did.

What happened when participants were offered $10,000 in software?

- Low performance
- Nobody built a structure that would stand

What happened when participants tried again four months later?

- High performance
- Tallest structures

What does this show?

- Incentives + low skills does not equal success
- Incentives + high skills equals success

How did the patrols build and design their structures?

Talk about your observations and what the patrols learned.

What can you learn from the exercise?

What are the hidden marshmallows?

The experience gives us:

- Shared experience
- Common language
- Prototyping and facilitation experience

Review these concepts:

- *Vision* is what future success looks like. "If you can see it, you can be it."
- *Goals* are the means of fulfilling a vision. "Vision is the elephant. Goals are the elephant's bite-sized pieces."

Add one more:

Show slide 2-15, Preparing Your Plans, then show slide 2-16, Vision—Goals—Planning.

- *Planning* is a means of efficiently reaching goals.

We've been talking about the team of mountain climbers wanting to reach the summit of Mount Everest. That is their vision. They can see themselves standing on the top.

Show slide 2-17, Planning.

Among the goals they've established to realize their vision is the establishment of four camps at ever higher points on the mountain. Those are SMART Goals that will get the climbers a long way toward fulfilling their vision.

Now it's time for them to do some serious planning. What will they need to plan in order to establish the first high camp? Sample answers include *what* to carry up there, *how* to set up camp, *when* to go, *who* will do each task, etc.

COMPASS POINT

The presenter also can point out the importance of planning troop meetings. Guidance for the What, How, When, and Who of team meetings can be found in *Troop Program Features, Volumes I, II,* and *III.* One or more copies of each should be made available so that NYLT participants can inspect them during their free time and become familiar with their contents. The intent will be to show NYLT participants that these documents exist and will be available to them to inspect at any time during the NYLT course. Be sure to point out that while this is a tool used by a troop, a similar planning tool can and should be used when planning a Venturing meeting.

The What, How, When, Who Planning Tool

Explain that big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten anything and that everything is completed in an efficient way.

A simple, effective planning tool is the What, How, When, Who Planning Tool.

Perhaps your team vision includes having a very successful Outpost Camp later this week. One of the goals could be enjoying a terrific camp meal cooked over backpacking stoves. Let's talk our way through using the planning tool by planning an Outpost Camp meal.

Show slide 2-18, Planning Tool.

Hand out copies of the Planning Tool Work Sheet. Participants can insert these in their NYLT Participant Notebooks.

COMPASS POINT

To illustrate the following exercise, use a flip chart version of the planning tool, prepared before the presentation. Fill in the boxes during the discussion, just as you would a normal-sized planning tool.

Demonstrate how to use the planning tool.

Ask participants, "What steps do we need to complete to be prepared for the meal?" Expect answers like, "Ask everybody what they want to eat," "Look in my *Boy Scout Handbook,*" "Figure out the menu," "Go to the store."

Choose a task that is likely to happen earlier than half the tasks, for example, "Figure out the menu," and write that response in the WHAT column.

Ask: "How do you do this?" Note the participants' answers. On a separate sheet, write down participants' responses.

In the HOW column of the first sheet, record the steps for one method of HOW. Choose a method that most participants can relate to. For example:

- Talk to patrol members about what they want.
- Select dishes to prepare.
- Find the recipes.
- List the ingredients.
- Determine ingredient amounts.

Ask: "WHEN do you need to figure out the menu?" On the Planning Tool Work Sheet, record at least one "before" item and one "after" item in the WHEN column. Some examples:

- "After we know where we're camping."
- "Before we go to the grocery store."

Now that we have the columns filled out, how much time will the task require? (Listen to examples. Help participants determine a reasonable amount of time for the task.)

Explain that once you have figured out HOW to do something and WHEN to do it, we can go back to the WHAT column and add whatever is missing.

Ask: "What's left? There's one more slot in the Planning Tool Work Sheet, and that's deciding WHO will be responsible for each of the steps in our plan. Some responsibilities are big ones—'The Big R,'—and some aren't so important—'the little r.' Once your name is written down in the WHO column, though, the responsibility is yours."

To review, ask participants what they think is the value in making a plan. Listen to a variety of answers. Reinforce the idea that planning increases the chance that you will get to the desired outcome or goal.

If we didn't plan, what might go wrong?

PLANNING TOOL EXERCISE

Tell participants: You each have one of these Planning Tool Work Sheets. When do you think you'll use this tool? How many of you think you will use this tool before you leave this week? How many of you think you will use this tool today?

The value of these questions is in getting the learner to say that they will use the tool. Psychologists will tell you that people are more likely to do something if they have stated out loud or in writing that they will do it.

The Start, Stop, Continue Evaluation Tool

Show slide 2-19, Start, Stop, Continue Tool.

Explain that during the patrol meetings that took place before this session, the troop guides helped the patrols use the Start, Stop, Continue evaluation tool to judge how things are going and how improvements can be made. That is a very effective way to improve performance of any sort. It's the evaluation tool we will be using throughout this NYLT course.

This concept was introduced as an evaluation tool during the patrol meeting that precedes this session, but it has not been explained in detail. It is in this session that Start, Stop, Continue is more fully explored. It will be used and emphasized throughout the rest of the training course as the tool of choice whenever evaluation is appropriate.

Let's look at the three parts of Start, Stop, Continue:

Start—"What should we be doing that will make things better?"

Stop—"What should we stop doing because it isn't helping?"

Continue—"What is our strength and is working well that we want to continue doing?"

The Start, Stop, Continue tool is to be used to provide constructive ways to improve. It is two positives with a negative sandwiched in between.

Ask participants where they might use Start, Stop, Continue. Look for answers like school, Scouting, home, work, etc.

DEMONSTRATE USING START, STOP, CONTINUE

Remind participants of the neutral position used for communicating well. It focuses on the speaker's feet, hands, mouth, eyes, and ears.

Ask participants to offer you some feedback on the presentation skills you have used in this session. Encourage them to use Start, Stop, Continue as their evaluation tool.

You may need to encourage participants to engage in this exercise, as they might be shy about offering evaluation. One way to keep the discussion moving is to work through the neutral position point by point: "Let's take feet. Where I am standing, how I am moving around. What can I *start* doing to make my body position more effective? Anything I should *stop* doing? What's working well that I can *continue* to do?"

Continue, asking participants to apply Start, Stop, Continue to your use of hands, mouth, eyes, and ears.

Another way to energize the exercise is to have staff members in the audience (troop guides, for example) offer constructive evaluation using Start, Stop, Continue. That can get the ball rolling and allow the presenter to call on NYLT participants for additional comments.

COMPASS POINT

This exercise also reviews key points from Day One's Communicating Well session.

Guide patrols as they use Start, Stop, Continue to help them achieve goals leading to their patrol vision. Start, Stop, Continue can be a powerful tool for helping patrols reach goals that lead toward their patrol vision.

Use the vision of one or more patrols as an example. Ask for ideas from the patrols. A discussion might go like this:

The patrol vision is to be the best patrol at NYLT. One goal is to have a terrific campsite.

Start—Start picking up the campsite. Pitch in to help each other complete camp chores.

Stop—Stop storing the cooking equipment on the ground. Stop leaving the food box open so mice can get in.

Continue—Continue keeping our tents neat. Keep having fun. Keep our spirits high.

Planning a Unit Meeting

Remind participants that planning is important for reaching goals of all sorts. The goal of having a good unit meeting can be reached only if that meeting is planned.

Explain that the BSA provides units with some powerful versions of planning tools to help a leadership council plan great meetings.

Show participants the three volumes of *Troop Program Features*. Let the participants know where they can find these volumes and invite them to inspect the volumes at any time during the NYLT course. Again, remind the group that tools from one program can certainly be used by the other. The goal is to provide the best program possible for both troops and crews.

Show participants the Course Meeting Plan work sheet found in their NYLT Participant Notebooks.

Explain that the course meetings during the NYLT course were planned using these materials. Course leaders will explain the process during those meetings. After the NYLT course, participants can work with adult and youth leaders to use the same materials for planning the meetings of their home units.

Show slide 2-20, Summary.

Summary

Why plan? Planning is essential for reaching your goals. Goals are steps to fulfilling your vision.

Planning is a means of efficiently reaching goals.

Goals are the steps leading toward fulfilling a vision.

Vision is what future success looks like.

To accomplish goals, you must have good planning.

The What, How, When, Who Planning Tool organizes reaching a goal into four parts:

- *What* has to be done
- *How* to do it
- *When* to do it
- *Who* will do it

Start, Stop, Continue is a tool for testing the effectiveness of your plans. It can be used whenever evaluation is appropriate.

Tools for planning work only if you use them. The success of team efforts during the NYLT course will be determined largely by the effectiveness of the planning that takes place ahead of time.

Now have the patrols do the marshmallow-spaghetti challenge a second time. Consider a prize for the patrols that did better the second time.

Patrol Planning Challenge – Patrol Project

The presenter of the challenge could be the quartermaster or an assistant Scoutmaster.

Enable participants to use the What, How, When, Who Planning Tool by introducing the Patrol Project Planning Challenge. Each patrol must use the planning tool to come up with a thorough plan for the upcoming Pioneering Project. The plan must be fully developed to determine the item to be built, the materials and amounts needed, and how the pioneering project will be carried out.

The challenge can be shaped to fit the supplies the quartermaster has on hand. For example:

Sample Patrol Project Planning Challenge

(Staff may adjust this document before the session in order to match the supplies available from the quartermaster.)

Your challenge is to use the What, How, When, Who Planning Tool to fully plan your patrol's Pioneering Project.

Planning steps to use:

- **What** – Everything you need for the project including all tools, rope, etc.
- **How** – The process you will use to get everything from the quartermaster and to complete the project.
- **When** – The order of events for gathering what you need, building the project, and cleaning up.
- **Who** – Assigning tasks so that someone takes responsibility for each portion of the plan.

When you have completed your plans, give the quartermaster your written request for materials, tools, and anything else your patrol will need to build your project.

The quartermaster will follow the requests exactly, adding nothing and leaving nothing out. (Where necessary, substitutions will be made but will stay in the spirit of the request. For example, if a patrol asks for a chainsaw but camp safety guidelines prohibit filling such a request, the quartermaster will provide a handsaw in place of the chainsaw.)

Following the model patrol leaders council meeting, patrols may pick up from the quartermaster all the items on their request lists and then will follow their plans to build their pioneering project.

Have the troop break into patrols and move to their patrol areas to complete the project plans.

Troop guides should allow their patrols to work on their own as much as possible but should be ready to help guide participants to use the What, How, When, Who Planning Tool as they prepare for the Patrol Project Planning Challenge.

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 detraction 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.

COMPASS POINT

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		

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.

COMPASS POINT

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.

COMPASS POINT

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.

COMPASS POINT

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.

COMPASS POINT

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: Building Pioneering Projects

Time Allowed

120 minutes

Format

Patrols use the plans they developed during the troop meeting to build pioneering projects.

Location

Large outdoor site

Learning Objectives

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

- Practice using planning skills as a patrol.
- Develop teamwork skills.
- Have a great time.

Note: Refer to notes in model unit meeting on patrol project and how this ties back to the marshmallow-spaghetti challenge from the morning.

Materials Needed

Note: The pioneering project should be selected during staff training, with enough sturdy wooden poles of various sizes gathered to allow each patrol to construct a full-sized pioneering project.

- Various lengths of rope

> Councils still in the process of developing a cache of building materials may use Scout staves for the construction of model pioneering projects.

Presentation Procedure

Conducting the Challenge

Pioneering projects provide patrols with opportunities to practice setting goals, planning, and team development as well as to have lots of fun.

The challenge of planning and building a pioneering project is set out in the Day Two troop meeting. At that time each patrol was given photographs of a variety of possible pioneering projects. They were to select a project they wanted to build (or design one of their own), then use the What, How, When, Who Planning Tool to determine the best way to achieve the goal of a completed project.

> Patrols will find plenty of challenge in the pioneering project activity, and problems for them to confront are almost certain to arise naturally.
>
> Staff should not impose additional difficulties to the challenge, but rather should provide patrols with all the materials they need, offer encouragement and coaching when it is appropriate, and enable patrols to succeed by using their own skill and initiative.

Content Sessions

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.

COMPASS POINT

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 Three: Solving Problems

Time Allowed

45 minutes

Format

Patrol presentations in patrol sites or other areas where one patrol will not interfere with the activities of another

Responsible

Troop guides

Location

Large outdoor area

Learning Objectives

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

- Discuss the similarities between planning and problem solving.
- Apply the What, How, When, Who Planning Tool to solving a problem.

Materials Needed

- Flip chart and pens
- Blindfolds and a tent for the opening troop activity
- Printouts of slides for this session (one set for each patrol)

Presentation Procedure

Opening Troop Activity

Divide the troop into patrols. Explain the problem-solving challenge of the Blind Tent Pitch.

While blindfolded, members of the patrol will properly pitch a tent. Each patrol is provided with a tent complete with poles and stakes. Each member is provided with a blindfold.

Encourage patrols to think about the challenge in terms of Vision—Goals—Planning:

- The vision of the challenge—the picture of future success—is the tent properly pitched.
- Each patrol can take a minute or two to figure out the goals that will fulfill that vision—getting the poles ready, stretching out the tent, placing the stakes, etc.
- Each patrol can then make plans to complete the goals. What needs to be done, how will it be accomplished, when will the steps be completed, and who will take responsibility for each step?

Troop guides can help blindfold members of their patrols. At the starting signal, all patrol members do their best to solve the problem of pitching a tent without being able to see what they are doing.

> Plan ahead so that there is plenty of unobstructed space for the Blind Tent Pitch. Monitor the activity closely to ensure the safety of all participants.

DEBRIEF THE OPENING PROBLEM-SOLVING CHALLENGE

Show slide 3-13, Solving Problems.

At the end of the Blind Tent Pitch, ask each patrol to evaluate its problem-solving skills by applying the SSC evaluation tool—Start, Stop, Continue. (In order to improve their performance, what should they start doing? What should they stop doing? If they were to do the challenge again, what should they continue to do?)

COMPASS POINT

> Take down the tent so it will be ready for the patrol to repeat the problem-solving challenge later in the session. If staff members other than the troop guides are in attendance, they can be asked ahead of time to strike and repack the tent. If there are no extra people available to help out, ask patrol members to take a few moments to take down the tent and repack it. Do not tell them that they will be pitching it again.

How Things Get Done

Engage participants in a brief review of the progression of Finding Your Vision, Setting Your Goals, and Preparing Your Plans. (Each of these concepts has been addressed in a session earlier in the NYLT course.)

Ask: *What is vision? Vision is what future success looks like.* (The elephant. The tent completely pitched.)

Ask: *What are goals? Goals are the steps leading toward fulfilling a vision.* (The bites of the elephant. The steps to be completed to pitch the tent.)

Ask: *What is planning? Planning is a means of efficiently reaching goals.* (Finding the fork, knife, and ketchup to eat the bites of the elephant. Deciding how to complete the steps of pitching the tent.)

Show slide 3-14, How Things Get Done.

Ask participants to talk briefly about the planning tool they used for the Spaghetti–Marshmallow Challenge and the Pioneering Project Challenge. They had divided a piece of paper into four columns, one for each part of developing a plan. What were the steps?

Show slide 3-15, Planning Tool.

- Decide WHAT has to be done.
- Decide HOW to do it.
- Decide WHEN to do it.
- Decide WHO will do it.
- And then DO it.

Introduce the Idea of Problem Solving

What happens when things don't go according to the plan? What does an individual or a group do when roadblocks slow progress toward a goal? Lead the group to this answer:

Problem solving is what you must do when your plan no longer works.

Show slide 3-16, Problem Solving.

EXAMINE THE WHAT, HOW, WHEN, WHO OF PROBLEM SOLVING

DVD VIDEO

Show slide 3-17, Problem Solving: You can use. . . .

What you need is a fresh plan that takes into account the new reality of your situation. But it is a plan, all the same. You can use the same planning tool for planning a solution to a problem as you use for developing any plan.

1. Figure out WHAT is causing the problem.

What is the problem? Describe it as accurately and completely as possible. The better you understand the problem, the more quickly and efficiently you can solve it.

2. Figure out HOW to solve the problem.

Consider all the ways your patrol might be able to solve the problem, and then choose the best. Give careful thought to materials you will need and additional information you might require.

3. Figure out WHEN to solve the problem.

Determine the order of the steps that must be taken to reach a solution. Some steps might need to be completed before others can be started. Sequence usually is very important. Sometimes doing the most important steps first will solve the problem and allow a patrol to move ahead quickly.

4. Figure out WHO will take responsibility.

There may be many steps in solving a problem. Who will own each step? Even if there are only a few steps, having someone taking responsibility for each one will ensure it gets done.

PIONEERING EXAMPLE

Ask patrols to think back to their efforts to construct a pioneering project the previous day. They had set out with a goal in mind (constructing the project) and then had developed a plan to reach that goal. Did anything not go according to plan? If so, what did they do about it?

Entertain answers. They might be ideal for exploring the idea of problem solving.

What would patrol members have done if, partway through the construction of the project, they discovered they didn't have enough rope to complete the project as they had planned it?

Entertain answers. There may be some good ones. Add these solutions:

- Redesign the project so it requires less rope.
- Borrow rope from another patrol.
- Take down the patrol dining fly, and use that rope for the project.
- Use belts, shoestrings, strips of T-shirts, and anything else the patrol could improvise to take the place of the rope.

Highlight similarities between planning and problem solving.

Show slide 3-18, Planning and Problem Solving.

One way to think of problem solving is that it involves planning when the facts have changed. You have new information that no longer fits the original plan.

Getting things done, whether with an original plan or when problems are arising quickly, always involves What, How, When, and Who.

Revisit the Opening Group Activity

Repeat the patrol challenge of pitching a tent while blindfolded. This time, include the following steps:

- **Three minutes—**Use the What, How, When, Who Planning Tool to solve the problem of setting up the tent even though no one will be able to see.
- **Five minutes—**Put the solution in action as blindfolded patrol members pitch the tent.

