

Cedar Badge

National Youth Leadership Training

Scoutmaster – Coach Lessons

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National Youth Leadership Training
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Cedar Badge – NYLT Courses
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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: Opening Assembly

Time Allowed 30 minutes

Responsible Scoutmaster, senior patrol leader

Location Troop assembly area

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

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

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

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

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

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

Presentation Procedure

Introduction

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

The Scoutmaster will

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



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

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

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

The Scoutmaster begins the installation. He or she should

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

Installation of Patrol Leaders and Assistant Patrol Leaders



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

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

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

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

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

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

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

Scoutmaster's Vision

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

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

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

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

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

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

Staff and Participant Introductions

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

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

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



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

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

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



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

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

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

Day One: Finding Your Vision (Part One)

Time Allowed 50 minutes

Format Troop presentation with patrol breakouts

Responsible Assigned staff

Location Troop site

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

- Define vision as what future success looks like.
- Help their patrols prepare and communicate a patrol vision to be realized during the course.
- Begin thinking about the personal vision they will develop by the end of the course.

Materials Needed

- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- Pens, colored pencils, crayons, and five or six sheets of flip chart paper for each patrol
- Developing a Patrol Vision work sheet (one copy in each Participant Notebook; see appendix)
- Flip chart or white board

Presentation Procedure

Preparation

Staff members involved in this session should prepare and write down a National Youth Leadership Training staff vision of success that shows where they see themselves as a staff at the end of the course.



While all sessions of the course are important, this session is critical to each participant's NYLT experience. Presenters should take full responsibility for conveying the content of this session well and take great satisfaction in giving participants a strong boost forward as the course begins to unfold.



Show slide 1-12, Finding Your Vision.

What Is a Vision?

The presenter reminds participants that today's topic has been communication. One of the most important ideas leaders can communicate is where they want the team to go. It is hard to lead if you do not have a destination in mind.

Tell participants: *Take this course, for example. We are at the beginning of a weeklong journey. Let me ask you a question. When we reach the last day of this course, what will success look like to you?*



Show slide 1-13,
What Is a Vision.

Entertain answers. Participants might see themselves as better leaders or as having more skills. They may imagine themselves with new friendships, or with fresh ideas to take back to their home units.

Each participant's answer is a vision. The word *vision* comes from the word *visual* . . . to see. In a vision, you can see yourself doing something, being something.



Show slide 1-14, Vision.

Vision is what future success looks like.

To put it another way:

If you can see it, you can be it.



Show slide 1-15,
Vision: Dream Big.

Tell participants:

Dream big. Dream about what is possible. Share the vision.

As American poet Carl Sandburg wrote, "Nothing happens unless first a dream."

An important part of developing a vision is being able to describe it. The dream comes first, followed by the words. Words can paint a picture of the future and help turn a dream into a vision that can be communicated. When a dream can be shared, the picture of future success is real.



Show video clip 1-16, Finding Your Vision (Part One), which begins with John F. Kennedy's "Ask Not . . ." speech.

Explore the Vision

The presenter discusses with the group the visions of each person presented in the video. Participants are encouraged to describe the vision in a concise, clear way—that is, to use their words to paint a picture of what future success looked like for the people in the video.

For each of these people, ask participants: *What was his or her vision? What made it big? What gave it the shape of a picture of success?*

- Steve Fossett
- Wendy Lawrence
- Lance Armstrong
- A. J. Foyt IV



Show slide 1-17,
Vision: For each . . .



The presenter should guide the discussion toward what each of these individuals pictured as future success—not goals or plans to get there, but rather a vision of where the person saw himself or herself in the future.

One of the individuals we saw in this video clip was bicycle racer Lance Armstrong. After establishing himself as a world-class cyclist, he was diagnosed with cancer and underwent surgery and chemotherapy that left him so weak he could barely pedal a bicycle around a parking lot.

His personal vision was to again be the best cyclist he could be. He was driven to succeed. He had a vision of what his own future success looked like. He saw himself back at the top of his sport. He visualized it.

Soon, Armstrong was back on top, which led others to question his amazing comeback. As one would expect, he was immediately tested for doping—the use of substances that artificially enhance the body’s natural abilities.

Time after time, Armstrong denied using performance-enhancing drugs, but in the end he openly admitted that this was not the case. Armstrong had, in fact, cheated his way back to the top of his sport. His vision and drive to be the best had consumed him to the point that he was willing to forsake some of his core values to attain his goal.

Having a clear vision of our future is an incredibly powerful thing. It is so powerful that we must always be on guard with our actions to make sure they are in harmony with our core values. This is the definition of integrity—the aligning of one’s actions with one’s values or beliefs to create a “whole” person.

Vision must always be in complete harmony with our most basic values and beliefs for us to achieve our full potential.

If we can see it, we can be it, but we need to make sure our vision is clear and true.



Show slide 1-18,
Exploring the
Power of Vision.

Exploring the Power of Vision

A vision is a picture of where *you* want to be. When you can see your destination—when you can *envision* it—you can take the steps to reach it.

Here is an example of a personal vision:

I see myself as a first-rate kayaker.



The presenter can use his own personal vision as an example. It should conform with the definition of a vision and should be both challenging and ultimately reachable.

A vision does not say, “I *want* to do something,” or “I’d *like* to do something.” A vision says, “In the future, *I clearly see myself in this picture of success.*” You can see yourself doing it—running a kayak through white water, winning an award for your skill.



Show slide 1-19,
Shared Vision of a Team.

The Shared Vision of a Team

The presenter tells the group that many of the examples so far have been individuals’ visions. Now we want to make the transition from personal visions to team visions, which work the same way. A team vision is what future success looks like for a group of people. If the team members can picture themselves succeeding, they can work together to put themselves into that picture. If they can see it, they can be it.

Ask participants for other examples, and share these:

- A coach offering the team a vision of themselves with a better winning record than they had achieved the previous season.
- A band director helping musicians see themselves performing a complicated program at a future concert.



Show slide 1-20,
Shared Vision.

- A Scout troop or Venturing crew seeing themselves backpacking at Philmont next year, or setting out from the BSA's Florida National High Adventure Sea Base.
- A mountain guide painting a picture of future success for a team of climbers getting ready to start out on a wilderness expedition.

Remind the group that during the course assembly earlier in the day, the course director shared his vision for the NYLT course. Ask participants to share one or more of the points of the Scoutmaster's vision.

Use the participants' responses to restate the Scoutmaster's vision:

1. Our NYLT course will be a model of how every Scouting unit can succeed.
2. In the best tradition of Scouting, this will be a youth-run course that operates according to the Scout Oath, Scout Law, and Outdoor Code.
3. We are all here to help each of you learn as much as you can and enjoy the fellowship of other Scouts.

Discuss how the course director's vision fits the definition of a vision:

It is a picture of what future success looks like.

We can see it. That means we can be it.

Teams can be as small as a Scout patrol or as large as a nation. A leader who has a vision for those he or she is leading, and is passionate about that vision, can help people see what they can be and then help them make that picture of future success a reality.

Let's look at some leaders who have had very large visions and have helped their groups find success.



Show video clip 1-21, Shared Vision, which begins with "The shared vision of a team works the same way as a vision for an individual . . ."

Each of the people in the video had a clear vision for a group of people he was leading:

Ken Rollins at Dell. What was his team vision? What made it big? What gave it the shape of a picture of success?

Dr. Martin Luther King Jr. What was his team vision? What made it big? What gave it the shape of a picture of success?

John F. Kennedy. What was his team vision? What made it big? What gave it the shape of a picture of success?

Robert Baden-Powell. What was his team vision? What made it big? What gave it the shape of a picture of success?

The Challenge

The presenter asks each patrol to develop a shared vision of success for the patrol to reach at the end of this NYLT course, and to use that vision throughout the course as patrol members seek to achieve all they can as a patrol.

Explain that members of each patrol are to:



1. Brainstorm about what they want to achieve as a patrol during the week.
2. Bring together all their ideas to form a vision of patrol success.
3. Communicate their vision to others.

Each patrol will have five or six sheets of flip chart paper and a number of different colored markers.

BRAINSTORMING

Brainstorm with your patrol to finish this sentence in as many positive ways as you can:

“On the last day of this NYLT course, we see ourselves _____.”

Some questions that can help guide the patrol in shaping its vision include:

- What will be a measure of success for our patrol by the end of this course?
- By the end of the course, how will our patrol act?
- What is it that already makes our patrol unique? Can we build on that as a strength?
- When it comes to our patrol, what values do we all share? Does our vision of the future address those shared values?



Patrols can use the flip chart pages to write down ideas, draw pictures, scribble notes, make diagrams—anything that helps push along the creative process. Because the pages are large and have no lines, patrol members should not feel limited in the ways they use the pages or in the ideas that come up while brainstorming.

The troop guide must be present as the patrol members work toward a patrol vision. His or her role is to provide guidance and mentoring when it is appropriate.

The troop guide should make sure that all patrol members understand what brainstorming is. Write the following rules at the top of the first flip chart page as a reminder:

- Everyone participates.
- All ideas are good ideas and should be written down.
- Build on each other’s ideas; piggyback on ideas.
- Quantity of ideas is important.

The troop guides can coach and support their patrols as members brainstorm, but they should stay in the background unless the patrol gets stuck. The troop guide can suggest, “How would this fit into your picture of success?” and then drop into the discussion one or more of the following:

- Daily Baden-Powell Patrol streamer
- Outpost Camp
- Improved leadership skills
- New friendships
- Better ability to communicate
- Patrol flag
- Patrol spirit
- Dealing with the weather
- Meal preparation

If patrol members are still struggling, the troop guide can encourage them to begin drawing pictures of themselves and their camp as they will appear in a week. That can help break open the discussion and get ideas flowing.



An effective way for patrol members to choose a vision from a number of choices is *multivoting*. As the options are discussed, each person is allowed to cast three votes. He or she may cast them all for a single option or spread them out among two or three options. The result of the balloting will be a good representation of the group's preferences.

BRINGING IT TOGETHER

After about 10 minutes (the presenter can judge the time by the energy with which patrols are brainstorming), ask patrols to move to the next step—writing down their visions.

Remind participants that vision is not a grocery list of brainstormed items. Those items are the ingredients of a clear picture of success.

Explain the challenge to participants:

Use the results of your brainstorming session to choose and develop a vision of success for your patrol. The patrol's vision should be shared by everyone in that patrol. Write down your patrol's vision in words. You have eight minutes to achieve this task.



Troop guides should again be with their patrols in supportive, nondirective roles. If a patrol becomes stalled or discouraged, the troop guide can offer direction by helping the members see the ideas they brainstormed as the raw material of their vision.

Troop guides also can encourage patrols to make their visions bigger. If a patrol says, "We want to have a clean campsite," encourage them to push beyond that and visualize themselves in a larger picture of success. Having a clean campsite is a step toward what larger picture of patrol success? (An example of a bigger vision would be receiving the Baden-Powell Patrol award.)

The act of drawing and writing down a final version of the patrol's vision is very important. Writing a vision requires patrol members to think through their ideas carefully and to compress their thoughts about the future into a concise statement of vision.

Helpful guidelines include:

- Create an ideal picture of where you want your patrol to be in the future.
- Your vision statement should be clear and concise.
- Your vision should be inspiring to your patrol. You want this picture of success to become real. *If you can see it, you can be it.*
- It does not have to be perfect.