Finding Solutions

The What, How, When, and Who we use for planning can also be very effective tools to use for problem solving, especially if you have a good idea of the actions you need to take.

What the problem is will often be obvious. Not enough rope. We forgot to get bread for our lunch. We're lost.

How to solve the problem may not be so obvious. What if you don't know how to solve a problem? What do you do then?

Show slide 3-19, Decision-Making Tools.

There are many ways that teams can make decisions. Among the many useful decision-making tools are:

- Brainstorming
- Consensus
- Multivoting
- Parking lot

BRAINSTORMING

Brainstorming allows for the free flow of ideas. A team can get lots of ideas out on the table before evaluating any of them. As team members bounce thoughts off one another, the combined result can be greater than any of the individual contributions.

Show slide 3-20, Brainstorming.

- Encourage everyone to participate. Their ideas are valuable.
- Think in unconventional ways—that is, consider solutions beyond the obvious. Encourage this kind of input by agreeing at the outset not to be critical of the ideas of others.
- Piggyback ideas. One person's thoughts can build on the ideas of others.
- Write down everyone's suggestions. Don't make a judgment on them—simply record them where they can be seen and can spark other ideas.

- Consider how similar problems have been solved in the past, both by the team and by others. There is no need to reinvent the wheel every time.
- Encourage everyone to participate.

CONSENSUS

Show slide 3-21, Consensus.

Consensus occurs when a discussion leads to agreement without resorting to a vote. The team discusses different solutions to see if they fit the vision of what success looks like. Team members trust each other and agree to support the group decisions.

MULTIVOTING

Show slide 3-22, Multivoting.

When presented with many options, team members can use multivoting to cut down a list to a manageable size.

Each team member has a number of votes equal to one-third of the number of choices. (For example, if you are deciding among nine options, each team member gets three votes.) Each person can place all his votes on one choice or spread his votes among two or more choices. Based on the vote tally, the team can reduce the number of choices to several or even a single one.

PARKING LOT

Show slide 3-23, Parking Lot.

Team discussions can lead to lots of good ideas that aren't directly related to solving the problem that needs to be solved right now. The person leading the discussion can make a note of each good suggestion, then put that idea in the parking lot. Team members feel as though all of their suggestions are being considered, just not right now. It also helps a team hold onto fresh ideas whose time has not yet arrived.

Patrol Problem-Solving Practice

Give each patrol three minutes to consider the following problem. Ask them to write down their solution using the What, How, When, Who tool. When they report their solution to the rest of the troop, members of each patrol should also explain the methods they used to come up with a solution—brainstorming, consensus, multivoting, parking lot, etc.

Debrief the patrol problem-solving practice by asking the leader of each patrol to use good communication skills as they report to the troop the results of their patrol's efforts to solve the problem.

PROBLEM NO. 1

You and your patrol get disoriented on cross-country a hike and aren't sure where you are. You've got a compass and a map. What do you do?

PROBLEM NO. 2

Just as you reach your Outpost Camp, it starts to rain. Everyone is hungry, and it's going to get dark soon. What do you do?

COMPASS POINT

During the debriefings of the problem-solving practice, focus on the use of the What, How, When, Who tool rather than Start, Stop, Continue. That will keep the emphasis of this session on a step-by-step method for solving problems.

Emergency Problem Solving

Emergency problem solving can occur when a team must come up with a plan very quickly. For example: You are on a mountain trail hiking with your patrol. Your plan is to reach the lake and camp overnight. It is late afternoon, and you are 5 miles from the nearest road when a member of your patrol trips over a rock and takes a bad fall. You examine him and find he has injured his ankle, perhaps has even broken it. What do you do?

The person who fell and broke his ankle is lying in a cold stream. The patrol leader may need to make a quick call. Even though there is little or no time for discussion, the problem-solving process is the same.

DVD VIDEO

Show slide 3-24, Emergency Problem Solving.

The patrol leader (or the person with the best first-aid skills) directs the rest of the patrol, telling them:

- **What** the problem is. (The injured person must be moved out of the stream. To prevent further injury, the team must stabilize his or her ankle during the move.)
- **How** the problem will be solved. (Some patrol members will stabilize the ankle while others lift the victim to safety.)
- **When** each step will be done. (First, prepare the place to put the victim. Second, stabilize the ankle. Third, get ready to move him. Fourth, move the victim to safety. Fifth, begin first-aid treatment.)
- **Who** is responsible for each step. ("Bill, you get your foam pad out of your pack and spread it on the ground right there. Terry and Michele, you support his leg and foot so that his ankle doesn't move. The rest of you space yourselves along either side of his body and get a firm grip on his clothing. Tell me when you are ready. When I count to three, everybody lift together and move him to the foam pad. I want everybody to lift with their legs, not their backs. Any questions?")

Leader Responsibilities

Show slide 3-25, Leader Responsibilities.

In emergency problem solving, a leader directing a team toward a solution should try to stay a step back from the action. The leader needs to maintain an understanding of the big picture. If the leader gets involved in one step—for instance, stabilizing the injured person's ankle—he or she is no longer free to view and direct everything else that is happening.

Advanced first-aid training reminds team leaders to "Don't just do something . . . Stand there!" That will allow a leader in an emergency situation to stay focused on providing the leadership the situation requires.

PROBLEM-SOLVING ROUND-ROBIN

Show slide 3-26, Summary.

Conclude this session by describing the Problem-Solving Round-Robin that is about to begin. Whatever the challenge (or series of challenges), it should involve participation by everyone in a patrol to come up with a solution and then to make it happen. Patrols should be encouraged to use the What, How, When, Who tool to guide them through the problem-solving process.

Day Three: Problem-Solving Round-Robin

Time Allowed

75 minutes

Responsible

- Youth staff (presenting the problem-solving challenges)
- Patrol leaders (providing leadership as their patrols tackle the challenges)

Location

To be determined

Learning Objectives

By the end of this session, participants will be able to

- Put into action the principles they have learned about planning and problem solving.
- Practice teamwork, including identifying their patrols' stage of development.
- Have fun, especially as a patrol.

Materials Needed

Every activity in the round-robin has its own requirements for materials. See the descriptions below.

Recommended Facility Layout

Each event of the round-robin requires enough space for participants to engage in the activities without feeling cramped, though the sites should be close enough to one another for patrols to move quickly from one event to the next.

Staff members will take responsibility for setting up the events well in advance of the round-robin and for ensuring that all the materials are on hand. They should have the assistance of the quartermaster and the assistant Scoutmaster assigned to this duty.

Delivery Method

The round-robin is made up of the same number of events as there are patrols in the course. Patrols rotate through the events, spending 10 minutes at each station. A youth staff member at each station will use effective communication skills to explain the problem-solving situation and provide patrol members with the materials they need. When appropriate, they will offer additional guidance to allow patrols to complete an event. They also will monitor activities to ensure that activities are conducted in a safe manner. Staff members should use Start, Stop, Continue to manage the safety and appropriateness of each patrol's progress. **NYLT staff members have the authority to stop any activity they feel is unsafe or inappropriate.**

Wherever needed, NYLT staff will serve as spotters.

A staff member acts as timekeeper, sounding an alert at the end of each 10-minute segment that patrols should move on to the next events.

Presentation Procedure

At each station, a staff member presents a patrol with a problem to be solved. Patrol members will use a systematic problem-solving process to come up with a solution, and then will test their plan by putting it in action.

Each event of the Problem-Solving Round-Robin has its own presentation procedure. See the descriptions below for details.

COMPASS POINT

Each NYLT staff member involved in overseeing the round-robin events should have a good understanding of the material presented during the problem-solving presentation that precedes the round-robin. As patrols take part in the events, staff can offer guidance in the form of problem-solving techniques drawn from the earlier presentation.

Staff should continue to role-model good communication techniques from both Communicating Well presentations.

Trolley

The Trolley is a traditional Scouting challenge course problem that requires the utmost in teamwork for a patrol to succeed.

EQUIPMENT

- Two 2-by-6-inch boards, each 10 to 12 feet long and each having 2½– to 3-foot lengths of rope attached to it at 1-foot intervals

PREPARATIONS BY THE INSTRUCTOR

1. Mark the start and finish points of the trolley course.
2. Inspect the condition of boards and ropes.
3. Place the trolley at the starting point.

THE PROBLEM AND OBJECTIVES

While standing with one foot on each of the two boards that make up the trolley, patrol members grasp ropes attached to each board and then synchronize their movements to propel the trolley the length of a prescribed course. Patrols must follow these rules:

1. Once the trolley begins to move, participants may not touch the ground.
2. A time penalty will be assessed whenever a participant steps off the trolley.
3. Trolley sections may not be placed end-to-end or on top of each other.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Use a smooth, level area for this problem.

VARIATIONS ON THE ORIGINAL PROBLEM

Challenge patrols to traverse the trolley course backwards.

Stepping Domes

EQUIPMENT

- A set of 24 to 48 hard plastic domes, about 8 inches in diameter and 3½ inches high (Provide about six domes for every three participants.)

PREPARATIONS BY THE INSTRUCTOR

Place the domes on level ground and position them a comfortable stepping distance apart.

THE PROBLEM AND OBJECTIVES

Each participant steps across a series of hard plastic domes without touching the ground or floor. The idea is to teach participants how to balance and to learn some of the basic moves for climbing. This is a great indoor activity for a rainy day.

Start by having each participant in turn step across a series of five to seven domes. When participants have demonstrated success, space the domes a little farther apart. Next, lay the domes out in a zigzag pattern, causing participants to shift their weight from one foot to the other. Then place a tennis ball or other easily grasped object near one of the domes so that participants must squat down while maintaining balance on the domes. Finally, place a more difficult item to grasp a little farther away from the domes so that participants must reach for it while maintaining balance on the domes.

TASKS OF THE INSTRUCTOR

1. Inspect each dome to make sure it is not cracked. Stand on each one to ensure that it will hold up under full weight.
2. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

1. Clear the area of obstructions.
2. Have participants test to see that their footwear will not easily slip while stepping on the domes.

3. Use spotters as needed.
4. Avoid muddy or damp areas that could cause players to slip and fall.

VARIATIONS ON THE ORIGINAL PROBLEM

1. Have participants begin from opposite directions and cross in the middle of the domes series.
2. Allow participants to help one another across the domes.
3. Set up several series of domes with varying difficulty, and let the group choose its challenge.

Brownsea Island Turnaround

A patrol on Brownsea Island is asked to help conserve the area by rotating its campsite. Because of the small size of Brownsea, the most appropriate solution is to flip over the entire island.

EQUIPMENT

- A durable tarp, retired tent fly, drop cloth, or sheet of plastic approximately 5 by 5 feet in size.

PREPARATIONS BY THE INSTRUCTOR

Spread Brownsea Island (the tarp) flat on the ground in an area free of obstructions.

THE PROBLEM AND OBJECTIVES

The entire patrol stands on Brownsea Island. Without stepping into the "water" surrounding the island, patrol members must figure out a way to flip over the island and spread it out again so that they can stand comfortably on the other side. Patrols must follow these rules:

1. All patrol members must remain on Brownsea Island for the duration of the challenge.
2. No participant may be lifted above shoulder height.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

"Brownsea Island" should be placed on smooth ground in an area free of obstructions.

Wiggle Woggle

EQUIPMENT

- Metal ring, approximately 1½ inches in diameter (Large key rings work well.)
- Eight lengths of parachute cord or other light line, approximately 10 feet each
- Balls of assorted sizes (golf ball, tennis ball, baseball, softball, soccer ball)
- Bucket or large metal can

PREPARATIONS BY THE INSTRUCTOR

Prepare the Wiggle Woggle by using bowline knots to tie the ends of the cords to the metal ring (one cord for each member of the team). Lay the ring in the center of the activity area and arrange the cords on the ground as if they were the spokes of a wheel.

Place one of the balls on top of the Wiggle Woggle. (Some experimentation by staff ahead of time should make it clear which size ball will provide teams with the most appropriate degree of challenge. Larger balls probably will be more difficult to manage than those that are smaller.)

Determine the course over which patrols must carry the ball, and set out the bucket or can that will serve as the goal.

THE PROBLEM AND THE OBJECTIVES

The task for each patrol is to use the Wiggle Woggle to move the ball from the starting point to a prescribed destination, then drop the ball into the bucket or can. The following rules must be followed:

1. Each patrol member must maintain a grasp on the end of one of the Wiggle Woggle cords.
2. Other than their hold on the ends of the cords, patrol members can have no other contact with the cords, the woggle, or the ball.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each team.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

Changes in the size of the ball and in the placement of the goal can dramatically alter the difficulty of this problem. Consider having patrols move the ball uphill, between two trees, or to a goal that is placed against a wall.

Mafeking Message Machine

EQUIPMENT

- 10 to 12 “message tubes” (Form the tubes by cutting PVC tubing into lengths of 18 to 24 inches. The tubing should have a diameter of at least 2 inches—large enough for golf balls to roll easily through it. Add variety by attaching PVC elbow joints to one or both ends of several of the message tubes.)
- Golf balls

PREPARATIONS BY THE INSTRUCTOR

1. Determine the starting point and destination of the message.
2. Pile the message tubes near the starting point.

THE PROBLEM AND THE OBJECTIVES

The patrol members are serving under the command of Baden-Powell during the siege of Mafeking. In his usual clever way, B-P has concealed a highly sensitive message inside of a golf ball and has asked the patrol to deliver it to a certain location. Using the message tubes, the patrol members are challenged to form a Mafeking Message Machine to convey the message to its destination.

The instructor starts the message (the golf ball) on its way by placing it in the end of the message tube held by one of the participants. Patrol members must then arrange themselves in such a way that they can roll the message from one tube to the next until it arrives at its goal. They do so according to the following rules:

1. Patrol members cannot touch the ball. (That would leave telltale fingerprints.)
2. A patrol member who has the ball inside a message tube cannot move his feet until the ball has passed into another message tube.
3. The ball must remain hidden in the message tubes. (The Boers are watching with their binoculars.)
4. At no time can the ball touch the ground. (Nobody but Baden-Powell knows why—it’s just a rule.)

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

The problem can be made more difficult by placing the destination of the message uphill from its spot of origin. Patrols also will find the problem more difficult if they must solve it in silence.

Nail Biter's Nightmare

EQUIPMENT

- Two dozen large nails
- A piece of wood, about 4 by 6 inches, with a large nail set upright in the center

PREPARATIONS BY THE INSTRUCTOR

On a level, roomy workspace, set out the wood with the upright nail and, beside it, the pile of large nails. A sturdy picnic table is an ideal location for this activity.

THE PROBLEM AND THE OBJECTIVES

The problem is very simple—arrange as many large nails as possible on the head of the upright nail. In doing so, participants must follow these rules:

1. The large nails can touch only the upright nail and/or one another.
2. The large nails may not touch the board.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

The original problem is sufficiently difficult. There are, however, a surprising number of variations in workable solutions.

Spider Web

EQUIPMENT

- A grid-shaped web made of parachute cord stretched between two trees, posts, or other stationary standards. The web can be of any width (10 feet is a good size) and must be no more than 5 feet high. The openings in the grid are of various sizes; each of them must be large enough for a person to pass through. Openings should be of varying sizes.

PREPARATIONS BY THE INSTRUCTOR

Set up the web. This is the most complicated preparation of any of the stations that will be used during the Problem-Solving Round-Robin. All of the station instructors can cooperate to build the web before the session and to test it for durability and the appropriateness of the challenge.

THE PROBLEM AND THE OBJECTIVES

On a hike, the patrol finds its way blocked by the spider web. Patrol members must cooperate to get all of the patrol to the other side of the web. While doing so, participants must follow these rules:

1. No one can touch the web.
2. Each opening in the web can be used only once for passage. After a participant has gone through an opening, no one else can use the same opening.
3. If any participant is lifted off the ground by other patrol members, that participant must be protected from falling.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each patrol. Act as a spotter to help protect any participant lifted off the ground.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Patrol members must plan their moves through the web so that any participants who are lifted to pass through openings higher on the web can do so safely.

VARIATIONS ON THE ORIGINAL PROBLEM

Invite patrols to remain silent while addressing the problem.

Human Knot

EQUIPMENT

None

PREPARATIONS BY THE INSTRUCTOR

Select a flat area free of obstructions.

THE PROBLEM AND THE OBJECTIVES

Patrol members stand in a tight circle. They reach into the center of the circle with both hands and, with each hand, grasp the hand of another patrol member, thus forming a human knot.

Maintaining their grasps, participants untie the knot by moving over, under, and around one another. The utmost of cooperation will be required for participants to visualize the moves that must occur and then to carry them out.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each patrol.
3. A patrol sometimes forms a knot that cannot be fully untied or reaches a point where it is physically impossible to continue a particular solution. In either case, the instructor may change the grasp of one or several participants or may restart the challenge by having the patrol form a new human knot.
4. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Participants must move deliberately to minimize possibility of injury.

VARIATIONS ON THE ORIGINAL PROBLEM

The original problem is sufficiently difficult.

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

Troop Events

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

COMPASS POINT

> 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.

COMPASS POINT

> 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.

COMPASS POINT

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: 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.

COMPASS POINT

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: Patrol Meeting

Time Allowed 45 minutes

Responsible Patrol leader

Location Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols.

Learning Objectives By the end of this session, participants should be able to

- Describe the purpose of the patrol meeting.
- Describe how a patrol meeting should be run.
- Know what the patrol leader is responsible for doing and what patrol members are responsible for doing.
- Use the Start, Stop, Continue tool to evaluate patrol performance.

COMPASS POINT

As with meetings of the NYLT course and the patrol leaders' council, every patrol meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective meetings in their home units.

Materials Needed Patrol meeting agenda. Each patrol meeting should follow a written agenda. Building on the following model, the agenda for today's patrol meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of his patrol.

Recommended Facility Layout The troop guide will determine the location of the first patrol meeting. The patrol will decide where subsequent patrol meetings will occur. In most cases, patrol meetings will take place in or near the patrol's campsite.