COMMUNICATE THE SHARED VISION

The presenter invites members of each patrol to share their written and drawn visions with the rest of the troop.

Encourage participants to keep their written visions in their NYLT Participant Notebooks where they can refer to them throughout the course.



A staff member should write down each patrol's vision as that patrol is presenting it. The patrol visions will be revisited on Day Two during the Setting Your Goals session, and on Day Six during the Finding Your Vision (Part Two) session.



Show slide 1-23, Summary.

Summary

The presenter explains the key points to remember from this session:

- Vision is what future success looks like.
- If you can see it, you can be it.

The presenter concludes the session by encouraging patrols to keep their patrol vision statements handy throughout the NYLT course and to use their vision statements as encouragement to keep moving toward the picture of future success they have established for themselves.

Explain that Day Two's Setting Your Goals session will help participants discover the steps needed to fulfill their visions, and that the Preparing Your Plans session will provide them with the tools to develop action steps for reaching their goals.

Varsity Home Team Workshop

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

Presentation Procedure

Introduction

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

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

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

Something to Think About

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

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

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

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

Varsity Scout Pledge

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

Organization

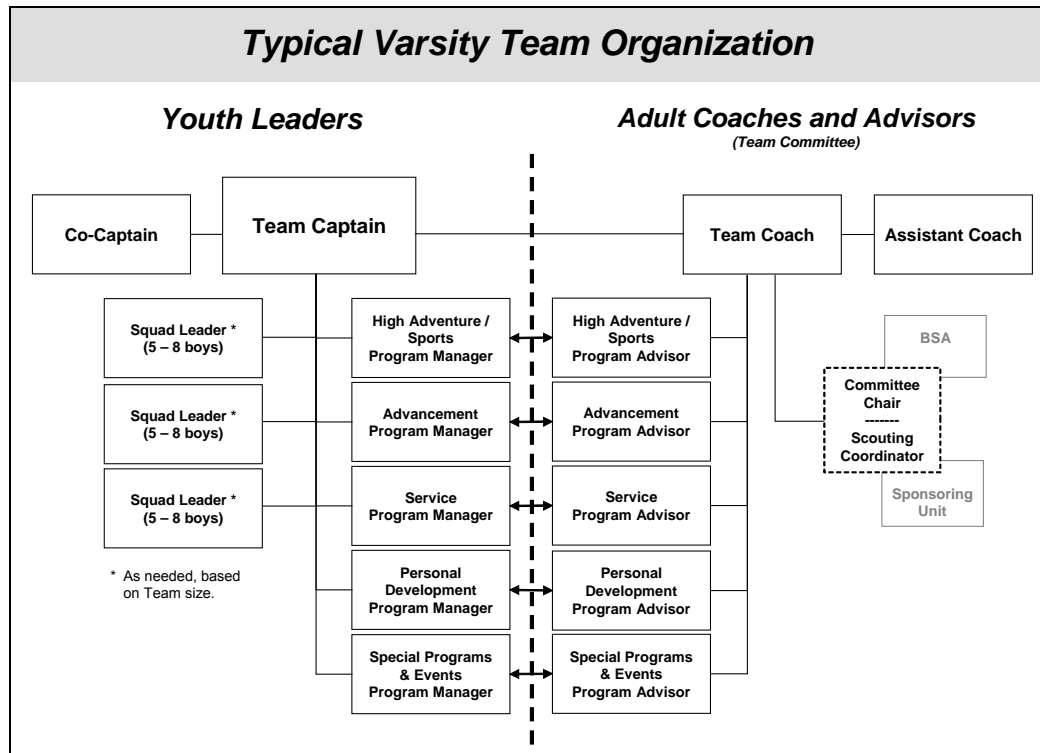
In high school, the title for the main adult in charge of an athletic organization is called what? (COACH). The person that helps him is called what? (ASSISTANT COACH).

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

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

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

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



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

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

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

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

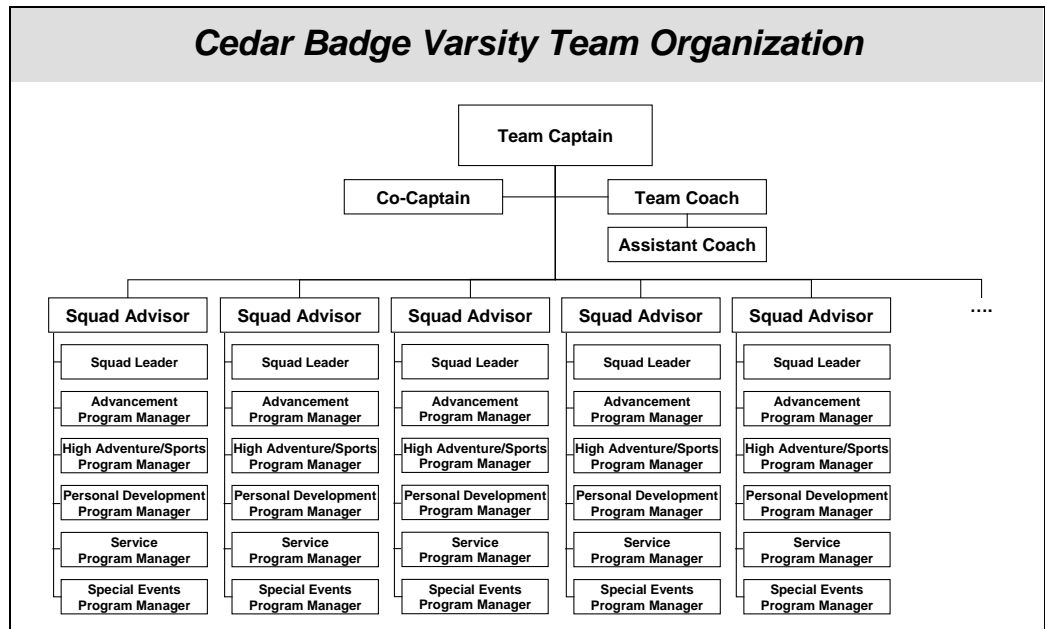
Another specialized Varsity advancement area includes participating in and receiving Varsity pins. There are fourteen pins for High Adventure-type activities, like cycling, snow caving, or whitewater canoeing. And there are 12 pins for sports-type activities, like softball, shooting sports (rifle, shotgun,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