Delivery Method The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Model Patrol Meeting Agenda

Day Three

- Welcome—Patrol leader
- Meeting agenda— Patrol leader
- Evaluate patrol progress using Start, Stop, Continue

  Start—"What should we be doing that will make things better?"

  Stop—"What should we stop doing because it isn't helping?"

  Continue—"What is a strength and is working well that we want to continue doing?"

  (Include evaluation of the patrol's progress with the Daily Campsite Inspection Checklist and the duty roster.)

- Using the NYLT Leadership Compass, determine the patrol's current stage of development *(Forming, Storming, Norming, Performing).* Discuss ways the patrol can move ahead toward the next development stage.
- Continue work on the patrol's Quest for the Meaning of Leadership presentation.
- Adjourn.

COMPASS POINT

Troop guides may attend patrol meetings, but ideally will not take part in any significant way.

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 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.

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.

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.

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.

CHALLENGE DISCUSSION

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?

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

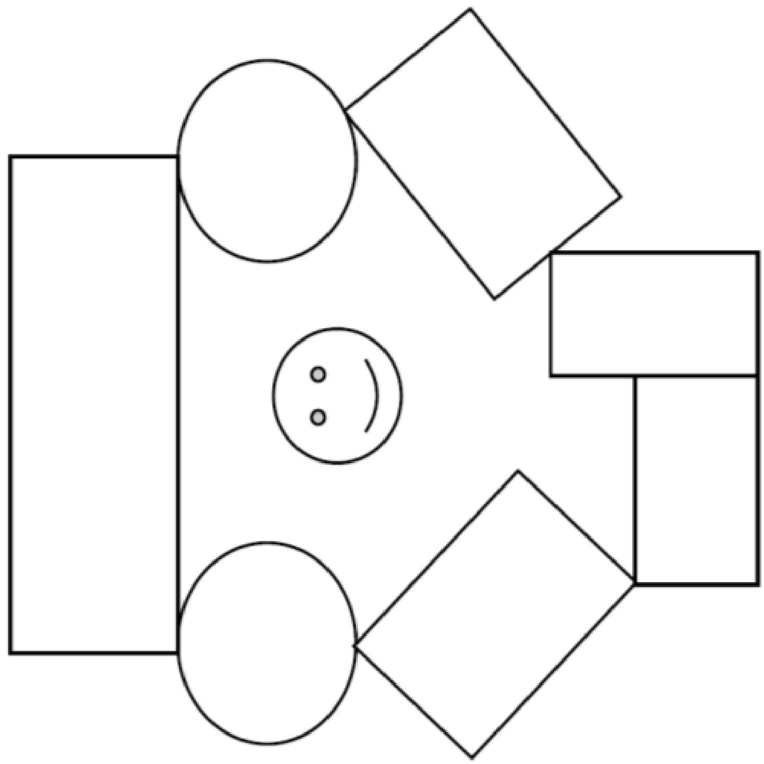
When all patrols have had sufficient time to learn and practice the skills of making realistic injuries for practicing first-aid techniques, the session leader asks each patrol to present the "victim," describe the methods used to develop the "injuries," and discuss the appropriate first-aid responses to those injuries.

At the end of the exercise, the NYLT staff members involved should:

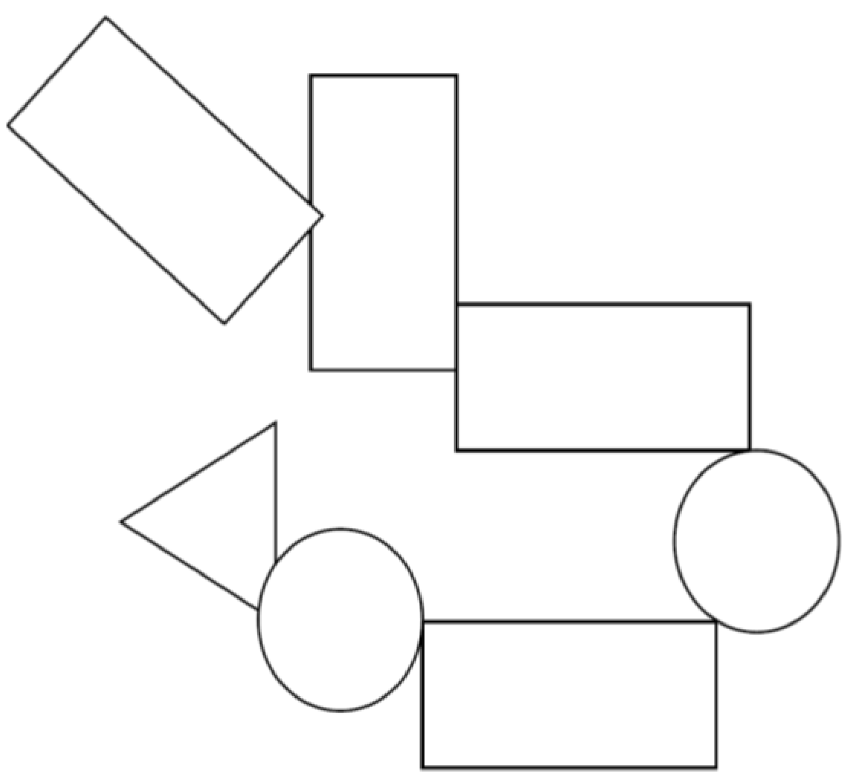
- Explain the emergency situation and describe the appropriate first-aid response to that emergency.
- Point out how the youth staff worked as a team and ways in which leadership was provided during the emergency.
- Focus on first-aid techniques First Class Scouts should know.
- Relate the experiences 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

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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!

Day Four: The Teaching EDGE

COMPASS POINT

The session on the Teaching EDGE and the Geocaching Game later on Day Four can be conducted with GPS receivers and/or with compasses. The attraction of GPS receivers is that it is a newer technology for many participants and thus presents an opportunity to learn and use a new set of skills.

Time Allowed

60 minutes

Format

Patrol presentation

Responsible

Troop guide

Location

Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols. Each location should be suitable for locating waypoints with a global positioning system receiver.

Learning Objectives

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

- List and describe the four steps of the Teaching EDGE.
- Recognize the importance of using effective communication skills as tools for teaching.
- Discuss using different methods of teaching/leading depending on a patrol's stage of development.
- Use a GPS receiver to find a destination.

Materials Needed

- GPS receivers (at least one per patrol)
- Written in easily visible format on individual sheets of paper, the latitude and longitude of four or five waypoint locations within a few minutes' walking distance of the patrol presentation area
- Printed Teaching EDGE slides from the National Youth Leadership Training DVD—one set for each patrol
- Communication Skills Checklist (appendix; Participant Notebooks)

Delivery Method

During the NYLT staff training that precedes an NYLT course, troop guides should become familiar with the GPS receivers they will be using during this session. All receivers are operated in basically the same way, but different models differ in the ways they are programmed for use. The instructional manual for each GPS model can be an invaluable aid in mastering—and then teaching—the use of that particular receiver.

Before the NYLT course begins, each troop guide should determine the sample waypoints that will be used during the presentation of the Teaching EDGE session. To double-check the accuracy of the waypoint information (and as a way for all presenters to improve their GPS skills), invite the troop guides of the other patrols to use their GPS receivers to locate those waypoints.

An enjoyable means of practicing GPS use is to log onto Internet Web sites featuring coordinates for finding geocaches in one's neighborhood or hometown.

The Teaching EDGE session reminds NYLT participants that repetition is a key to mastering a skill. Before an NYLT course begins, troop guides should put in enough practice time with GPS receivers to feel comfortable teaching the skill to others.

Troop guides should keep in mind several facts concerning GPS receivers.

- The accuracy of a GPS receiver varies according to the number of satellites within its range. In general, a receiver can bring a user within a 50-foot radius of a waypoint.
- GPS receivers must be set to use the same units as the specified coordinates.
- Deep valleys, ravines, and other confining terrain may block some satellite signals and make a GPS receiver less accurate than when it is in more open territory.
- In some areas, it may be advisable to provide a compass in addition to a GPS receiver, or even to substitute a compass for it, but you should use a GPS receiver if at all possible.

Presentation Procedure

Introduction

Show slide 4-1, The Teaching Edge; then slide 4-2, Introduction.

Explain that later in the day the patrols will take part in a Geocaching Game.

Geo is the root of the word *geography*. It comes from the Greek word for *earth*. A *cache* is something stowed. In this case, something hidden.

To do well in the geocache challenge, patrols will use a number of Scouting skills. One will be following instructions to find locations.

As a preparation for the Geocaching Game, this session will go over the steps for finding locations with a GPS receiver.

Note to presenters: You are teaching the patrol how to use a GPS receiver, but more importantly you are teaching them how to teach. In teaching GPS skills, use the Teaching EDGE—*Explain, Demonstrate, Guide, Enable.* Use your best communication skills to get your message across.

Presenters describe how a GPS receiver works.

> For explanations of latitude and longitude, as well as illustrations that can be used as visual aids during this NYLT presentation, see the *Boy Scout Handbook,* the *Venturer/Ranger Handbook,* and the *Fieldbook.* Another good visual aid is an inflatable globe that includes lines of latitude and longitude.

1. Briefly discuss the concept of latitude and longitude.

Lines of latitude are numbered from the equator to each of the poles. Lines of longitude are numbered from the *prime meridian*—the line of longitude running through the Royal Observatory at Greenwich, England.

Every location on Earth can be identified by the grid formed by lines of latitude and longitude. Lines of latitude and longitude are numbered by degrees, minutes, and seconds.

Locations are sometimes cited in decimal units. For example, the location of the BSA's national office is

32 degrees, 53.145 minutes North

96 degrees, 58.203 minutes West

In this case, the units are degrees and decimal minutes (dd, mm.mmm).

2. Show the GPS receiver.

Explain the idea that the receiver picks up signals from a system of satellites. The receiver can calculate the distances of the signals from the satellites and determine the latitude and longitude of the receiver at that moment. It also can be used to lead the way to any location programmed into the receiver.

Demonstrate how to use a GPS receiver to determine the current location. Explain each step very clearly using your best communication skills.

Next, demonstrate how to program the GPS receiver with a destination. (In GPS usage, this is called a *waypoint.*) For example, you could use the location of the BSA national office. The GPS receiver should provide the direction of travel to reach the waypoint, and also an accurate measurement of the distance between your current location and the waypoint.

Guide patrol members in using a GPS receiver to determine their current location. Provide patrol members with a waypoint approximately 100 yards from their current location. (It's a good idea to have the waypoint location written in large numbers on a poster or sheet of paper.) Guide them through the process of programming the waypoint into their GPS receivers and then using the receivers to lead them to the location.

When you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own, **Enable** patrol members to continue with little further input from you. Let them know that in order to truly own the skill, they need to practice it many times. You will be there if they have questions or need help, but to the greatest degree possible you are enabling them to use the skill on their own.

Transition to the Teaching EDGE

Ask the group to offer some observation on the methods you used to teach them how to use a GPS receiver.

Show slide 4-3, The Teaching EDGE.

Explain that you went about it with four very clear steps:

- First, you *Explained* how to do the skill.
- Second, you *Demonstrated* how to do the skill.
- Third, you *Guided* others to do the skill, providing ongoing feedback.
- Fourth, you *Enabled* others to use the skill, providing them with the time, materials, and opportunity to use the skill successfully.

Explain, Demonstrate, Guide, Enable . . . . The first letters of those words spell *EDGE*. This teaching method is called the *Teaching EDGE*. Write this on the flip chart or reveal a chart with it already written.

NYLT AND THE TEACHING EDGE

Explain that everyone at NYLT who has taught something during this NYLT course has used the Teaching EDGE. For example, the Orientation Trail was set up to teach using the Teaching EDGE. Instructors at course assemblies used the Teaching EDGE to teach lashings and the use of backpacking stoves. The Teaching EDGE has been everywhere in the NYLT course.

Let's take a closer look.

Explore the Teaching EDGE

Emphasize this important point:

The Teaching EDGE is how we teach every skill during an NYLT course. It is also the method for you to use when you are teaching skills in your home unit and outside of Scouting whenever you are called upon to teach something.

Discuss *Explain, Demonstrate, Guide, Enable* with the group. Ask them to share their ideas on the importance of each step of the Teaching EDGE:

- ***Explaining is important because . . .***

It clarifies the subject for the learner AND for the instructor. That's why I began teaching GPS use by explaining how the GPS receiver works.

- ***Demonstrating is important because . . .***

It allows learners to see as well as hear how something is done. They can follow the process from beginning to end. That's why I showed you the steps in finding your current location using the GPS receiver.

- ***Guiding is important because . . .***

It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. That's why I had you use the GPS receiver to determine your location while I coached you through the process.

■ ***Enabling is important because . . . .***

It allows learners to use the skills themselves. It also encourages repetition—an important part of mastering a skill. That's why I encouraged you to keep using the GPS receiver even though I had stepped into the background. I wanted you to keep practicing until you really owned the skill.

Talk briefly about the importance of repetition.

No one learned to play a piece on a musical instrument by playing it just once. No athletic team practiced only once before the first game of a season.

Repeating a skill helps make it real for a learner. He gains possession of it. It becomes his own. With enough repetition, you can learn a skill well enough to teach it to others—a clear sign that you really have mastered the information.

Communication Skills

Teaching is communicating. You're sharing information. You're moving ideas from inside your head to inside the heads of others.

Good communication skills go a long way in making teaching possible.

Ask participants to point out a few of the communication skills you have been using to teach this session on the Teaching EDGE. If you wish, you can ask them for a brief evaluation of your communications skills, using Start, Stop, Continue. The point here is to make participants aware of the power of communication skills in teaching effectively.

DVD VIDEO
Show slide 4-4, Communication Skills.

With the participation of patrol members, review the Communication Skills Checklist from their Participant Notebooks.

Presenting the Stages of Skill Development

Remind participants that in an earlier session they discussed the four stages a team goes through as team members are learning a skill or working toward a goal.

Ask the group to give a brief explanation of the four stages. If they are able to do that, great. If they stumble over some of the details, help them along so that you can quickly get the information about the stages of team development into the discussion:

- Forming
- Storming
- Norming
- Performing

Explain that an individual learning a skill goes through those stages, too.

Forming. He begins with low skill but high enthusiasm. He is excited about the possibilities but doesn't yet know how to perform the skill.

Storming. As he works at the skill, he may become discouraged. His skill level is still low, but because he now knows how much work this will be, his enthusiasm can fade.

Norming. With work, a person will make advances in learning how to do something. His skill level will rise and so will his enthusiasm.

Performing. When he has mastered a skill, a person's enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others.

Ask the group: *Why would it be helpful for a teacher to know the development stage of learners?* Entertain answers.

The idea you want to draw out is that when you know a learner's stage of development, you can adjust your teaching methods to match that person's needs at the moment.

Show the team this chart:

Stages of Skill Development	Best Teaching Approach
Forming	
Storming	
Norming	
Performing	

Discuss each of the phases from a teacher's point of view:

Forming (low skill, high enthusiasm)

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful *Explaining*—telling the learner exactly what to do and how to do it.

In other words, ***Explaining ("Giving Directions/Telling").*** (Write *Explaining ("Giving Directions/Telling")* on the chart next to *Forming*.)

Storming (low skill, low enthusiasm)

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must *Demonstrate* the new skill to the learner, clearly showing him what to do and how to do it.

In other words, ***Demonstrating ("Showing How It's Done").*** (Write *Demonstrating ("Showing How It's Done")* on the chart next to *Storming*.)

Norming (increasing skill, growing enthusiasm)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to *Guide* the person—giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal.

In other words, ***Guiding ("Coaching and Confirming").*** (Write *Guiding ("Coaching and Confirming")* on the chart next to *Norming*.)

Performing (high skill, high enthusiasm)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor can offer him plenty of freedom to make decisions on his own and to keep moving ahead. The instructor can help the person evaluate future progress using SSC—Start, Stop, Continue.

In other words, ***Enabling ("Supporting Doing It On Their Own").*** (Write *Enabling ("Supporting Doing It On Their Own")* on the chart next to *Performing*.)

The completed chart will look like this:

Stages of Skill Development	**Best Teaching Approach**
Forming	Explaining ("Giving Directions/Telling")
Storming	Demonstrating ("Showing How It's Done")
Norming	Guiding ("Coaching and Confirming")
Performing	Enabling ("Supporting Doing It On Their Own")

Summary

Show slide 4-6, Summary.

Explain how you used the Teaching EDGE throughout this session. In teaching the skills:

You *Explained* what you were teaching.

You *Demonstrated* it.

You *Guided* others in doing it.

You *Enabled* those you are teaching to begin using these skills on their own.

Point out that you also used the Teaching EDGE to help the team understand the skill of effective teaching. Use specific moments from the session to illustrate your use of the Teaching EDGE.

Close by emphasizing that whenever participants are in teaching and leadership situations, the Teaching EDGE will get them through.

Looking Ahead

Explain that patrol members can use the morning patrol activity that follows to practice the skills they have just learned. Through repetition, they will be enabled to use the skill well. They also can practice using the Teaching EDGE by teaching the skill of using the GPS receiver.

Day Four: Patrol Activity

Time Allowed
45 minutes

Responsible
Troop guide

Location
Patrol site and/or activity area

Learning Objectives
As a result of this activity, each participant will

- Demonstrate the skills to be used during the afternoon Geocaching Game.
- Demonstrate the Teaching EDGE by teaching skills to someone else.

Materials Needed

- GPS receivers used during the session on the Teaching EDGE that preceded the morning patrol activity.
- Orienteering Work Sheet. One prepared for each patrol. (See the instructions in Preparation, below.)

Presentation Procedure

Preparation

FOR GPS RECEIVER PRACTICE

Prepare ahead of time an Orienteering Work Sheet with waypoints that can be used by patrol members to sharpen their skills with GPS receivers. Since each patrol will be conducting this activity from its own campsite (or some other area they can use as their own), each troop guide should prepare his patrol's Orienteering Work Sheet with waypoints that can be used at his patrol's location. Preparing the work sheet also will help ensure that each troop guide has a mastery of the skills he or she will present during the session on the Teaching EDGE.