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

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

Varsity CB-NYLT Team / Squad Organization

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



Day Two: Troop Assembly

Time Allowed 30 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

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

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

Materials Needed

- American flag
- Course flag
- Historic American flag

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

Presentation Procedure

Opening

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

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

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

Flag Ceremony

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



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

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

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



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

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

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

Dismiss the color guard.

Announcements

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

New Patrol Leader and Assistant Patrol Leader Installation

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



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

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



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

The senior patrol leader begins the installation. He should

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

Program and Service Patrol Emblem Exchange

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



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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

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

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



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



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

STAFF SERVICE PATROL

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

Baden-Powell Patrol Streamer Presentations

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



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

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

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

Senior Patrol Leader's Presentation of the Code of Conduct

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

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

Have another staff member hold up the code of conduct.

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

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

Scoutmaster's Minute

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

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

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

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

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

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

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

Conclusion

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

Day Two: Model Leadership Council Meeting

Time Allowed 45 minutes

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

Responsible Senior patrol leader

Location Troop site

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

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

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

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

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

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

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

Delivery Method

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

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

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

Presentation Procedure

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



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

Leadership Council Meeting Agenda

Day Two

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

Welcome and Introductions

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

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

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

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

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

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

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



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

Pre-Meeting Discussion

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

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

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

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

Purpose of the Meeting

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

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

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

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

Reports on the Progress of Each Patrol

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

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

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

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

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

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



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

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

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

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

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

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

Announcements

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

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

Program Patrol and Service Patrol Assignments

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

The assistant Scoutmasters explain the duties of the program patrol.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

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

Staff Service Patrol

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

Summary

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

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

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

Scoutmaster's Observations

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

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

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

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

Closing

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

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

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

Day Two: Model Unit Meeting

Time Allowed 90 minutes

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

Responsible Senior patrol leader, Scoutmaster, and other assigned staff

Location Troop site

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

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

Materials Needed

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

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



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

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

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

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



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

Session Introduction

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

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

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

There are seven steps to a good unit meeting.

Seven-Step Meeting Plan

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

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

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

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

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

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



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

Day Two

UNIT MEETING PLAN

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

Troop Events

Preopening

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



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

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

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

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

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

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

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

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



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

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

Opening Ceremony

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

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

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

Skills Instruction

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

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

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



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

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



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

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



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

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

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

Demonstrate the steps for making the lashing:

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

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

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

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

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

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

Step 7—Finish the lashing with a clove hitch.

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



Troop guides should emphasize the following points:

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

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

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

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

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

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

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

Patrol Meetings

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

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

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

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



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

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

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



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

Interpatrol Activity

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

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

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

LASHING CHALLENGE

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

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

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

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

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

Closing—Scoutmaster’s Minute

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

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

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

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

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

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

(Puts the compass away.)

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

(Bring the compass back.)

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

After the Meeting

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

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

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

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

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

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

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

The narrator reminds participants that:

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

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

Day Three: Troop Assembly

Time Allowed 30 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

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

Recommended Facility Layout

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

Presentation Procedure

Opening

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

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

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

Flag Ceremony

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



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

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

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

Dismiss the color guard.

Announcements

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

New Patrol Leader and Assistant Patrol Leader Installation

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



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



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

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

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

Program and Service Patrol Emblem Exchange

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



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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

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

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



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

STAFF SERVICE PATROL

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

Baden-Powell Patrol Streamer Presentations

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



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

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

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

Scoutmaster's Minute

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

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

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

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

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

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

Conclusion

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

Day Three: Developing Your Patrol

Time Allowed 90 minutes

Format Troop presentation

Responsible Assigned staff

Location Troop site

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

- See that a team is a group of people working toward the same goals and vision.
- Describe the phases that any team will experience as members move toward achieving a goal or learning a new skill.
- Discuss how knowledge of the four phases can enhance the ability to lead a team.
- Understand the importance of celebrating success when a team reaches a point when it must disband or when its membership will change significantly.

Materials Needed

- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- Flip chart and markers
- A poster of the NYLT Leadership Compass
- Personal NYLT Leadership Compasses (Each participant will have been given the compass along with a Participant Notebook during registration and orientation on Day One.)

Presentation Procedure

Opening Activity

The presenter starts with a short activity/exercise/icebreaker game. In addition to having fun, an intention of this session's opening activity is to put patrols in the *Forming* phase. The skills involved should be new to everyone. Enthusiasm will be high but skills will be low. With luck, some patrols may also experience *Storming*, and perhaps even *Norming* and *Performing*. Two possible activities:

All Aboard

Objective: To have the entire patrol aboard a 2-foot square of cardboard for at least 10 seconds. No person may touch the ground around the square.

Nitro Transport

Objective: Each patrol must move a can of radioactive nitro (an orange juice can full of water) from point A to point B (a distance of about 25 to 30 feet) by lifting the can on a small board (12 inches square) with eight 6-foot ropes. (It will be similar in appearance to an octopus.)

See initiative games in *Troop Program Resources* for additional games.



Show slide 3-1,
Developing Your Team.