1. The GPS reading for the big oak tree next to the dining fly is _______.
2. What landmark is located at GPS waypoint ______?

FOR MEASURING BY PACING

Prepare ahead of time a course for determining one's pace. On open ground, place a marker at the starting point (a tent stake works well, as can a large stone). From the starting point, measure 100 feet and mark the finish line. (Troop guides can use measuring tapes, 100-foot lengths of cord, a measuring wheel, or some other device to get an accurate measurement.) The space between the starting point and finish line should be fairly level and free of obstructions.

Procedure

This activity flows out of the Teaching EDGE session that precedes it. As participants discovered during the Teaching EDGE session, truly learning a skill requires practice. It is through repetition that one becomes fully enabled to use a skill and comfortable enough with that skill to be able to teach it to others.

A convenient way to conduct this activity is to divide the patrol in two.

Using the Orienteering Work Sheet, half the patrol can continue practicing with their GPS receivers the skills learned during the session on the Teaching EDGE. The other half of the patrol can review the skill of measuring distances by pacing, then practice using the Teaching EDGE to share that skill with others.

The troop guide probably will be more focused on the participants involved with the pacing exercise. However, he or she should also monitor the activities of participants practicing with GPS receivers and be ready to do a little coaching and encouraging *(Guiding)* as a means of enabling those patrol members to succeed.

With the measuring by pacing group, the troop guide explains that everyone will explore the skills of measuring by pacing and of using the Teaching EDGE to teach that skill to others.

Model the Teaching EDGE as you teach measuring by pacing. As you do so, invite participants to identify and discuss the methods you are using to teach the skill.

Explain what it is you intend to teach and how the skill can best be done.

Measuring by pacing is a valuable skill when traveling in the backcountry, while orienteering, and for the simple day-to-day need of knowing how far it is from point A to point B. One way to discover the length of your pace is to walk a 100-foot course at a normal stride, counting your steps as you go. Divide the number of steps into 100 and you'll know how much ground you cover with every step. For example:

50 steps = 2 feet per step

40 steps = 2.5 feet per step

33 steps = 3 feet per step

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Explaining* as the first step in teaching a skill.

Demonstrate the skill you want participants to learn.

Show how to walk the measuring course while counting your steps, then how to divide the number of steps into 100 to determine the length of each step.

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Demonstrating* as the second step in teaching a skill.

Guide others in doing the skill themselves.

Ask participants to walk the course, count their steps, and figure out the length of their steps. Provide support and guidance when they need it.

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Guiding* as the third step in teaching a skill.

Enable others to use the skill.

Point out several destinations and ask participants to use their new skill to determine the distance to each landmark. (Choose goals of varying but reasonable distances—somewhere in the range of 25 feet to 200 feet. Provide encouragement and coaching, as needed.)

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Enabling* as the fourth step in teaching a skill.

Using the Teaching EDGE

When the groups have had plenty of time to complete their first exercise, the troop guide reunites the two halves of the team.

Tell them that in presenting the Teaching EDGE, you have *Explained* what the Teaching EDGE is. With the GPS receivers, and with the measuring by pacing, you have *Demonstrated* how to use the Teaching EDGE. Now you want to *Guide* patrol members to use the Teaching EDGE to teach a skill to others. Lots of practice in many different settings will *Enable* them to use the Teaching EDGE whenever they want to teach a skill to someone else.

Ask each patrol member who has been practicing measuring distances to pair up with a patrol member who was practicing with GPS receivers.

The distance measurers are to teach the skill of measuring distances by pacing to their partners. They are to use the Teaching EDGE throughout—*Explaining, Demonstrating, Guiding, Enabling.*

The troop guide's role will be to *Guide* the patrol members who are teaching—providing them with support and coaching, if needed, to help them succeed in using the Teaching EDGE.

Reverse the Roles

The troop guide asks patrol members to stay in pairs but to reverse their roles. The participant who was using the Teaching EDGE to teach measuring by pacing becomes the learner as the other participant of each pair teaches the use of a GPS receiver to find a location.

N COMPASS POINT

> The participants who are now in the role of teachers will have had the advantage of extra practice with this activity. Those who are learning also might be competent in the use of these navigational tools, but the real point of this exercise is to allow participants to practice using the Teaching EDGE. The learners should do their best to provide a good experience for the participants teaching the skills.

The teaching participants should use the Teaching EDGE throughout—*Explaining, Demonstrating, Guiding, Enabling.*

Once again, the troop guide's role will be to *Guide* the patrol members who are teaching—providing them with support and coaching, if needed, to help them succeed.

Repetition

If there is time remaining in this session, patrol members can continue practicing using GPS receivers and can continue to hone their skill at measuring by pacing.

Summary

When all patrol members have had a chance to be guided through the process of being teachers, the troop guide takes a few moments to coach and encourage them to continue using the Teaching EDGE. Review it once more—*Explaining, Demonstrating, Guiding, Enabling*. Let them know that being *Enabled* to teach well requires practice and repetition. The more they use the Teaching EDGE, the more effective they will become.

Also let them know that the measuring and orienteering skills they have been using will be of great value to them during the afternoon's Geocaching Game.

Day Four: Resolving Conflict

Time Allowed 60 minutes

Format Course presentation with patrol activity breakouts

Responsible Appointed staff member and troop guides

Location Troop learning area with patrol breakout areas

Learning Objectives

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

- Discuss several ways that good leadership can minimize conflict.
- Describe how to use EAR *(Express, Address, Resolve)* as a tool for resolving conflict.
- List several communication skills important for resolving conflict.
- Explain when it is appropriate to involve adult leaders in conflict resolution.

Materials Needed

- Conflict Resolution Checklist (NYLT Participant Notebooks)
- Communication Skills Checklist (NYLT Participant Notebooks)
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen

Presentation Procedure

Preparation

Staff members taking part in the conflict resolution role-plays should practice their parts so that they can make realistic presentations.

Opening Discussion

Show slide 4-7, Resolving Conflict.

WHAT IS CONFLICT?

Conflicts can occur when people disagreeing with each other seem unable to find a reasonable compromise. The roots of these disagreements can arise from many sources, including differences in personality, values, and perceptions.

As a leader, you occasionally will need to handle the differences that arise between members of your unit. Conflicts may be minor or they may fester into something that can damage unit spirit and the ability of the youth to work together effectively.

Ask the group to share a couple of conflict situations they've seen arise in their own units.

Discuss the idea that as a team moves through the stages of *Forming, Storming, Norming,* and *Performing,* the *Storming* stage can include conflict. (A team in the *Storming* stage has low skills and is experiencing low enthusiasm and low motivation. That can be a recipe for conflict.)

Show slide 4-8, What Is Conflict.

By identifying conflict when it is part of team development, team members and leaders might be able to address that conflict in ways that will help the team move beyond *Storming.*

Resolving Conflict

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others. The signs of trouble brewing may be small—someone becoming withdrawn and quiet, for example. Or the signs may be obvious—shouting, high levels of emotion, etc.

If you are a leader within your own unit, you may be in an official role in which you are expected to step in to resolve a conflict. Or you may simply want to help a couple of your friends work through a disagreement.

Show slide 4-9, Resolving Conflict: Steps to resolve a conflict.

Whatever the case, there is a proven set of steps to follow to resolve a conflict:

1. Be aware of yourself.
2. Be aware of others.
3. Listen.
4. Use your EAR.

Show slide 4-10, Be Aware of Yourself.

BE AWARE OF YOURSELF

How do we respond when we are hearing something we don't want to hear? When a speaker is angry? When we are tired or hungry?

A key to resolving conflict is being aware of ourselves. If we are upset or angry about something, it may affect how we relate to others.

Be aware of your own emotions. Take a deep breath. Count to 10. If you need to, count to 100.

It may require calling a time-out to let emotions cool down.

Stress the point that when helping others resolve a conflict, you must keep yourself out of the debate as much as possible. Rather than choosing sides, you are offering others a sounding board, a fresh way of thinking about the situation, and a chance to figure out answers for themselves.

Show slide 4-11, Be Aware of Others.

BE AWARE OF OTHERS

Being aware of yourself will help you remain as calm as you can and stay focused on finding a solution. Being aware of others will help you adjust the situation to increase the possibility of a good outcome.

Be aware of their physical comfort, hunger levels, and other factors that could be affecting their emotions. You might want others to take a break before discussing the problem.

Consider the location of a discussion, too. Ideally, you will want to meet out of the hearing of the rest of your group. That will give everyone a chance to air concerns without an audience.

Show slide 4-12, Listen.

LISTEN

The better the information you have, the greater your chances of finding a workable solution to a conflict.

Listen carefully to what others are saying, withholding judgment until you've gotten everyone's side of the story. In addition to hearing the words, be aware of tone of voice, body language, and any other clues to what a person really means.

Understand what each person is expressing—what he wants and what he is willing to do to get there. Then clarify that the solution lies with both parties.

In a moment we will add step 4—Using your EAR. But first, let's try an exercise to practice the conflict resolution skills of *being aware of yourself, being aware of others,* and *listening.*

GROUP EXERCISE

Let's continue our exploration of resolving conflict with this exercise: Get with a partner. One of you makes a fist. The other has two minutes to convince the first to open that fist. (Give them a couple of minutes to do this.)

Ask participants: *What happened? Did anyone convince the other to open the fist? Whether successful or not, what strategies did you try?*

Possible strategies:

- Bribery—*"I'll give you five dollars if you open your fist."*
- Concern—*"It doesn't matter to me if you open your fist, but unless you do, you won't be able to pick anything up."*
- Persuasion—*"I like your hands better open than closed."*
- Interest—*"I'm curious to see what's inside your fist."*
- Straightforwardness—*"Hey, open your fist!"*

If you ask a friend or a coworker or a family member or anyone else to do something and they refuse, you can't force them to do it.

You can't make a person do anything he doesn't want to do.

How can you persuade someone to change positions? To open the fist? To resolve a conflict? **Use your *EAR*.**

Use Your Ear—Express, Address, Resolve

A tool for resolving conflict is EAR—*Express, Address, Resolve.*

As a leader who is trying to manage the conflict, you must use your EAR to help others move through the conflict. Here's what you do.

Show slide 4-13, EAR.

EAR represents three steps in resolving conflict:

1. **Express.** Ask each side in the conflict, "What do you want and what are you doing to get it?" Let them *Express* their pent-up emotions and concerns. Be sure to listen closely and without judgment.
2. **Address.** Ask each side, "Why is that working or not working?" You are helping them to *Address* the issue themselves. You are holding up a mirror for them so they can better address what they see happening.
3. **Resolve.** Ask each side, "What ways are there to solve the problem?" You are holding them accountable for *Resolving* the issue. You also are getting information about the problem and gaining time to think about other solutions you might offer up later.

Write these on the flip chart or reveal a chart with them already printed:

1. What do you want and what are you doing to get it?
2. Why is that working, or why that is not working?
3. What ways are there to solve the problem?

Discuss with the group why these questions, asked in this order, can help resolve conflict. What is the intent of each question? What is the power of each question?

All of the questions are focused on the person/persons experiencing a conflict. You as the person asking the questions are keeping yourself out of the debate as much as possible. You are offering others a sounding board, a fresh way of thinking about the situation, a chance to figure out answers for themselves.

Communication Skills and Conflict Resolution

Show slide 4-14, Communication Skills.

USING YOUR OWN EARS

Discuss the importance of using good communication skills while resolving conflict.

Refer to the Communication Skills Checklist. Lead the group in discussing how each item on the checklist is important for someone dealing with conflict.

Show slide 4-15, Communication Skills: Listening . . . .

Of all communication skills, the most important for conflict resolution is listening.

Use your ears much more than your mouth. Let each party express its concerns. Encourage others to talk but offer no judgments. "I got it," is an appropriate response. Make sure you hear the message. Put it in your own words. "This is what I hear you saying…."

Use ***EAR—Express, Address, Resolve***—to find answers to conflict that work for everyone.

Conflict Resolution Role-Play

Two staff members play the roles of a couple of participants who are angry with each other about something—a disagreement over who is supposed to wash the dishes, for example. (Staff may devise their own conflict, ideally one that participants will find to be realistic.) The session leader plays the role of a patrol leader resolving the conflict.

As the participants express their complaints and frustrations, the patrol leader uses the skills of good listening to acknowledge that the message is being received.

"I got it" is an appropriate response. So is "This is what I hear you saying . . . ."

Encourage the participants to keep talking, but offer no judgment or feedback. It is very likely that the participants will focus on the negative, complaining about what they don't like. That's fine. It is often the way people who are upset express themselves.

The patrol leader says, "I hear what you don't want. Now tell me what you do what." Then he or she uses EAR to help the participants resolve the conflict:

Express. What do you want, and what are you doing to get it?

Address. Why is that working or not working?

Resolve. What ways are there to solve the problem?

Encourage the participants in conflict to keep talking, but focus now on positive aspects of the situation rather than negative ones.

Help them move toward a solution that is fair and allows each party to come out ahead.

DEBRIEF THE ROLE-PLAY

Lead the group in a review of the role-play. Begin by reminding them of the four steps of every conflict resolution:

1. Be aware of yourself.
2. Be aware of others.
3. Listen.
4. Use your EAR.

How does the person attempting to resolve the role-play conflict use each of these four steps? What makes each step effective? How might the people involved in the conflict resolution improve their use of the four steps? (Guide the group in using Start, Stop, Continue as the format for evaluating the efforts of the person in the role-play attempting to resolve the conflict.)

Look Out for the Little Ones

Show slide 4-16, Look Out for the Little Ones.

A healthy unit will have youth members of a variety of ages. The youngest members are essential to bringing new energy into the unit. Older members have experience and skills they can share with younger members, and they can serve in roles of increasing leadership.

Age differences sometimes can be a source of conflict.

As leaders within their own units, NYLT participants need to be aware of the experience of younger members. Encourage them to do their best. Make it your business to help them get the most out of the Scouting program.

Speak up any time you become aware of older members picking on younger boys. The maturity you show as leader can make it clear that yours is a unit where harassment and hazing will not be tolerated.

Patrol Exercise in Resolving Conflict

> Teaching EDGE reminder: Up to this point, this session has *Explained* conflict resolution and *Demonstrated* it. The following exercise will allow staff to *Guide* participants through the experience of resolving conflict themselves. *Enabling* participants to use the skills of conflict resolution is a matter of much practice—both during the NYLT course and beyond.

For this exercise, participants will watch role-plays of several conflict situations. A role-play will stop at key moments to allow patrols to discuss ways to address each conflict. The role-play will then resume, showing one way that a leader can help conflicting parties come to a win-win resolution of the situation.

Before the exercise begins, hand out copies of the Conflict Resolution Checklist so that every participant can refer to it during the exercise.

Present Conflict Resolution Role-Plays

During breaks in the conflict resolution role-plays, lead participants in discussions of the conflicts being presented and ways those conflicts might be resolved. Guide the discussions with references to the four steps of the Conflict Resolution Checklist. Where appropriate, point out and discuss the *Storming* stage of team development and the role it plays in a particular conflict scenario.

SCENARIO 1

Here's a situation many of you have probably experienced firsthand. The parents of a 16-year-old son set his Saturday night curfew at midnight. The first week, he comes in at 12:05. Is that OK? The parents trust him and they are so glad that he is home safe that they accept the late arrival and say nothing about it.

The next Saturday, he comes in at 12:15. The parents are again relieved that he is home and safe, and so again they say nothing.

The next week, he comes in at 12:30, and the parents freak out. They give him their very best lecture about trust and responsibility. The boy's eyes glaze over as he listens.

What time will he come in next? Probably about 12:20. He splits the difference between what he understood was OK and what he knows is not. 12:15 was OK, 12:30 was not, so the real curfew time (originally set at midnight) must actually be somewhere around 12:20.

What's the lesson here? If there are limits that you as a leader expect group members to respect, you need to be clear about what those boundaries are and then stick to them. One of the best methods of doing that is to involve the group in determining those limits. You can use the four basic questions of conflict resolution to establish standards that may deter conflict from occurring. What do you, as a leader, want? What does your group want? Where is there common ground for agreement? What are the factors that may prove nonnegotiable?

SCENARIO 2

Here's another scenario. On a hike, three or four of the older members speed ahead of the rest of the group. When they get tired, they stop and wait for the others to catch up, but as soon as the others do, the older members take off again. To make the scenario more interesting, let's have them hiking in grizzly bear country.

Are there reasons why this should concern you, the leader?

- There's a safety issue. If someone becomes injured or lost or happens upon a bear, the group is split up and will be less able to cope with the situation.
- Dividing the group like this can damage group morale and team building.
- Dividing the group makes it more difficult for adult leaders to provide appropriate leadership.

You gather the older members to discuss the situation and try to find an acceptable solution. In resolving this conflict, you can begin by encouraging a *cooperative approach*. If that fails, then you can use another leadership tool—the *directive approach*.

Bringing Others Into Conflict Resolution

Show slide 4-17, Bringing Others In.

Discuss strategies of what to do when your best efforts cannot resolve a conflict.

Problems that continue too long or that seem not to respond to your efforts at resolution should also be discussed with the patrol leaders' council and with adult leaders in order to draw on their suggestions and involvement.

Serious problems such as those involving drugs, alcohol, hazing, or harassment should be reported immediately to the adult leaders of your unit. In some cases, finding a satisfactory solution may require the involvement of adult leaders and the families of the members in conflict.

DVD VIDEO

Show slide 4-18. Summary

Summary

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others.

In considering the causes of conflict, recognize the *Storming* stage of team development (low skills, low enthusiasm, low motivation). *Storming* is an expected phase in a team's progress. By dealing with it head-on rather than ignoring it or trying to minimize the stage, a team can gain the value of the *Storming* experience and be better able to move beyond it.

When people are in disagreement with one another, you often can find a workable solution by using many of the same skills that are effective when the actions of a single person are unacceptable.

DVD VIDEO

Show slide 4-19, Summary: Steps in conflict resolution . . . .

1. **Be aware of yourself.** Stay calm and use your best communication skills.
2. **Be aware of others.** Notice body language, tone of voice, comfort levels, and other clues to what they are saying.
3. **Listen.** Hear what each person wants and what he is willing to do to get there. Then clarify that the solution lies with all of the parties involved.
4. **Use the conflict resolution *EAR*—Express, Address, Resolve.**

DVD VIDEO

Show slide 4-20, Summary: Encourage each person . . . .

Finally, encourage each person to see the situation from other points of view, then enlist the aid of all parties working together to find a solution that is acceptable to everyone.

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

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, repackage, 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

COMPASS POINT

> 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.

COMPASS POINT

> 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.

Supplemental Information on "Leave No Trace"

The LNT Principles of outdoor ethics form the framework of LNT's message:

1. Plan ahead and prepare
2. Travel and camp on durable surfaces
3. Dispose of Waste Properly
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

The Leave No Trace principles might seem unimportant until you consider the combined effects of millions of outdoor visitors. One poorly located campsite or campfire may have little significance, but thousands of such instances seriously degrade the outdoor experience for all. Leaving no trace is everyone's responsibility.

Leave No Trace Awareness

Instilling values in young people and preparing them to make ethical choices throughout their lifetime is the mission of the Boy Scouts of America. Leave No Trace helps reinforce that mission, and reminds us to respect the rights of other users of the outdoors as well as future generations. Appreciation for our natural environment and a knowledge of the interrelationships of nature bolster our respect and reverence toward the environment and nature.

Leave No Trace is an awareness and an attitude rather than a set of rules. It applies in your backyard or local park as much as in the backcountry. We should all practice Leave No Trace in our thinking and actions—wherever we go.

We learn Leave No Trace by sharing the principles and then discovering how they can be applied. Leave No Trace instills an awareness that spurs questions like "What can we do to reduce our impact on the environment and on the experiences of other visitors?" Use your judgment and experience to tailor camping and hiking practices to the environment where the outing will occur. Forest, mountain, seashore, plains, freshwater, and wetland environments all require different minimum impact practices.

Outdoor Ethics

Help protect the backcountry by remembering that while you are there, you are a visitor. When you visit a friend, you take care to leave your friends home just as you found it. You would never think of trampling garden flowers, chopping down trees in the yard, putting soap in the drinking water, or marking your name on the living room wall. When you visit the backcountry, the same courtesies apply. Leave everything just as you found it.

Hiking and camping without a trace are signs of an expert outdoorsman, and of a Scout or Scouter who cares for the environment. Travel lightly on the land.

The BSA is committed to Leave No Trace, which is a nationally recognized outdoor skills and ethics awareness program. Its seven principles are guidelines to follow at all times.

1 Plan Ahead and Prepare

- Know the regulations and special concerns for the area you'll visit.
- Prepare for extreme weather, hazards, and emergencies.
- Schedule your trip to avoid times of high use.
- Visit in small groups. Split larger parties into groups of 4-6.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Poor planning often results in miserable campers and damage to natural and cultural resources. Rangers often tell stories of campers they have encountered who, because of poor planning and unexpected conditions, degrade backcountry resources and put themselves at risk. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size. Schedule your trek to avoid times of high use. Obtain permits or permission to use the area for your trek.

The Importance of Trip Planning

Here are a few incentives for trip planning (you may want to add to this list). Proper trip planning

- Helps ensure the safety of groups and individuals
- Reduces the likelihood of needed search or rescue assistance because campers obtained information concerning geography and weather and prepared accordingly
- Prepares users of the out-of-doors to leave no trace and minimizes resource damage because of careful meal planning and food repackaging and proper equipment
- Contributes to a fun and enjoyable outdoor experience because the outing matches the skill level of the participants
- Increases self-confidence and opportunities for learning more about nature

When a group neglects the responsibility of proper trip planning, it leaves the door wide open for events to go awry. A group that is experienced and familiar with the geographical characteristics of an area will avoid risk by:

- Steering clear of areas susceptible to flash floods or along ridge tops vulnerable to lightning activity
- Carrying an adequate supply of drinking water or arranging for a way to purify water from natural sources when traveling along arid lands
- Checking with local land managers and studying maps and weather conditions to contribute to a low-risk experience

A well-prepared group might plan to cook meals on stoves or, if using a campfire, will find out in advance when and where that is allowed. Stoves are preferred over campfires because they leave no impact, can be used in different environments, and are convenient. Such a group would not discover upon arrival at its destination that a fire ban is in effect or that firewood is in scarce supply. In contrast, poorly prepared groups often build a fire anyway—breaking the law or spoiling the land—simply because they have not planned for alternatives. A scarce wood supply is a sign that an area is experiencing the cumulative effects of heavy recreation use.

A group that has developed good travel plans will be able to travel as fast as it expected. This group will not be caught off guard because of steep terrain or trails that are too rugged. However, the unprepared group will often resort to setting up camp late at night, sometimes in an unsafe location. Poor campsite selection usually leads to unnecessary resource damage. In addition, the group may never even reach its planned destination.

Other Considerations When Trip Planning

Take the following elements into consideration during trip planning. You may want to add to this list.

- Weather
- Terrain
- Regulations, restrictions, permits
- Private land boundaries
- Hiking speed of the group's least capable member
- Anticipated food consumption (Leftovers create waste, which leaves a trace!)
- Group size (Does it meet land management regulations, trip purpose, and Leave No Trace criteria?)
- All Leave No Trace principles

Meal Planning

Meals are another element to trip planning that can profoundly affect a group's impact on a backcountry area.

Benefits of Good Meal Planning

- Meal planning helps
- Reduce trash.
- Reduce pack weight, resulting in faster hiking times and less fatigue.
- Reduce dependence upon campfires for cooking.

One-Pot Meals and Food Repackaging. Planning for one-pot meals and lightweight snacks requires a minimum of packaging and preparation time, lightens loads, and decreases garbage. One-pot meals require minimal cooking utensils and make it easy to prepare meals on a lightweight stove. Two backpack stoves can be used to cook all meals for groups of 12 people if you have a couple of large pots. (One large pot can be balanced on two stoves when quick heating is desired.) When using smaller pots, four backpack stoves may be needed.

Most food should be removed from its commercial packaging and placed in resealable plastic bags or sealable plastic containers before packing your backpacks. Resealable plastic bags secure premeasured food and reduce bulk and garbage. Empty bags can be placed inside each other and packed out for reuse at home or used to carry out garbage left by others (good turn). This method minimizes the amount of garbage your group must pack out at the end of the trip and eliminates the undesirable behavior of stashing or burying unwanted trash.

2 Travel and Camp on Durable Surfaces

- Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.
- Protect riparian areas by camping at least 200 feet from lakes and streams.
- Good campsites are found, not made. Altering a site is not necessary.

The goal of backcountry travel is to move through the backcountry while minimizing damage to the land. Understanding the impact of travel on the land is necessary to accomplish this goal. Damage occurs when hikers trample surface vegetation or communities of organisms beyond recovery. The resulting barren area leads to the development of undesirable trails and erosion.

In Popular Areas

- Concentrate use on existing trails and campsites.
- Walk single file in the middle of the trail, even when wet or muddy.
- Keep campsites small. Focus activity in areas where vegetation is absent.

In Pristine Areas

- Disperse use to prevent the creation of campsites and trails.
- Avoid places where impacts are just beginning.
- Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

Concentrate Activity, or Spread Out?

- In high-use areas, campers should concentrate their activities where vegetation is already absent. Minimize resource damage by using existing trails and selecting designated or existing campsites. Keep campsites small by arranging tents in close proximity.

- In more remote, less-traveled areas, campers should generally spread out. When hiking, take different paths to avoid creating new trails that cause erosion. When camping, disperse tents and cooking activities—and move camp daily to avoid creating permanent-looking campsites. Avoid places where impacts are just beginning to show. Always choose the most durable surfaces available: rock, gravel, sand, compacted soil, dry grasses, or snow.

These guidelines apply to most alpine settings and may be different for other areas, such as deserts. Learn the Leave No Trace techniques for your crew’s specific activity or destination. Check with land managers to be sure of the proper technique.

Concentrate Activities in Heavily Used Areas

Backcountry travel frequently involves travel over trails and off-trail areas. Land management agencies construct trails in backcountry areas to provide identifiable routes that concentrate foot and stock traffic. Constructed trails are themselves an impact on the land; however, they are a necessary response to the fact that people travel in the backcountry. Concentrating travel on trails reduces the likelihood that multiple routes will develop and scar the landscape. It is better to have one well-designed route than many poorly chosen paths.

Trail use is recommended whenever possible. Encourage travelers to stay within the width of the trail and not take shortcuts along trail switchbacks (trail zigzags that climb hillsides). Travelers should provide space for other hikers if taking breaks along the trail. When taking a break, select a durable surface well off the trail on which to rest. Practice the principles of off-trail travel if the decision is made to move off-trail for breaks.

Spread Use and Impact in Pristine Areas

Spreading use and impact applies when visiting any pristine area, except some desert settings. "Off-trail" refers to all travel that does not utilize a designated trail, such as travel to remote areas, searches for "bathroom" privacy, and explorations near and around campsites. With the exception of some desert areas, backcountry travelers should spread use and impact in pristine areas. Two primary factors influence how off-trail travel affects the land: durability of surfaces and vegetation, and frequency of travel (or group size).

- *Durability* refers to the ability of surfaces or vegetation to withstand wear or remain in a stable condition.

- *Frequency of use* (and large group size) increases the likelihood that a large area will be trampled or that a small area will be trampled multiple times.

Surface Durability

The concept of durability is an important one for all backcountry travelers to understand. The following natural surfaces respond differently to backcountry travel.

Rock, Sand, and Gravel. These surfaces are highly durable and can tolerate repeated trampling and scuffing. However, lichens that grow on rocks are vulnerable to repeated scuffing.

Ice and Snow. The effect of travel across these surfaces is temporary, making them good choices for travel—assuming good safety precautions are followed and the snow layer is of sufficient depth and firmness to prevent vegetation damage.

Vegetation. The resistance of vegetation to trampling varies. Careful decisions must be made when traveling across vegetation. Select areas of durable vegetation or sparse vegetation that is easily avoided. Grasses are resistant to trampling, but most forest herbs and ferns are fragile and quickly show the effects of trampling. Wet meadows and other fragile vegetation quickly show the effects of trampling. Trampling encourages new and inexperienced travelers to take the same route and leads to undesirable trail development. As a general rule, travelers who must venture off-trail should spread out to avoid creating paths that encourage others to follow. Avoid vegetation whenever possible, especially on steep slopes where the effects of off-trail travel are magnified.

Cryptobiotic Crust. Cryptobiotic crust, found in desert environments, is extremely vulnerable to foot traffic. Cryptobiotic crust consists of tiny communities of organisms that appear as a blackish and irregular raised crust upon the sand. This crust retains moisture in desert climates and provides a protective layer that helps prevent erosion. One footstep can destroy cryptobiotic crust for decades. It is important to use developed trails in these areas. If you must travel off-trail, walk on rocks or other durable surfaces. In broad areas of cryptobiotic crust, where damage is unavoidable, it is best to follow in one another's footsteps, thereby affecting the smallest area of crust possible—exactly the opposite rule for traveling through vegetation. Cryptobiotic crust is also extremely vulnerable to mountain bicycle and horse travel.

Desert Puddles and Mud Holes. Water is a preciously scarce resource for all living things in the desert. Don't walk through desert puddles or mud holes, or disturb surface water in any way. Potholes are also home to tiny desert animals.

Camp on Durable Surfaces

Selecting an appropriate campsite is perhaps the most important aspect of low-impact backcountry use. It requires the greatest use of judgment and information and often involves making trade-offs between minimizing ecological and social impacts. A decision about where to camp should be based on information about the level of use in the area, the fragility of vegetation and soil, the likelihood of wildlife disturbance, an assessment of previous impacts, and your party's potential to cause or avoid impact.

Choosing a Campsite in High-Use Areas. Avoid camping close to water and trails, and select a site that is not visible to others. Even in popular areas the sense of solitude can be enhanced by screening campsites and choosing an out-of-the-way site. Camping away from the water's edge also allows access routes for wildlife.

Plan ahead by discovering and obeying regulations related to campsite selection. Some areas require campers to use designated sites and/or to camp a specified distance from water sources. Allow enough time and energy at the end of the day to select an appropriate site. Fatigue, bad weather, and late departure times are not acceptable excuses for choosing poor or fragile campsites.

Generally, it is best to camp on sites that are so highly impacted that further careful use will cause no noticeable impact. In popular areas, these sites are obvious because they have already lost their vegetation cover. Also, it is often possible to find a site that naturally lacks vegetation, such as exposed bedrock, sandy areas, or bare soil.

On high-impact sites, concentrate tents, traffic routes, and kitchen areas in the center of already impacted areas. Locate the camp kitchen on the most durable site because most impact occurs when cooking and eating. The objective is to confine impact to places that already show use and avoid enlarging the area of disturbance. When leaving camp, make sure that it is clean, attractive, and appealing to other campers who follow.

Camping in Undisturbed, Remote Areas. Pristine areas usually are remote, see few visitors, and have no obvious impacts. Visit these special places only if you are committed to and knowledgeable of the techniques required to Leave No Trace.

On pristine sites it is best to spread out tents, avoid repetitive traffic routes, and move camp every night. The objective is to minimize the number of times any part of the site is trampled. In setting up camp:

- Disperse tents and the kitchen on durable sites.
- Plan ahead to wear soft shoes around camp to minimize the impact on vegetation and compaction of the soil, which may stifle roots.
- Minimize activity around the kitchen and places where packs are stashed.

The durable surfaces of large rock slabs make good kitchen sites. Watch where you walk to avoid crushing vegetation, and take alternate paths to water. Minimize the number of trips to water by carrying water containers. Check the regulation, but camping at least 200 feet (80 adult steps) from water is a good rule of thumb.

When breaking camp, take time to naturalize the site, help the site recover, and make it less obvious as a campsite.

- Cover scuffed areas with native materials (such as pine needles).
- Brush out footprints.
- Rake matted grassy areas with a stick.

This extra effort will help hide any signs that the spot has been a campsite and make it less likely that other backcountry travelers will camp in the same spot. The less often a pristine campsite is used, the better its chance of remaining pristine.

Camping in Arid Lands. The most appropriate campsites in arid lands are on durable surfaces, such as rock and gravel, or on sites that have been so highly impacted that further use will cause no additional disturbance. Previously impacted sites are obvious because they have already lost their vegetation cover or the rocky soils have been visibly disturbed. If choosing this type of site, make sure your spot is large enough to accommodate your entire group.

A pristine campsite, with no evidence of previous use, is appropriate in arid lands provided it is on a nonvegetated, highly resistant surface. Expanses of rock, gravel, or sand all make excellent choices. It should never be necessary to camp on cryptobiotic soil, islands of vegetation, or within the precious green ribbons of desert creeks or streams. Beware of camping on sandy river bottoms and areas susceptible to flash floods.

Position cooking areas, tents, and backpacks on rock, sand, or gravel. Consciously choose durable routes of travel among areas of your camp so that connecting trails do not develop. Vary your routes since the objective is to minimize trampling and compaction on any specific part of the campsite. Also, limit your stay to no more than two nights.

Never scrape away or clean sites of organic litter like leaves, and always minimize the removal of rocks and gravel. Organic litter helps to cushion trampling forces, limits the compatibility of soils, releases plant nutrients, and reduces the erosive forces of rainfall. Disturbing the lichen-coated and varnished rocks known as desert pavement can leave a visible impact for hundreds of years. Once overturned, these rocks are difficult to replace, and the lichens and varnish will not grow back within our lifetime.

Camping in River Corridors. River corridors are narrow strips of land and water where there is little room to disperse human activities. For this reason, campsites are often designated. It is generally best to camp on established sites located on beaches, sandbars, or nonvegetated sites below the high-water line.

3 Dispose of Waste Properly (Pack It In, Pack It Out)

- Pack It In, Pack It Out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- Pack out toilet paper and hygiene products.
- To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

This common saying is a simple yet effective way to get backcountry visitors to take their trash home with them. There is no reason why people cannot carry out of the backcountry the extra food and packaging materials that they carried in with them in the first place. Trash and litter in the backcountry ranks high as a problem in the minds of many backcountry visitors. Trash and litter are human impacts that can greatly detract from the naturalness of an area.

Reduce litter at the source. Much backcountry trash and litter originates from food items. Perhaps the easiest way to practice the principle of pack it in, pack it out, is to follow principle number one: plan ahead and prepare. It is possible to leave most potential trash at home if you take the time to properly repackage food supplies. Reduce the volume of trash you have to pack out. Save weight by repackaging solid foods into plastic bags and liquids into reusable containers.

Another good idea is to keep your menu simple. For short trips, consider not taking a stove and taking only food that requires no cooking. This significantly reduces backpack weight and excess food packaging taken into the backcountry.

Your first preference for dealing with trash should be to pack it out. Most trash will not be entirely consumed by fire and conditions frequently make fires unacceptable. Areas are often closed to fires because of high fire hazards or excessive campsite damage. Some areas, such as desert settings, are impractical for fires because of the scarcity of firewood.

Under no circumstances should food scraps be buried! Discarded or buried food scraps attract animal life. It is common to see chipmunks, ground squirrels, and various species of birds gathering around camp kitchens. These "camp robbers" have become attracted to campers as a food source. Human food is not natural to wild animals, and their natural feeding cycles and habits become disrupted when they are fed by humans.

A conscientious no-trace camper always keeps and leaves a clean camp.

Sanitation

Dishwater. Strain dishwater through a small strainer or bandana. Put the food particles in a sealable plastic bag and pack them out. Broadcast the strained dishwater over a wide area at least 200 feet from the nearest water source, campsite, or trail. Scattering dishwater in a sunny area will cause the water to evaporate quickly, causing minimal impact.

Human Waste

Proper disposal of human waste is important to avoid pollution of water sources, avoid the negative implications of someone else finding it, minimize the possibility of spreading disease, and maximize the rate of decomposition.