Opening Discussion

After the games, the presenter asks: *How did it go? Did you succeed with the challenge? Could you have done it alone?*

Many would call that a team activity. We talk a lot in Scouting about teamwork.

WHAT IS A TEAM?

Ask the group for examples of teams (sports teams, academic teams, church teams, Scout patrols...). What makes them teams rather than just groups of people? Entertain answers, leading the group to the idea that: A team is a group of people who share a common vision. They work together to complete goals that will help them realize their shared vision. They support and depend on one another.



Show slide 3-2,
What Is a Team.

PATROL VISION—GOALS—PLANNING

Let's revisit a couple of very important ideas.

Ask: *What is a vision? Vision is what success looks like.* ("If you can see it, you can be it." A vision can be big, like an elephant.)

Ask: *What are goals? Goals are the steps leading to realizing a vision.* (The bites of the elephant.)

Ask: *What is planning? Planning is a means of efficiently reaching goals.* (Where we get the silverware to handle the bites to eat the elephant.)

A team is a group of people who share a common vision. Together they work toward goals that help them fulfill their vision. Together, they use planning to reach their goals.

A good team example is a Scout patrol or Venturing crew.



Show slide 3-3,
Teams and Scouting.

TEAMS AND SCOUTING

When Baden-Powell started Scouting, he was thinking teamwork all the way. Here's what he had to say:

"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."

Baden-Powell's point was that it is imperative to teach team leadership by allowing the youth to learn to lead. Any Scouting unit is built upon teams. A Boy Scout patrol is a team. A Venturing crew is a team. Each team has a vision. Its members work toward goals in which they all believe.

Being in an NYLT patrol is a good way to learn how a team operates and how it can succeed. You can also use what you learn here in any team setting—for example, in your school, neighborhood, family, and place of worship.

Stages of Team Development

One of the most valuable things to know about teams is that they progress through stages. It's happening to your NYLT patrol right now.

Recognize which stage a team is in—whether it's a patrol or some other team—and you will have a much better idea of how to move it forward. You can be a far more effective member of the team.



Introduce the NYLT Leadership Compass. Every participant should have an NYLT compass with him. The face of the card is divided into four quadrants, each representing one team development phase. Each quadrant is also 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



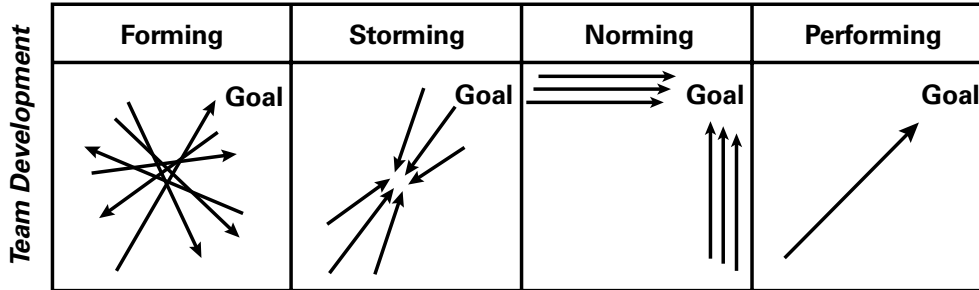


Show slide 3-4, Team Stages, and continue through video clip 3-5, Developing Your Team (Part One), which discusses the stages of team development.

The development of a team occurs in a series of stages:

- Forming
- Storming
- Norming
- Performing

Let's look at these stages as a team experiences them.



FORMING



Show slide 3-6, Forming.

What was it like when you first arrived at NYLT and were put into a patrol? How did you feel? How did people respond to each other?

Entertain answers and lead the discussion toward these ideas:

- You were just starting out. You were probably eager to be a part of the group, but weren't sure yet what was expected of you. You had just gotten here and didn't have time yet to master many of the skills of NYLT.
- Motivation in your patrol was probably high.
- Skills at being an NYLT patrol were probably low.

Offer a sports team and/or an orchestra example:

What about a high school sports team at the beginning of training for the season? Most of the starters from last year have graduated, so the team is pretty new. Everybody has high hopes for the season—motivation is high. Team members are still getting used to working together, though, and they've only had a couple of practices. So far, skills are low. That sports team is in the *Forming* stage.

A school orchestra that is just forming will be somewhat disorganized. No one has learned the music yet and no one is accustomed to working with others in the orchestra. Everyone is excited about getting busy, but they have a long way to go before they are ready for a public performance.

Ask: *In the movie "Apollo 13," when was the team in the Forming stage?*

Every newly formed team goes through the *Forming* stage. Every team, even one that has been together a long time, goes through *Forming* when its members set off to learn a new skill or reach a new goal.

STORMING

Have any patrols here had any arguments? Maybe over who's going to do the dishes or how the dining fly is supposed to be set up? Is everybody getting along perfectly, or is there some friction? Tell me what's happened in your patrols that has been a little stormy.

Briefly entertain some stories from the patrols.

Being together as a team can get stormy sometimes. It's a normal part of team development. Perhaps your patrol is going through a stormy time right now.



Storming is the second phase of team development. It's almost always going to happen. You've been together as a team long enough to realize how much is left to do. Motivation in your patrol has probably dropped from when you first formed. Skills at being a team are probably still not what you need to function smoothly.

Offer a sports team and/or an orchestra example:

Take a look at our high school sports team. The first game is against a veteran team, and the home team loses. How are they going to feel in the locker room? (Discouraged, frustrated, upset, angry.) It could be pretty stormy in there, and at the practices the following week. Players might blame each other for the poor game they had. They could be disappointed in themselves. The enthusiasm they had when they were just forming is gone, and everybody knows there's lots of hard work ahead to get better.