If an outhouse or bathroom is available, use it. In most backcountry locations, burying human feces in the correct manner is the most effective method to meet these criteria. Solid human waste must be packed out from some places, such as narrow river canyons. Land management agencies can advise you of specific rules for the area you plan to visit.

Contrary to popular opinion, research indicates that burial of feces in mineral soil actually slows decomposition. Pathogens have been discovered to survive for a year or more when buried. However, in light of the other problems associated with feces, it is still generally best to bury it in humus (decomposing plant or animal matter that forms organic soil). The slow decomposition rate emphasizes the need to choose the correct location, far from water, campsites, and other frequently used places.

Catholes. Catholes are the most widely accepted method of waste disposal. Locate catholes at least 200 feet (about 80 adult steps) from water, trails, and camp. Select an inconspicuous site where other people will be unlikely to walk or camp. With a small garden trowel, dig a hole in humus that is 6 to 8 inches deep and 4 to 6 inches in diameter. Cover and disguise the cathole with natural materials when finished. If camping in the area for more than one night, or if camping with a large group, widely disperse cathole sites.

Catholes in Arid Lands. A cathole is also the most widely accepted means of waste disposal in arid lands. Locate catholes at least 200 feet (about 80 adult steps) from water, trails, and camp. Avoid areas where water visibly flows, such as sandy washes, even if they are dry at the moment. Aid decomposition by selecting a site that will maximize exposure to the sun. Because the sun's heat will penetrate desert soils several inches, it can eventually kill pathogens if the feces are buried properly. South-facing slopes and ridge tops will have more exposure to sun and heat than will other areas.

Trench Latrines. Though catholes are recommended for most situations, there are times when a trench latrine may be more applicable, such as when camping with young children or if staying in one camp for longer than a few nights. Use similar criteria for selecting a latrine location as those used to locate a cathole. Since this higher concentration of feces will decompose very slowly, location is especially important. Deposit feces in one end of the trench and lengthen the other end as needed. A good way to speed decomposition and diminish odors is to toss in a handful of humus after each use. Ask your land manager about latrine-building techniques. Carry a urine bottle when caving to avoid impacting an extremely fragile environment.

Toilet Paper. Use toilet paper sparingly and use only plain, white, nonperfumed brands. Toilet paper must be disposed of properly! It should be either thoroughly buried in a cathole or placed in plastic bags and packed out, which is the best way to practice Leave No Trace. Never burn toilet paper because of the danger of starting a wildfire.

Urine. Urine has little direct effect on vegetation or soil. In some instances urine may draw wildlife that are attracted to the salts; wildlife may defoliate plants and dig up soil. Because urine has an objectionable odor, be sure to urinate at least 200 feet from a campsite or trail. Urinating on rocks, pine needles, and gravel is less likely to attract wildlife. Diluting urine with water from a water bottle also can help minimize negative effects.

Special Considerations for River Canyons. Western river canyons often present unique Leave No Trace problems. In large western rivers the most common practice is to urinate directly in the river (because urine is sterile) and to pack out feces in sealed boxes for later disposal. Check with your land manager for details about specific areas.

4 Leave What You Find

- Preserve the past: examine, but do not touch, cultural or historic structures and artifacts.
- Leave rocks, plants and other natural objects as you find them.
- Avoid introducing or transporting non-native species.
- Do not build structures, furniture, or dig trenches.
- Allow others a sense of discovery, and preserve the past. Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. Examine but do not touch cultural or historical structures and artifacts. It may be illegal to remove artifacts.

Allow others a sense of discovery by leaving rocks, plants, archaeological artifacts, and any other objects as you found them. Leave what you find involves many aspects of outdoor use. The following information addresses a variety of ways to respect natural settings.

Minimize Site Alterations

Leave areas as you found them. Do not dig trenches for tents or construct lean-tos, tables, chairs, or other rudimentary improvements. If you clear an area of surface rocks, twigs, or pine cones, replace these materials before leaving. On high-impact sites, it is appropriate to clean up the site and dismantle inappropriate user-built facilities, such as multiple fire rings and constructed seats or tables. Consider the idea that good campsites are found and not made.

In many locations, properly located and legally constructed facilities, such as a single fire ring, should be left. Dismantling them will cause additional impact because they will be rebuilt with new rocks and thus distress a new area. Learn to evaluate all situations you encounter.

Avoid Damaging Live Trees and Plants

Never hammer nails into trees for hanging things, hack at them with hatchets or saws, or cut or trample tree saplings or seedlings. Carving initials into trees is unacceptable. The cutting of boughs for use as a sleeping pad creates minimal benefit and maximum impact. Inexpensive, lightweight sleeping pads are readily available at camp supply stores.

Picking a few flowers does not seem like it would have any great impact and, if only a few flowers were picked, it wouldn't. However, if every visitor thought, "I'll just take a couple," a much more significant impact might result. Take a picture or sketch the flower instead of picking it. Knowledgeable campers may enjoy an occasional edible plant but are careful not to deplete the surrounding vegetation or disturb plants—especially those that are rare or are slow to reproduce.

Leave Natural Objects and Cultural Artifacts

Natural objects of beauty or interest—such as antlers, petrified wood, or colored rocks—add to the mood of the backcountry and should be left so others can experience a sense of discovery. In national parks and some other protected areas it is illegal to remove natural objects.

The same ethic applies to cultural artifacts found on public lands. Cultural artifacts are protected by the Archaeological Resources Protection Act. It is illegal to remove or disturb archaeological sites, historic sites, or artifacts—such as pot shards, arrowheads, structures, and even antique bottles—found on public lands. If you discover a significant archaeological resource that may not be known to others, pinpoint its location on a topographic map and report your finding to a land manager.

5 Minimize Campfire Impacts

- Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- Where fires are permitted, use established fire rings, fire pans, or mound fires.
- Keep fires small. Only use sticks from the ground that can be broken by hand.
- Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.

Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

Lightweight camp stoves make low-impact camping possible by encouraging a shift away from fires. Stoves are fast, eliminate the need for firewood, and make cleanup after meals easier. After dinner, enjoy a candle lantern instead of a fire.

If you build a fire, the most important consideration is the potential for resource damage. Whenever possible, use an existing campfire ring in a well-placed campsite. Choose not to have a fire in areas where wood is scarce—at higher elevations, in heavily used areas with a limited wood supply, or in desert settings.

True Leave No Trace fires are small. Use dead and downed wood that can be broken easily by hand. When possible, burn all wood to ash and remove all unburned trash and food from the fire ring. If a site has two or more fire rings, you may dismantle all but one and scatter the materials in the surrounding area. Be certain all wood and campfire debris is dead out.

Fires versus Stoves

The use of campfires, once a necessity for cooking and warmth, is steeped in history and tradition. Some people would not think of camping without a campfire. Campfire building is also an important skill for every camper. Yet, the natural appearance of many areas has been degraded by the overuse of fires and an increasing demand for firewood. The development of efficient, lightweight camp stoves has encouraged a shift away from the traditional fire. Stoves have become essential equipment for minimum-impact camping. They are fast, flexible, efficient, reliable, and clean burning, and they eliminate the need for firewood. Stoves operate in almost any weather condition, and they leave no trace.

Should You Build a Fire?

The most important consideration to be made when deciding to use a fire is the potential damage to the backcountry.

- What is the fire danger for the time of year and the location you have selected?
- Are there restrictions from the land managing agency?
- Is there sufficient wood so its removal will not be noticeable?
- Does the harshness of alpine and desert growing conditions for trees and shrubs mean that the regeneration of wood sources cannot keep pace with the demand for firewood?
- Do group members possess the skill to build a campfire that will leave no trace?

Lessening Impacts When Campfires Are Used

If building a fire cannot be avoided, camp in areas where wood is abundant. Choose not to have a fire in areas where there is little wood—at higher elevations, in heavily used areas, or in desert settings. A true Leave No Trace fire shows no evidence of its use.

Existing Fire Rings. The best place to build a fire is within an existing fire ring in a well-placed campsite. Keep the fire small and burning only for the time you are using it. Allow wood to burn completely to ash. Put out fires with water, not dirt. Avoid building fires next to rock outcrops where the black scars will remain for many years.

Mound Fire. Construction of a mound fire can be accomplished by using simple tools: a garden trowel, large stuff sack, and a ground cloth or plastic garbage bag. To build this type of fire:

1. Collect some mineral soil, sand, or gravel from an already disturbed source. The root hole of a toppled tree or sand from a dry riverbed are possible sources.
2. Lay a ground cloth on the fire site and then spread the soil into a circular, flat-topped mound at least 6 inches thick.

The thickness of the mound is critical to insulate the ground from the heat of the fire. The ground cloth or garbage bag is important only in that it makes cleaning up the fire much easier. The circumference of the mound should be larger than the size of the fire to allow for the inevitable spreading of coals. The advantage of the mound fire is that it can be built on flat, exposed rock or on an organic surface such as litter, duff, or grass.

Fire Pans. Use of fire pans is a good alternative for fire building. Metal oil drain pans and some backyard barbecue grills make effective and inexpensive fire pans. The pan should have at least 3-inch-high sides. Elevate the pan on rocks or line it with mineral soil so the heat will not scorch the ground.

Firewood and Cleanup.

- Standing trees, dead or alive, are home to birds and insects, so leave them intact. Fallen trees also provide bird and animal shelter, increase water-holding capacity of the soil, and recycle nutrients back into the environment through decomposition. Stripping branches from standing or fallen trees also detracts from an area's natural appearance.
- Avoid using hatchets and saws or breaking branches off standing or downed trees. Use dead and downed wood, which burns easily and is easy to collect.

- Use small pieces of wood—no larger than the diameter of an adult wrist—that can be broken with your hands. This practice avoids having to use a saw or hatchet, and the wood readily burns to ash.

- Gather wood over a wide area away from camp to avoid depleting the wood supply and to let nutrients return to the soil. Along rivers and seashores, use dry driftwood.

- Stop adding new fuel to a fire near the end of its use and toss in burned ends of wood. Allow the coals to burn to white ash, thoroughly soak with water, and scatter the remains over a large area away from camp. In river corridors, ashes may have to be packed out.

- When cleaning up a mound or pan fire, replace soil where you found it.

- Scatter unused wood to keep the area looking as natural as possible.

- Pack out any campfire litter. Trash should not be burned, especially plastic items and foil-lined wrappers, the remains of which stay in the firelay.

Safety

Certain safety precautions should be followed when handling fire:

- When using stoves or fires, follow BSA procedures for supervision of young people.
- Follow all manufacturer's product and safety labels for stoves.
- Use only approved containers for fuel.
- Build campfires well away from tents or tarps.
- Never leave a fire unattended.
- Keep wood and other fuel sources away from fire.
- Thoroughly extinguish all fires.

6 Respect Wildlife

- Observe wildlife from a distance. Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

Most wildlife can adapt to consistent patterns of human activity, but it's best to learn about wildlife through quiet observation.

- Do not approach or follow wildlife for a "better look."

- Carry binoculars, a spotting scope, or a telephoto lens to view and photograph wildlife from observation areas and trails.

- Observe wildlife from a distance so they are not scared or forced to flee.

- You are too close if your presence or actions cause wildlife to alter their normal habits.

Large groups often cause more damage to the environment and can disturb wildlife, so keep your group small.

If you have a larger group, minimize your impact by dividing into smaller groups if possible. Plan your trip to avoid critical or sensitive wildlife habitats or times when wildlife are nesting and rearing their young.

Quick movements and loud noises are stressful to animals. Travel quietly and do not pursue, feed, or force animals to flee. (One exception is in bear country, where it is good to make a little noise so as not to startle the bears.) In hot or cold weather, disturbance can affect an animal's ability to withstand the rigorous environment. Do not touch, get close to, feed, or pick up wild animals. It is stressful to the animal, and it is possible that the animal may harbor rabies or other diseases. Sick or wounded animals may bite, peck, or scratch and send you to the hospital. If you find sick animals or animals in trouble, notify a game warden.

Considerate campers observe wildfire from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Leave young animals alone and remain at a distance from nesting birds, denning animals, and newborn animals. Young animals removed or touched by well-meaning people may cause the animals' parents to abandon their young. Remember that you are a visitor to their home.

Never feed wildlife or allow them to obtain human food, even scraps. Wildlife that obtain human food become nuisance animals that are often killed by cars, dogs, or predators because they left the safety and cover of their normal habitat. Such animals often get into human trash, eating things such as plastic food wrappers, which can become trapped and clog their digestive systems. Human food also is not nutritious for wildlife and can cause tooth decay, gum infection, and ulcers. The chance of survival is slim when wardens must be called in to trap and relocate a bear or deer.

Allow animals free access to water sources by giving them the buffer space they need to feel secure. Ideally, camps should be located at least 200 feet or more from existing water sources. This will minimize disturbance to wildlife and help ensure that animals have access to their precious drinking water.

With limited water in arid lands, desert travelers must strive to reduce their impact on the animals struggling for survival. Desert dwellers are usually most active after dark; you will be less likely to frighten them by avoiding water holes at night.

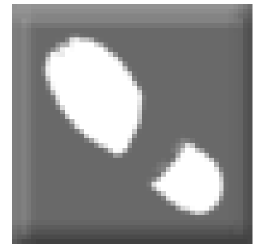
Washing and human waste disposal must be done carefully so the environment is not polluted and so animals and aquatic life are not injured. While swimming in lakes or streams is fine in most instances, in desert areas, leave scarce water holes undisturbed and unpolluted so animals may drink from them.

Special Considerations for Bear Country

Messy kitchens and food odors attract bears. A conscientious low-impact camper always keeps a clean camp. Kitchens should be placed at least 200 feet (or 80 adult steps) from tent sites. Food must be stored at least 200 feet from tent and kitchen sites, hung at least 12 feet off the ground between trees, 6 feet away from the trunks of the trees, and 6 feet below a limb. Your food storage, cooking area, and tent sites should form a triangle with a minimum of 200 feet between them.

All food items and trash must be hung to keep them away from bears and other wildlife. Food brought to your tent invites danger to your sleeping area, and food left in your pack may result in a destroyed pack as the bear searches for the source of food odors. Consider using bear-proof canisters, which are lightweight and easy to carry.

7 Be Considerate of Other Visitors



- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature's sounds prevail. Avoid loud voices and noises.

One of the most important components of outdoor ethics is to be courteous toward other visitors. It helps all visitors enjoy their outdoor experience. Many people come to the outdoors to listen to nature. Excessive noise, unleashed pets, and damaged surroundings take away from everyone's experience. So, keep the noise level down while traveling and, if you must bring a radio, tapes, CDs, or cell phone, use headphones so you will not disturb others.

Also keep in mind that the feeling of solitude, especially in open areas, is enhanced when group size is small, contacts are infrequent, and behavior is unobtrusive. Visitor surveys show that several small groups are preferable to one large group. Whenever possible, separate larger groups into several smaller groups that travel and camp separately. To maximize your feelings of privacy, avoid trips during holidays and busy weekends, or take a trip during the off-season.

Be courteous to other groups you meet. Groups leading or riding livestock have the right-of-way on trails, and bikers should yield to both equestrians and hikers. Hikers and bicyclists should move off the trail to the downhill side and stop. Horses are spooked easily, so stay motionless and talk quietly to the riders as they pass. Stay in control when mountain biking. Before passing others, politely announce your presence and proceed with caution. Take rest breaks on durable surfaces well off the designated trail so that the experience of other visitors will not be disturbed. Keep in mind that visits to seldom-used places require an extra commitment to travel quietly and lightly on the land.

When selecting a campsite, choose a site away from the trail and away from other groups, where rocks or trees will screen it from view. Keep noise down in camp so as not to disturb other campers or those passing by on the trail. Goofing off and pulling pranks are undesirable social behaviors and could lead to serious or fatal injuries. In addition, activities should fit the setting—save the game playing for the city park.

Bright clothing and equipment, such as tents that can be seen for long distances, are discouraged. Especially in open natural areas, colors such as dayglow yellow are disturbing and contribute to a crowded feeling. To lessen visual impacts, choose colors that blend with the environment.

Keep pets under control at all times. Dogs do not fit in the wildlife category, and allowing pets to run free can be unwelcome, because they can frighten people and leave behind unwanted "presents." Please scoop up dog feces from camps and trails and carry it to a trash container. Some areas prohibit dogs or require them to be on a leash at all times. Know and follow the rules of the land managing agency.

Leave gates as you found them, and leave the land undisturbed for others to enjoy. Remember, our open spaces and wildlands are protected for all generations. It is up to us to keep them healthy, beautiful, and open to the public for recreation, reflection, and revitalization! Enjoy and learn from historical and archaeological sites, but respect these sites and treasures. Some of these sites are sacred to Native Americans or are important cultural reminders of our heritage.

Day Four: Geocaching Game

Time Allowed 90 minutes

Responsible Patrol leaders

Location Selected area

Learning Objectives

By playing this combination scavenger hunt, orienteering course, and wide game with their patrols, participants will

- Apply many of the skills learned during the NYLT program.
- Practice finding their way with GPS receivers.

Materials Needed

- GPS receivers for each patrol

Presentation Procedure

Geocaching is an activity finding great popularity among Scouting groups and the general public. It combines the delight of orienteering with puzzle solving and outdoor explorations.

Here's how it works in its non-Scouting form:

1. Players log onto Internet websites featuring geocache locations. They narrow their search to geocache locations in their hometown. For example, there might be a listing that says:

   On My Honor

   N 32° 53.113, W 096° 58.280

   Find the bronze fellow who can show you the way.
   The date at his feet
   Will help you complete
   Your Good Turn quest for today.

They enter those coordinates into their GPS receivers and use the receivers to guide them to the one spot on Earth (the *waypoint)* indicated by that listing of latitude and longitude. (GPS receivers are accurate enough to pinpoint a location within a radius of about 50 feet or less.)

Once the players reach the waypoint, they refer to the rest of the clues to find the cache. In this case, the waypoint is the statue of a Scout standing outside the entrance to the BSA's national office in Irving, Texas. The puzzle refers to the date etched near the shoes of the Scout. The geocache instructions then ask that geocachers use the final digit of the date to complete the coordinates for a second waypoint—this one, the front door of the National Scouting Museum just next door to the national office.

The final waypoint of a geocache challenge will often have a plastic container hidden nearby. Inside the container will be a notebook where the players can write down their names and the hour and date they found the cache. There might also be a number of trinkets—cheap toys, key chains, small plastic figurines. The players take one of them and can leave a trinket of their own so that the number of trinkets in the jar remains the same. (Some trinkets are known as "geotravelers"—items that geocachers move from one geocache to the next.)

Finally, geocachers close up the plastic container and put it back in its hiding place. When they get home, they can log back onto the geocache Web site and, if they wish, report their success in finding the cache and leaving it hidden for other geocache players to discover.

COMPASS POINT

For more information on geocaching, visit *http://www.geocaching.com.*

NYLT and Geocaching

The NYLT course has adapted geocaching as the heart of the Day Four Geocaching Game. Working together, members of each patrol use skills they have learned during NYLT to locate hidden caches and then to solve problems posed to them by the contents of the caches.

COMPASS POINT

Incorporating GPS receivers into the NYLT course is a means of introducing this technology to participants and instilling the NYLT course with an added spark.

PREPARATIONS

Setting up an effective course for the Geocaching Game will require careful planning by NYLT staff, ideally completed before the NYLT course begins. The basic tasks to be completed are these:

1. Determine the coordinates for six geocache hiding sites. The geocaches should be located far enough apart so that patrols finding them will be out of sight of one another. A cache requiring five minutes to reach and locate is about right. Double-check each waypoint to ensure accuracy and timing.

COMPASS POINT

Allowing 15 minutes per cache will allow each patrol to seek out six caches during the 90 minutes allotted to this activity. Staff members should test each waypoint to ensure patrols will be able to find each cache location, complete what is asked of them, and return to the starting point within the allotted time.

2. Write down the coordinates for each waypoint on a sheet of paper. Include close-in clues patrols will need to find each cache.
3. Prepare each cache. (Information on what to include in each cache can be found later in this session description.)

4. Youth staff should rehearse their roles for the Geocaching Game before the NYLT course begins. That will permit them to operate the game smoothly and will allow them to double-check coordinates, waypoints, and cache contents.

PLAYING THE GEOCACHING GAME

All the patrols begin at a central point where the senior patrol leader explains the rules of the game. Each patrol leader is given the GPS coordinates for its first waypoint and close-in clues to find the location of the first geocache. Patrols should be informed that they must find a cache, complete the challenge, and return to the starting point within a set amount of time. With the same number of caches as there are patrols, every patrol can set off in search of a different cache.

Each patrol is accompanied by its troop guide. The troop guides serve as referees for the game. At some caches, they will have active roles to play in presenting challenges to participants. Otherwise, they should allow the patrols to operate on their own, stepping in only if the patrols need coaching and support in the use of GPS receivers or if they have become completely stumped and need an additional clue to find a particular cache.

Each patrol follows its GPS reading. That should get the members of each patrol close to their first geocache. The close-in clues will take them the rest of the way to the cache. ("Look behind the big oak tree growing beside the fence," for example.) The combination of GPS readings and close-in clues should make each geocache easy to find if patrol members use their orienteering tools with care and pay attention to their surroundings.

Each patrol will find one piece of a scavenger hunt—an object, a challenge, a question from their troop guide—something that must be done, gathered, answered, or completed—and a means for the patrol to prove they reached the spot and fulfilled what was asked of them.

When a patrol has found its first geocache and completed the challenge, they are to leave the geocache as they originally found it and return to the starting point. A staff member at the starting point can acknowledge the success of each patrol by giving it some token of its progress.

COMPASS POINT

One possibility for token rewards for each successful challenge is that for each geocache it finds, a patrol will receive one piece of an NYLT emblem:

- Shield
- Scout emblem outline
- NYLT compass

Completing the full geocache challenge will allow members of a patrol to assemble the entire emblem and exchange it for a streamer to display on the flagstaff along with their patrol flag.

Each patrol then receives the coordinates that will lead it to its next geocache. At the start of the second 15-minute segment of the game, all the patrols set off to find their second caches. The process repeats until every patrol has had a chance to find all the geocaches.

COMPASS POINT

In order to manage the flow of people going to each location, patrols must return to the starting area and must not proceed to the next waypoint until given permission by the staff managing the starting area. That will ensure sufficient time at each geocache location for patrols to complete the challenges in a way that leads to good learning.

The Cache Challenges

Upon locating a cache, patrol members will discover inside a challenge of some sort, ideally relating to some aspect of the NYLT course. Listed below are potential geocache challenges.

VISION—GOALS—PLANNING: CREATING A POSITIVE FUTURE

In a variation on a Project COPE game, each patrol must get everyone from point A to point B without touching the ground. The area has been prepared before the Geocaching Game. The destination has signs that read:

"Vision—A picture of what future success looks like."

"If you can see it, you can be it."

Patrol members form behind a starting line a convenient distance from the destination (perhaps 25 feet). They are given four pieces of plywood, each 1 foot square. The word "Goals" is written on each square of plywood. The challenge is for everyone in the patrol to get from the starting point to the destination, stepping only on the squares of plywood. Plywood squares may not be thrown. Any movement of the squares must be done by passing them hand-to-hand.

Before they begin, the patrol should take a few moments to ***Plan*** their course of action. Then they can put their ***Plan*** in motion, using the ***Goals*** to reach their ***Vision***.

The patrol guide will referee the way the patrol copes with the challenge.

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

ASSESSMENT TOOL: SSC—START, STOP, CONTINUE

The cache will instruct the patrol to turn to their troop guide for challenges on the SSC assessment tool:

1. "What do the letters SSC stand for?" (If patrol members get stuck on this one, they can refer to the backs of their NYLT Leadership Compasses.)

2. "Use SSC to evaluate the way your patrol worked together to locate this geocache." (The troop guide may need to coach the patrol on being thorough in their use of SSC to conduct their evaluation.)

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

TEACHING EDGE—EXPLAIN, DEMONSTRATE, GUIDE, ENABLE

In the cache, the patrol members will find a two-part challenge:

1. Pair up and use the Teaching EDGE to teach each other how to tie a square knot.
2. As you are doing the teaching, point out to the troop guide the steps of *Explain, Demonstrate, Guide, Enable as* you use them.

When the patrol is done, the troop guide can use SSC to make a brief evaluation how effectively patrol members applied the Teaching EDGE to teach a skill.

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

SMART GOALS—SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, TIMELY

In the cache, the patrol members will find a ring-toss challenge.

The area will be set up with a starting line and five pegs set at varying distances. Each peg has a card nearby indicating one quality of a SMART Goal—*Specific, Measurable, Attainable, Relevant, Timely.*

1. The troop guide will give patrol members some rings. Standing behind the starting line, they are to toss the rings until they get one onto one of the pegs. When they accomplish that task, they are to take a moment to define for the troop guide the meaning of that term as it applies to SMART Goals. (That is, "What does it mean for a goal to be *Measurable?*")
2. When the troop guide is satisfied with the definition, the patrol can continue tossing rings until they have succeeded in hitting each of the pegs and providing appropriate definitions for the terms.

There may be interesting variations on the ring toss theme—hoops hung from tree branches, for example, set so that patrol members can toss flying discs or balls or bean bags through them.

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

STAGES OF TEAM DEVELOPMENT AND THE LEADING EDGE

In the cache, patrol members find a challenge to make order out of team development. They will find a pile of large cards, each with a term written on it. (A piece of poster board for each term would be ideal.) Patrol members are to unscramble the cards, laying them on the ground in the correct order to show the stages of team development and the Leading EDGE leadership style to use with each stage.

When properly arranged, the cards will be in this pattern:

Forming	Storming	Norming	Performing
Low skill	Low skill	Rising skill	High skill
High enthusiasm	Low enthusiasm	Growing enthusiasm	High enthusiasm
Explaining	Demonstrating	Guiding	Enabling

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

CONFLICT RESOLUTION TOOL: EAR—EXPRESS, ADDRESS, RESOLVE

In the cache, patrol members find a challenge to use the conflict resolution tool to resolve a conflict.

As they complete the reading of the challenge, the patrol members turn to see the troop guide and another youth staff member (or two youth staff members other than the troop guide) engaged in an argument. The issue should be realistic—an argument over which one of them is supposed to pick up all the materials from the geocache sites at the end of the game, for example.

Patrol members can take a moment to plan their approach. Then they are to use EAR—*Express, Address, Resolve*—as a means of helping the youth staff members resolve their conflict. When they are done, the troop guide can use SSC to evaluate their conflict resolution efforts.

Upon completing the challenge, the patrol will put everything back the way they found it. The troop guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

Day Four: Patrol Meeting

Time Allowed

45 minutes

Format

Patrol presentation

Responsible

Patrol leaders

Location

Patrol campsite or some other location where the session of one patrol will not interfere with the activities of other patrols.

Learning Objectives

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

- Describe the purpose of the patrol meeting.
- Describe how a patrol meeting should be run.
- Know what the patrol leader is responsible for doing and what patrol members are responsible for doing.
- Use Start, Stop, Continue to evaluate patrol performance.

COMPASS POINT

As with meetings of the NYLT course and the patrol leaders' council, every patrol meeting during a NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective patrol meetings in their home units.

Patrol Events

Materials Needed

Patrol meeting agenda. Each patrol meeting should follow a written agenda. Building on the following model, the agenda for today's patrol meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of the patrol.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Model Patrol Meeting Agenda

Day Four

- Welcome—Patrol leader
- Meeting agenda—Patrol leader
- Evaluate patrol progress using Start, Stop, Continue

Start—"What should we be doing that will make things better?"

Stop—"What should we stop doing because it isn't helping?"

Continue—"What is a strength and is working well that we want to continue doing?"

(Include evaluation of the patrol's progress with the Daily Campsite Inspection Checklist and the duty roster.)

- Using the NYLT Leadership Compass, determine the patrol's current stage of development *(Forming, Storming, Norming, Performing).* Discuss ways the patrol can move ahead toward the next development stage.
- Continue work on the patrol's Quest for the Meaning of Leadership presentation.
- Plan the patrol campfire for the evening of Day Four.
- Adjourn.

Troop guides may attend patrol meetings, but ideally will not take part in any significant way.

Day Five: Outpost Camp

The Outpost Camp is an opportunity for members of each patrol to organize and carry out their plans for an overnight campout. It is intended as a means for patrols to practice the leadership skills they have learned during the NYLT course and to enjoy the spirit of Scouting as members of an NYLT patrol.

During preparations for the NYLT course, staff should give careful consideration to the locations of the patrol Outpost Camp campsites and the instructions patrols will be given before they set off.

While developing plans for the Outpost Camp experience, staff should keep in mind two guiding principles:

- The safety of participants
- The quality of the experience for each Scout

Safety can be enhanced by using the patrol emergency response plan as a guide for thinking through risk management situations and determining the best ways to minimize risk.

The quality of a Scout's experience will be heightened by providing an effective NYLT course leading up to the Outpost Camp, and then allowing teams to use the team development and leadership skills they have learned.

(For more on the patrol emergency response plan, see the Day Four patrol leaders' council meeting.)

COMPASS POINT

There are several points to keep in mind with respect to coed patrols on the outpost hike. First, the senior patrol leader and Scoutmaster must clearly establish the expectation that each patrol is responsible for the safety and well-being of each of its members. In addition:

- Patrol campsites should be separated so each patrol has the experience of an independent adventure, depending on the resources and layout of the course location.
- Male and female tenting areas may be separated within the patrol campsite, or there may be a separate female tenting area for females from all patrols. In the second case, all members will hike and eat together, but retire to separate areas to sleep.
- Adult staff should be out of sight but strategically placed to ensure the health and safety of all participants. Ideally, patrols will not need to know the adults are even there.

Day Four: Patrol Campfires

Time Allowed

60 minutes

Format

Campfire at the patrol campsite

Responsible

Patrol leader and troop guide

Location

Patrol site

Learning Objectives

This session will

- Provide an opportunity for patrols to enjoy the fellowship and patrol building of a patrol campfire.
- Encourage continued discussion of issues raised during the session on Making Ethical Decisions.

Materials Needed

Discussion scenarios prepared by the NYLT youth staff as discussed below

Presentation Procedure

Patrol campfires should be relaxed opportunities for patrol members and their troop guides to enjoy an evening of their own making that also includes talking about issues of importance to youth.

As a participant in the campfire, the troop guide for each patrol will lead the conversation toward discussions of several situations involving ethical decision making. The scenarios will have been prepared before the course by the NYLT youth staff. The troop guide will invite patrol members to explore the scenarios and apply the tools for making ethical decisions.

The topics laid out by the troop guide can be fully formed scenarios that lay out situations where ethical decision making is needed, or they may be presented as direct questions:

- *In my school, here's a situation that comes up a lot.* (Describe the situation.) *What's the ethical thing to do?*
- *I knew a guy who was confronted with this ethical decision.* (Describe the decision.) *What should he have done?*

Troop guides should also encourage patrol members to offer situations from their own experience that have demanded ethical decision making. As much as possible, the troop guides should be supportive of the comments of patrol members, and encourage a frank and open discussion of ethical situations.

Adult NYLT staff do not attend the patrol campfires. The discussions about ethics that take place among patrol members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Troop guides will represent the NYLT staff at the campfires.

Patrol Interfaith Worship Service

Time Allowed

60 minutes

Format

Patrol gathering at Outpost site (No Campfires Allowed)

Responsible

Patrol leader

Location

Outpost site

Learning Objectives

This session will:

- Provide an opportunity for patrols to enjoy the fellowship and team building of a patrol gathering and interfaith worship service.
- Encourage continued discussion of issues raised during the session on Making Ethical Decisions.

Materials Needed

- Inspirational quotes, scripture references, etc. for the patrol interfaith worship service.
- Discussion scenarios prepared by the CB-NYLT youth staff, as discussed below.

Presentation Procedure

Patrol gathering and interfaith worship service should be relaxed opportunities for patrol members and their troop guides to enjoy an evening of their own making that also includes talking about issues of importance to youth.

The patrol gathering is under the direction of the patrol leader. The troop guide will join the patrol later in the evening for the interfaith worship service, but should remain a casual observer.

In the event the patrol is struggling with an interfaith worship service, the Troop Guide could get the ball rolling be sharing his own feelings, as appropriate for the setting. Following the interfaith worship service, the troop guide will initiate discussions of several situations involving ethical decision making. The scenarios will have been prepared before the course by the CB-NYLT youth staff. The troop guide will invite patrol members to explore the scenarios and apply the tools for making ethical decisions.

The topics laid out by the troop guide can be fully-formed scenarios that lay out situations where ethical decision making is needed, or they may be presented as direct questions:

- *In my school, here's a situation comes up a lot.* (Describe the situation.) *What's the ethical thing to do?*
- *I knew a guy who was confronted with this ethical decision.* (Describe the decision.) *What should he have done?*

Troop guides should also encourage patrol members to offer situations from their own experience that have demanded ethical decision making. As much as possible, the troop guides should be supportive of the comments of patrol members, and encourage a frank and open discussion of ethical situations.

COMPASS POINT

> Adult CB-NYLT staff do not attend the patrol gathering and interfaith worship service. The discussions about ethics that take place among patrol members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Troop guides will represent the CB-NYLT staff at the campfires.

Day Six: Communicating Well (Part Two)

Time Allowed

60 minutes

Format

Troop presentation

Location

Troop site

Learning Objectives

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

- Describe Aristotle's model for effective communicating.
- Use tools for effective communication.
- Use tools for effective listening.
- Practice communicating a message to use after the NYLT course.

This session is an opportunity to further the discussion of using good communication skills that was begun during the Day One session on Communicating Well. It is also a chance to review the core information from the sessions on the Teaching EDGE, the Leading EDGE, and Resolving Conflicts.

The other content session of Day Six, Finding Your Vision (Part Two), advances the subject of developing a personal vision and also reviews the key points of the sessions Finding Your Vision, Setting Your Goals, and Preparing Your Plans.

Materials Needed

- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen

Presentation Procedure

Attention-Getting Communication Device

When the group has gathered for the session but has not yet come to order, say in a normal speaking voice, "If you can hear my voice, clap once."

Wait a moment, then say, "If you can hear my voice clap twice." And then, "If you can hear my voice, clap three times."

(Typically it takes no more than three claps for all persons in the group to have noticed the clapping and turned their attention to the presenter.)

Show slide 6-14, Communicating Well, Part Two.

Explain that you've just used a means of communication that is a bit unusual but very effective. Communicating effectively has been of great importance throughout the NYLT course, and it is a subject worthy of revisiting as the course comes to a close.

Now make the Scout or Venturing sign. Explain that in Scouting, the sign is the universal signal for a group to come to order. It is as simple as any message a person can send, and is always understood by those who are ready to receive it.

Opening Discussion

Welcome NYLT participants to the session. Let them know that this is the last teaching session of the NYLT course. Remind the group that the first teaching session of NYLT was also about Communicating Well.

Show slide 6-15, Communicating Well.

Ask participants: *Why would a course on leadership begin and end with sessions on communicating?*

Entertain answers. An obvious one is that almost every part of leadership involves sharing ideas with other people—in short, communicating.

ARISTOTLE'S MODEL

More than 3,000 years ago, the Greek philosopher Aristotle studied communication and devised a model that still stands today.

Show slide 6-16, Aristotle's Model.

Aristotle's model tells us that all communication has three parts—a message, a sender, and a receiver.

(Draw the Aristotle model on a flip chart, or show it on a poster.)

We like to be a bit more up to date, so we call this the MaSeR Communication Model. (Write MaSeR on the flip chart.) Ask participants: What do you think the M stands for? (Message) The S? (Sender) And the R? (Receiver) A laser sends light, a maser sends microwaves, and a MaSeR Communication Model sends messages.

Communication always involves a message, a sender, and a receiver.