The same is true with the orchestra. The pieces the orchestra hopes to play for the big concert are harder than anyone expected, and the musicians are becoming discouraged about learning the music. There is some grumbling among orchestra members, and some wonder if the group should choose different music.

Ask: *In the movie "Apollo 13," when was the team in the Storming stage? How do you know?*

Storming is part of the process of a team developing and getting better. Every newly formed team, after it has been together a while, goes through *Storming*. Every team, even one that has been together a long time, goes through *Storming* as they are learning a new skill or working to reach a new goal.

NORMING

Do any of you feel as though your patrols are getting pretty good at a skill? How about your experience with the pioneering projects yesterday?

Briefly entertain some patrol stories, keeping them on the subject of how they worked together to succeed.

You started out the first day by *Forming*. You may have hit rocky times when your patrol was *Storming*, and maybe you still are doing some of that. But you're probably also beginning to experience the *Norming* phase of team development. It comes from the word *normal*—everybody working together, your skills a match for the work to be done. You know there are lots of challenges still to be overcome, and there is more to learn. Skills are high, but patrol members can be somewhat discouraged by how much they know is left to accomplish.



Show slide 3-8,
Norming.

Norming is the third phase of team development. It's almost always going to happen.

You've been together as an NYLT patrol long enough that your skills are growing and you are becoming better at working together. Motivation and enthusiasm are growing, but you still look ahead and see there is much to do and much to learn.

Offer a sports team and/or orchestra example:

Let's look at our high school team again. They formed, they went through some rough times, and they did a lot of storming. They kept at it, though, with lots of support and direction from their coach. They got better in practice, and they managed to beat an opponent in a game. How are they going to feel in the locker room after the game? And how will they feel about themselves at practice the following week?

Their enthusiasm and motivation are going to be higher, but they still know there are tough games ahead. They still have skills to learn—new plays, better execution—and lots of hard work left to do. They are getting used to the ways they will practice and prepare for games, and they know what they have to do in order to move forward.

The same is true with the orchestra. As their skill rises, so does their enthusiasm. They are coming to understand the music they are learning and are starting to play together as small ensembles within the orchestra. Their trust in the director is growing, and they all have bought into the director's way of doing things.

Ask: *In the movie "Apollo 13," when is a team in the Norming stage? How do you know?*

Norming is part of the process of a team developing and getting better. Every newly formed team that is progressing will reach the *Norming* phase. Every team, even one that has been together a long time, goes through *Norming* as they are learning a new skill or working to reach a new goal.

As teams develop, they can go back and forth between *Storming* and *Norming*. Team members who are beginning to work well together may run into difficulties that send them back to the *Storming* stage, at least for a while. That's all part of the process of team building. When you know it can happen, you can work through it and keep moving ahead.

PERFORMING

Do any of you belong to really successful teams in your home units? What is it about them that makes them run so smoothly and achieve so much?

Briefly entertain several team success stories.

Those teams you are describing have reached the stage called *Performing*. Team members are resolving difficulties and finding effective ways to get things done. They are confident in their ability to perform tasks and to overcome obstacles. They have a sense of pride in belonging to a successful team, and they enjoy working together. The trust and respect they have for one another is high. They are *Performing*.



Show slide 3-9,
Performing.

Performing is the fourth phase of team development. A team has developed the skills they need to achieve the goals that challenge them. They are working together well. Motivation and enthusiasm are high. The team is eager to push ahead and achieve all they can.

Offer a sports team and/or an orchestra example:

Our high school sports team is deep into the season. They are winning some games and losing some, but they are playing at a high level of skill. They have learned their positions well and enjoy the weekly challenge of taking on another team. Their enthusiasm is high, and they are excited about their ability to play up to their potential.

How are they going to feel in the locker room after a game? And how will they feel about themselves at practice the following week?

For the orchestra, the big performance shows that the musicians have mastered the music and are enthused about the concert. The director knows everyone is able to do his part with minimal guidance. Not only will the concert go well, members of the orchestra are looking forward to begin preparing new music for the next concert.

Ask: *In the movie "Apollo 13," when is a team in the Performing stage? How do you know?*

Performing is part of the process of a team developing and getting better. Every newly formed team that is progressing should strive to reach the *Performing* phase. Every team, even one that has been together a long time, strives toward the *Performing* phase as they are learning a new skill or working to reach a new goal.

Note that when a team in the *Performing* phase starts down the trail toward a fresh goal, sets out to learn a new skill, or has significant changes in its membership, that team will no longer be in the *Performing* phase. For that new goal, skill, or membership, the team will begin again with *Forming*, then progress through *Storming* and *Norming* phases, even if briefly, before finding themselves back at *Performing*.

When a Team Breaks Up

There may come a time when a team is disbanded or dramatically reorganized. A number of Scouts in a regular patrol may become old enough to leave the patrol and take other troop leadership roles. Venturing crew members may go off to college. New members might join the unit, and that will change the team.

If you are part of a team that is ending or becoming something else, be sure to celebrate the many successes that all of you have enjoyed during your time together. Then be ready for whatever new team you have joined to begin with the *Forming* stage and progress from there.



Show slide 3-10, and lead participants through the multiple-choice scenarios of *Forming*, *Storming*, *Norming*, *Performing* and the summary, illustrated by the Scouts hiking.



Show video clip 3-11, *Developing Your Team (Part Two)*.

Give each patrol a large NYLT Leadership Compass like the one used in front of the troop during the presentation. Ask the patrols to display the large compass in their patrol sites and use it as a reminder of the stages of team development.

Ask patrols which stage of team development they were experiencing during the orientation of the NYLT course, while they were setting up camp, and during the Spaghetti–Marshmallow Challenge. (Continue with other selected moments during the course.)