Examples:

1. Hand-clapping, attention-getting device used at the opening of this session:
   - What was the message? (Give me your attention.)
   - Who was the sender? (The person clapping his hands.)
   - Who were the receivers? (The people hearing and seeing the clapping.)
2. This discussion on Aristotle:
   - What is the message? (Communication always involves a message, a sender, and a receiver.)
   - Who was the sender? ("I am," says the session presenter.)
   - Who were the receivers? ("We are," say the team members.)
3. What about the comments of you and the team members, as you share your answers to these very questions?
   - What is the message? (We have ideas, too.)
   - Who was the sender? ("We are," say the team members.)
   - Who is the receiver? ("I am," says the session presenter.)

Show slide 6-17, Artistotle's Model: Messages Flow.

Messages flow both ways—from sender to receiver, from receiver to sender.

Receivers and senders both have responsibilities for making good communication possible.

Activity—The Message Toss Game

MATERIALS

One tennis ball, orange, or other tossable item (ball) per patrol member.

PROCEDURE

Each patrol forms a circle. The patrol leader tosses (sends) one ball to Participant B, who receives it and then tosses (sends) it to Participant C, etc., until the ball has been touched once by every individual. The last to touch it sends it back to the patrol leader.

Toss the ball around the circuit several more times until everyone is accustomed to receiving from and sending to the same individuals every time.

The patrol leader tosses the ball to Participant B again to start it on another trip around the circle. When that ball is midway through the participants, the patrol guide hands the patrol leader a second ball which he or she then tosses to Participant B, Participant B to Participant C, and so on. There are now two balls being sent and received around the circle. As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system.

The troop guide gradually hands the patrol leader more balls, timing their introduction into the circle to keep the balls moving until all the balls are in play.

DEBRIEF THE MESSAGE TOSS GAME

- What was the message? (The ball.)
- Who was the sender? (The person tossing the ball.)
- Who was the receiver? (The person catching it.)
- What happened when more balls were introduced?
- When did your team start dropping balls?
- What does a dropped ball represent in our communication model? (An incomplete message.)
- What are the causes of dropped balls or missed/distorted communication? Among answers that can be explored:

  —Too many balls/too much information.

  —Delivery is too fast. Receiver not ready to catch/listen.

  —Sender watching incoming balls/messages rather than concentrating on the message he is sending.

  —Ball tossed too high or low—in other words, inappropriate communication for the receiver's level of experience or expertise.

Effective Communication

Show slide 6-18, Effective Listening.

Out of respect for listeners, a speaker will make sure he sends the message as well as he can. Out of respect for the speaker, listeners should make sure they understand.

You can see it as a matter of following the Scout Law. *Helpful, Friendly, Courteous, Kind . . . .*

Something a speaker can do to help the listener receive a communication is to *package the message* so it is easy to hear and to remember.

Packaging the Message

Show slide 6-19, Packaging the Message.

The balls in the Message Toss Game were easy to toss and to catch. Why? (Good size. Not too heavy. Shaped right for catching.)

Instead of balls, what if each team had tossed a 50-pound bag of sand? (Would have had to repackage the contents before tossing. Put the sand into smaller bags, for example, that can be tossed.)

A sender needs to package a message in a way that it can be easily tossed to the receiver, and easily caught.

Show slide 6-20, Packaging the Message: Journalists use 5WH.

Newspaper reporters and others in the news field use the five W's and an H to package a story. (Note: Write these on the flip chart.)

5WH—Who, What, When, Where, Why, How

For example, if we were to write a newspaper story about the Message Toss game that was just played, what would we plug into each W and the H?

- ***Who***—Each patrol
- ***What***—Played the Message Toss Game
- ***When***—During the NYLT session on Communicating Well
- ***Where***—The session meeting area
- ***Why***—To experience Aristotle's communication model of a message, a sender, and a receiver
- ***How***—The patrol passed a ball in a pattern that included each member once. The troop guide gradually added more balls until there were as many balls being passed around as there were patrol members.

Discuss the fact that this NYLT session on communicating is, itself, an example of using 5WH:

- ***Who***—NYLT participants
- ***What***—To explore the importance of effective communication and understand some important tools for communicating well
- ***When***—On the last day of the NYLT course

- ***Where***—The session meeting area
- ***Why***—To provide participants with ways to communicate effectively for the rest of the NYLT course and when they return to their homes
- ***How***—The staff instructor leads discussions, demonstrations, and activities to highlight information about effective communicating and to help participants master the material

Packaging the NYLT Leadership Message

Show slide 6-21, Packaging the Leadership Message.

We've packaged the NYLT leadership message for you and placed the package on the back of the NYLT Leadership Compass card you have been carrying with you. That's a way to make the message as easy to remember as possible.

Show slide 6-22, The Teaching EDGE.

For example, we've given you a message packaged as the Teaching EDGE. What do the letters in EDGE stand for? *(Explain, Demonstrate, Guide, Enable)*

We've talked about the four stages of team development and the fact that leaders can adjust their leadership styles to match them. What are the stages of team development? *(Forming, Storming, Norming, Performing)*

What's a good model to help you in a conflict situation? *(EAR: Express, Address, Resolve)*

Show slide 6-23, The Leading EDGE.

We've packaged a message and we've sent it. According to the Aristotle model, is communication complete?

So if we've packaged the message and sent it, is the communication complete? (No. In addition to a message and a sender, there also needs to be a receiver.)

Let's talk about the *listening* part of communication for a few minutes. If you were the NYLT staff, how would you know if you—NYLT participants—were "catching" our messages? (Accept various answers.)

Tools for Effective Listening

Show slide 6-24, Effective Listening.

Effective listening encourages listeners to repeat the message back to the speaker by either:

- Rephrasing the message. "Here's what I hear you saying . . . ."

OR

- Giving your understanding of the message. "From what I hear, I understand that this is what you want me to do . . . ."

Ask participants for more information: *Tell me more about that.*

By rephrasing the information and bouncing it back to the speaker, the listeners are making sure they are hearing what the speakers have to say and they are letting the speakers know that their messages are getting through.

Ask a volunteer to bounce that last bit of information back to you. You can help them get started by offering the phrase, "What I understand you to be saying is this . . . ." and then encouraging them to put the message into their own words.

COMPASS POINT

The point of this mini-exercise is to get participants to engage their brains in the listening process. What they offer back as their understanding of the message is less important than the fact that they are offering back.

Show slide 6-25, The Leading EDGE.

Effective Presentation

Much of communication is conveyed by body language such as nodding your head to show you are receiving the message, smiling and frowning, leaning forward to show interest. It's important that your body language supports the message you are attempting to communicate.

Show slide 6-26, Tools for Effective Listening.

THE LANGUAGE OF BODY LANGUAGE

In the Message Toss game, what are some of the ways a sender can let the receiver know the ball is on its way? (Discuss verbal cues—*"Hey! Here comes the ball!"*—and body language—*waving arms, eye contact, motioning toward a receiver*—a sender might use.)

What are some of the ways a receiver can let the sender know he's ready to catch the ball? (Discuss verbal cues—*"Here! Throw it here!"*—and body language—*eye contact, holding hands in a catching position*—a receiver might use.)

Show slide 6-27, Body Language.

A person who is speaking should also be aware of his own body language.

It also means paying attention to the body language of the people the speaker is addressing. In short, what is the listener (or listeners) doing, and how can you adjust the message to get your meaning across?

Paired Communication Activity

PREPARATION

Each NYLT participant will soon be back in their home unit. Based on what they have learned in NYLT, many of them will want to improve their units, and will have many ideas to share with the adult leaders and other members.

This activity will encourage participants to practice sharing one or more of those ideas using the skills of effective communicating.

PROCEDURE

Ask each participant to take a couple of minutes to write down an improvement they want to make in their home unit based on what they have learned this week. Encourage them to organize their thoughts by using the format ***Who, What, When, Where, Why, How.***

Pair up the participants. One person in each pair plays the role of the home unit member. The other acts as himself or herself discussing his or her ideas for changes in the unit with his or her friend.

After the first person has had a chance to present his or her ideas, the pair switches the roles of the friend and participant so that the second participant has a chance to present his or her ideas.

The person who is listening to the presentation can use the Communication Skills Checklist and Start, Stop, Continue to evaluate the speaker's communication skills—how he or she uses his or her body, his or her tone of voice, whether he or she makes eye contact, etc.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.

COMPASS POINT

This exercise can have a variety of positive results:

- Each participant will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every participant will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen the presentation of his or her message before conveying it to his or her home unit.
- The activity encourages the use of the same skills that participants can use as they get ready for their presentations of the Quest for the Meaning of Leadership.

DEBRIEF THE GROUP ACTIVITY

Ask participants to share some of their experiences from their practice of presenting ideas to their home unit friend. What went well? What was not effective? How can they use the skills of effective communications to better share their ideas?

Explain that you will provide one last set of communication tools, then they can try revise their communication and see if the last tool makes a difference in how well the message is received.

REVIEW THE CHECKLIST

Communication Skills Checklist

___ **Neutral Position.** The speaker stands comfortably before the patrol, hands at his or her sides.

___ **Feet.** The speaker positions himself or herself where everyone can see and hear him or her. If possible, the speaker moves around during the presentation.

___ **Hands.** The speaker uses his or her hands as communication tools.

___ **Mouth.** The speaker communicates loudly enough for everyone to hear and clearly enough for everyone to understand. He or she varies the tone of his or her voice as he or she talks.

___ **Eyes.** The speaker makes eye contact with listeners.

___ **Ears.** The speaker is aware of his or her audience.

Ask participants to use the checklist and give you feedback on your body language. Encourage them to frame their evaluation as an SSC—Start, Stop, Continue. What can you start doing to improve your body language? What should you stop doing? What is a strength and is working well that you should continue to do?

Show slide 6-28, Audience Body Language.

As a tool of communication, a presenter should observe the body language of an audience—be it one person or many. Knowing how an audience is responding can allow a presenter to change his means of presentation to get his message across.

Among the most important things to look for in an audience are these:

- Are people paying attention?
- Are they making eye contact with you?
- Are they nodding their heads now and then?
- Is their body position open or closed? (Arms and legs crossed may indicate an unwillingness to hear what you are saying.)

Effective Communication With Adults

Ask participants to describe some of their experiences in communicating with adults. In what ways is it different than communicating with their peers?

Show slide 6-29, Communicating With Adults.

The same tools that work well for communicating with peers are also effective when communicating with adults. Perhaps they are even more important.

Communicating well with adults may mean getting rid of bad-habit words: *"Like." "You know."*

Consider how this sounds: *"So I was all, like, you know, on my honor and, like, do your best and, like, do your, like, duty, you know, to God and my, like, country . . . ."*

"Like" and *"You know."* They are part of a language of many youth, but they get in the way of communicating well with anyone except your close friends.

If local language usage is highlighted by other habits of word choice that are barriers to good communication, make those the focus of this discussion.

GUIDE

Let's say you go home after this course full of great ideas for making your unit better. You want to talk with your leader about changes you want to help make in the unit.

Show slide 6-30, Communicating With Adults: Five-step process.

No matter what message you want to share, and no matter who your audience is, a five-step process is almost certain to succeed:

1. Here is the reason I am asking for some of your time.
2. Let me share an idea with you.

3. Let me summarize the situation for you. (Put your idea in the context of *who, what, where, when, why,* and *how.*)
4. Reinforce the benefits.
   - "Here's why it makes sense."
   - "Here's how it helps us reach our goals."
   - "Here's how it helps us complete an action plan."
   - "Here's what's in it for you."
5. Let's discuss the steps to turn this idea into action.

EXERCISE IN COMMUNICATING WITH ADULTS

Repeat the paired communication activity above, but this time have the participants reorganize their message using the five steps just discussed. The listener will pretend he or she is the leader of the sender's home unit.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.

What If Your Leader Isn't Enthusiastic?

Your best efforts to bring a new idea to your home unit may not get very far. But you will make some changes, even if just in the way others think about what's possible.

You may not be able to achieve everything at first, but you can start achieving something. You can build on what was done by those who came before you, and leave more done for those who come after.

If you can take only one bite of the elephant, take it. That's the way to achieve a vision—one goal at a time.

Group Activity

Repeat the group activity using the five-step process for communicating with adults.

PROCEDURE

1. Ask each participant to take a couple of minutes to write down an improvement each wants to make in his or her home unit. Encourage each to organize his or her thoughts by using the format:

   Who, What, When, Where, Why, How

2. Pair up the participants. One participant in each pair plays the role of the home unit leader. The other acts as himself or herself discussing with the leader his or her ideas for changes in the unit.
3. After the first participant has had a chance to present his or her ideas, the pair switches roles so that the second participant has a chance to present his or her ideas.

4. Participants should use the tools of effective communication and should organize their ideas with these guidelines:
   - Here is the reason I am asking for some of your time.
   - Let me share an idea with you.
   - Let me summarize the situation for you. (Put your idea in the context of *who, what, where, when, why,* and *how.*)
   - Reinforce the benefits.
   - Discuss steps to turn the idea into action.
5. The participant who is listening to the presentation can use Start, Stop, Continue to evaluate the speaker's communication skills—how he or she uses his or her body, his or her tone of voice, whether he or she makes eye contact, etc.

This exercise can have a variety of positive results:

- Each participant will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every participant will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen his or her presentation and his or her message before conveying it to his or her home unit.
- The activity encourages the use of the same skills that participants can use as they prepare for their presentations of the Quest for the Meaning of Leadership.

Debrief the Group Activity:

Ask participants to share some of their experiences from their practice of presenting ideas to the adult leaders of their home units. What went well? What was not effective? How can they use the skills of effective communication to better share their ideas?

Conclusion

Without warning, toss a tennis ball to someone in the group. Then, without saying anything, let someone else know you're going to toss a ball to them. (Use your eyes, hand gestures, and body language.) Toss the ball.

Show slide 6-31, Summary.

Remind the group that effective communication has three parts—

- ***A message***
- ***A sender***
- ***A receiver***

Each of the three plays a role in communication. The message needs to be packaged well. The sender needs to be effective in presenting the message. The receiver must do his part to gather in the message.

The skills of effective communication we've practiced all week—everything from eye contact to hand gestures to skillful listening—can help you improve the quality of all three—your message, the way you send it, and the way in which you receive information from others.

Show the "Communicating Well" video on the NYLT DVD.

This version of the video has discussion breaks for brief discussion to confirm learning.

Day Five: Patrol Meeting

Time Allowed

90 minutes

Responsible

Patrol leaders

Location

Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols.

Learning Objectives

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

- Describe the purpose of the patrol meeting.
- Describe how a patrol meeting should be run.
- Know what the patrol leader is responsible for doing, and what patrol members are responsible for doing.
- Use Start, Stop, Continue to evaluate patrol performance.

As with meetings of the NYLT course and the patrol leaders' council, every patrol meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective patrol or crew meetings in their home units.

Materials Needed

Patrol meeting agenda. Each patrol meeting should follow a written agenda. Building on the presented model, the agenda for today's patrol meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of his patrol.

Recommended Facility Layout

The troop guide will determine the location of the first patrol meeting. The patrol will decide where subsequent patrol meetings will occur. In most cases, patrol meetings will take place in or near the patrol's campsite.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Model Patrol Meeting Agenda

Day Five

1. Welcome—Patrol leader
2. Meeting Agenda—Patrol leader
3. Evaluate patrol progress using Start, Stop, Continue.

   ***Start*—**"What should we be doing that will make things better?"

   ***Stop*—**"What should we stop doing because it isn't helping?"

   ***Continue*—**"What is a strength and is working well that we want to continue doing?"

   (Include evaluation of the patrol's progress with the Daily Campsite Inspection Checklist and the duty roster.)
4. Using the NYLT Leadership Compass, determine the patrol's current stage of development *(Forming, Storming, Norming, Performing).* Discuss ways the patrol can move ahead toward the next development stage.
5. Continue work on the patrol's Quest for the Meaning of Leadership presentation.
6. Complete patrol preparations for the Outpost Camp.
7. Adjourn.

COMPASS POINT

Troop guides may attend patrol meetings, but ideally will **not** take part in any significant way.

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 hail he runs to the front and passes it between his legs hack down the line, next time over the head, and so on. Ball must he 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 hack 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 hack. 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 hack, 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 he 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 remember 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 feel 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 he 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 *Wood's Wisdom*, *Scoutmaster's Handbook*, 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
- Giant Snow Shoes
- 2-Man Log Saw
- Bottle Rockets
- Box Hockey
- Atalatle
- Blow Darts
- Log Roller
- Tent-pitching contest
- Knot relay
- Lashing chariot race
- Rope-toss for accuracy
- Stretcher race
- Squad fitness contest
- (your ideas to be approved by staff)

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.			

Day Six: Patrol Meeting

Time Allowed
30 minutes

Responsible
Patrol leader

Location
Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols.

Learning Objectives
By the end of this session, participants should be able to

- Describe the purpose of the patrol meeting.
- Describe how a patrol meeting should be run.
- Know what the patrol leader is responsible for doing, and what patrol members are responsible for doing.
- Use Start, Stop, Continue to evaluate patrol performance.

COMPASS POINT

> As with meetings of the NYLT course and the patrol leaders' council, every patrol meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the patrol meetings they see at NYLT and use them to organize effective patrol meetings in their home units.

Materials Needed
Patrol meeting agenda. Each patrol meeting should follow a written agenda. Building on the following model, the agenda for today's meeting can be adjusted by the patrol leader prior to the meeting to fulfill the needs of the patrol.

Recommended Facility Layout
In most cases, patrol meetings will take place in or near the patrol's campsite.

Delivery Method
The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Model Patrol Meeting Agenda

Day Six

1. Welcome—Patrol leader
2. Meeting Agenda—Patrol leader
3. Evaluate patrol progress using *Start, Stop, Continue.* (Include evaluation of the patrol's progress with the Daily Campsite Inspection Checklist and the duty roster.)
4. Complete any remaining work on the patrol's Quest for the Meaning of Leadership presentation.
5. Use the What, How, When, Who Planning Tool and any checklists from the patrol leaders' council meeting to plan campsite breakdown and feast preparations.
6. Use the remaining patrol meeting time to put the patrol plan into action.
7. Adjourn.