Stress the value of recognizing a team’s development stage as a tool for understanding why people are acting as they are and how they can move forward effectively.

Summary



Show slide 3-12,
Summary.

Scout patrols, Venturing crews, youth groups, athletic teams, orchestras, school groups—in fact, all teams—go through four stages of development. Whenever people set out to reach goals and realize a vision, they will experience the phases of team development.

The team’s levels of skill, motivation, and enthusiasm are clues that can be used to identify its current stage of development. By recognizing the stage of a team’s development, you can be more effective as a member of that team and as a force in helping it move to the next stage.

The NYLT compass is a strong reminder of the stages. As we continue through this NYLT course, use the compass and what you have learned in this session to identify the development stages of your patrol. You can use that knowledge to help your patrol progress.

Scenarios for Developing Your Patrol



If your troop is using the *National Youth Leadership Training DVD* from BSA, the interactive scenarios are on the DVD. However, if your troop is using the *Cedar Badge Video Clips DVD*, the interactive scenarios are not on the DVD and you will need to use the following scenarios to conduct the interactive activity:

Scenario 1: Greg and three of his friends have just organized a band that practices in his garage. They are still deciding which songs to learn first, and whether they want to try to write some original songs.

What stage is this? [*Forming*]

Scenario 2: Two of the forwards on the Mustangs soccer team are always trying to control the ball during practice matches and games. Neither of them wants to pass the ball to the other, even if it costs the team a goal. The situation is causing a lot of stress on the whole team.

What stage is this? [*Storming*]

Scenario 3: Marco's Venturing crew has been sailing for quite a while now. Everyone knows his job well, and they all work together smoothly on the boat. Each member thrust all the others to do the right thing at the right time.

What stage is this? [*Performing*]

Scenario 4: When Philip became the editor of his school newspaper, none of his reporters really knew how to write a good story, and Philip sometimes didn't know which events to cover. Now the reporters' skills are improving, and Philip is getting the have of being an editor. They have a long way to go, but the newspaper is getting better with each issue.

What stage is this? [*Norming*]

Day Three: Troop Meeting

Time Allowed 90 minutes

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

Learning Objectives

By the end of this session, participants will

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

Presentation Procedure



Preopening

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

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

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

Seven-Step Meeting Plan

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

Day Three

TROOP MEETING PLAN

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

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

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

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

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

Opening Ceremony

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

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

Skills Instruction



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

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

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



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

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

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

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



PREPARATIONS

Each troop guide will need the following:

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

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

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

PROCEDURE

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

Patrol Meetings

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

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

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

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

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

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

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



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

Interpatrol Activity

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

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

Materials for each patrol:

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

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

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

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

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

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

Closing – Scoutmaster's Minute

The Scoutmaster offers a Scoutmaster's Minute.

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

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

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

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

After the Meeting

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

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

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

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

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

Day Three: The Leading EDGE

Time Allowed 60 minutes

Format Troop presentation and patrol activities/discussions

Responsible Assigned staff

Location Troop site

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

- Discuss ways the Scout Oath and the Scout Law provide an ethical foundation for leadership.
- Explain what is meant by servant leadership, and talk about the benefits of that idea of leading.
- Describe the four leadership approaches included in the Leading EDGE, and tell which approach is most appropriate for each phase of team development.

Materials Needed

- Duties of a Patrol Leader (from the *Patrol Leader Handbook*). A copy for each participant is included in the NYLT Participant Notebooks.
- Responsibilities of a Venturing Officer (from the *Venturer/Ranger Handbook*). A copy for each participant is included in the NYLT Participant Notebooks.
- Posters or flip chart pages clearly in view at the front of the session area:
 - Duties of a Patrol Leader and Venturing Officer
 - Scout Oath
 - Scout Law
- Leadership Compass with quadrants marked Forming, Storming, Norming, Performing

Presentation Procedure

Opening Exercise

Lead the troop in a game of Simon Says (three to five minutes).

Opening Discussion

Ask: *What do the letters NYLT stand for?* (National Youth Leadership Training)

The word in the center of NYLT is also at the heart of this course—Leadership.

Ask: *In the game Simon Says, do you believe that Simon is a leader?* (show of hands)

Do you think Simon is a GOOD leader? (show of hands—hopefully very few)

Have you ever seen a person in a leadership position act like Simon?

In your crew, troop, or patrol, what's it like when the leader acts like Simon?

(Accept several answers from the troop.)





Show slide 3-28,
Patrol Leader Duties:
Represent . . . ; and 3-29,
Patrol Leader
Duties: Attend . . .

Have each patrol turn to the Duties of a Patrol Leader as described in the *Patrol Leader Handbook* and Responsibilities of a Venturing Officer as described in the *Venturer/Ranger Handbook*. (Each participant can find a copy of the duties in his or her Participant Notebook. At the front of the assembly area where everyone can see it, the session leader can also reveal a poster with the duties listed.)

Ask the patrols to take two minutes to discuss among themselves which of the duties of a patrol leader encourage the leaders to act like Simon in the Simon Says game.

Duties of a Patrol Leader

—From the *Patrol Leader Handbook*

- Represent your patrol at all patrol leaders' council meetings and the annual program planning conference.
- Keep patrol members informed of decisions made by the patrol leaders' council.
- Take a key role in planning, leading, and encouraging patrol meetings and activities.
- Help the patrol prepare to participate in all troop activities.
- Learn about the abilities of other patrol members. Fully involve them in patrol and troop activities by assigning them specific tasks and responsibilities.
- Attend youth leader training and continue to work on advancement.
- Encourage patrol members to complete their own advancement requirements.
- Set a good example to your patrol by having a positive attitude, wearing the Scout uniform, showing patrol spirit, and expecting the best from yourself and others.
- Devote the time necessary to be an effective leader.
- Work with others in the troop to make the troop go.
- Live by the Scout Oath and Scout Law.

Also discuss the Responsibilities of a Venturing Officer as described in the *Venturer/Ranger Handbook*.

Ask: *How many of the duties did you find that encouraged the Simon Says type of leadership?* (Some patrols might find one or two that they think are like Simon Says. Listen, but don't respond positively or negatively.)

Now go back over the list and tell me how many of the duties are for the good of the patrol leader only and not the patrol members. (Entertain answers. A case might be made that "Attend youth leader training and continue to work on advancement" is leader-centered, though the session instructor can point out that a patrol leader who attends NYLT and who continues to learn Scouting skills through his or her own advancement is going to be better equipped to serve the needs of those in his or her unit. If someone suggests that "Live by the Scout Oath and Scout Law" is a duty with more benefit for the leader than for members of his patrol, note that on the flip chart but put it off to the side—in the parking lot. Explain that you'll get back to that discussion in just a moment.)

Make this key point: Almost all of these duties, and perhaps every one of them, puts the members first and the leader second.



As you discuss the language, emphasize the importance of the words by underlining or otherwise highlighting the following italicized words on the Duties of a Patrol Leader and Venturing Officer poster.

Support the key point this way: Look at the language in the list of duties. As a patrol leader you will:

- *Represent* your group
- *Help* members
- *Learn about* . . . other members
- *Encourage* members
- *Set a good example*
- *Work with others*

Stir discussion with these misleading questions: “But isn’t a leader supposed to be the boss? Doesn’t a leader just tell people what to do and then expect them to do it? If people aren’t doing what the leader wants, can’t the leader just yell at them?” (Expect some interesting answers, perhaps even some agreement. You might point out that it can be simple to just demand that people do it your way, and it might even be satisfying to yell at them now and then. The problem is, that kind of leadership doesn’t get you very far.)



Show slide 3-30,
Servant Leadership.

Others-First Leadership

Make this point: The most effective leaders put those they are leading first.

Instead of thinking of themselves as the bosses, really good leaders see themselves as serving those they lead. They are always looking for ways to make their experience better, to help them learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

The leader is serving the needs of those he or she leads.

Ask: *What are the advantages for a leader who uses others-first leadership?* (Likely answers: “I can share responsibilities.” “I won’t have to work as hard.” “I can see others succeed.” “I won’t have to yell.”)

Ask: *As a team member, what would it be like to have a leader who uses others-first leadership?* (Entertain answers. Expect “I have more freedom.” “I would get to do more.” “I would have more responsibilities.” “No yelling.”)



Show slide 3-31,
Leadership and Character.

Leadership and Character

Show a flip chart page or poster with the following statement and the Scout Oath and Scout Law. Read the statement aloud.

“Successful leadership is based on the values defined by Scout Oath and Scout Law.”



For this discussion, there should be a poster with the Scout Oath and another poster with the Scout Law clearly visible to the session participants.



Show slide 3-32,
Scout Oath.

Explain: I believe that the Scout Oath and the Scout Law encourage each of us to be others-first leaders. We hear all the time in Scouting that leadership in our organization is based on the values of the Scout Oath and the Scout Law. Let's take a look at what that really means.

Ask: *What part of the Scout Oath is a benefit only for the person who takes the Oath?* Accept several responses. Some might say that keeping physically fit and mentally awake benefits only the Scout. You might point out that a good leader needs to be ready to take advantage of leadership situations. He stays in shape so he can keep up with his patrol on the trail. He learns all he can so he has skills to help his patrol achieve its goals.

Explain that the Scout Oath is totally consistent with the concept of others-first leadership.

Ask each participant to write down the Scout Law.



Show slide 3-33,
Scout Law.

Now examine each point of the Scout Law. Does the point encourage you to help others? If so, write "HO" beside the characteristic. (Write "HO" by each word.)

Now look at each point of the Scout Law again. Does each point also benefit you? If so, write "ME" by the characteristic.

Explain: Most points of the Scout Law, if not ALL of them, benefit both you and others. Good leadership works that way, too. Everyone benefits. It's a win-win situation.



Much BSA literature proclaims that leadership should be ethically based. The Scout Oath and the Scout Law provide that ethical foundation. By examining the Oaths and Law from the point of view of leadership, participants can see the degree to which that is true and the importance of keeping the Oaths and Law in mind as they make leadership decisions.

Good leadership is using your knowledge and your character to bring others closer to achieving a shared vision. Good leadership is others-first leadership.

As leaders, we have to make choices. We have the Scout Oath and the Scout Law to guide us, as well as the example of many people we know whose character we admire and whose qualities we want to have in our own lives. That is our foundation for effective leadership choices.

If our model of leadership is the others-first model and our leadership choices are guided by the Scout Oath and the Scout Law and the example of exemplary people, we still need a few tools to be effective leaders. One such tool is the Leading EDGE.

Leadership Tools: The Leading EDGE

Effective leaders nearly always have more than one leadership style. A key to good leadership is to match the style of leadership to the people and the situation.

A powerful tool for choosing the right leadership style is the Leading EDGE. The letters EDGE stand for *Explain, Demonstrate, Guide, Enable*.



The Leading EDGE acronym describes the behavior of a leader as the team moves through the model. The EDGE acronym is used to describe a process for skills transfer.



Show slide 3-34,
The Leading EDGE.

This morning during the discussion on Developing Your Team, we talked about the four stages teams go through—*Forming, Storming, Norming, Performing*.

A team responds best to leadership tailored to the stage the team is experiencing at the moment.

Let's take a quick review of the phases of development for teams and see what kind of leadership works best for each stage.



Show video clip 3-35, The Leading EDGE (Part One), which begins, "There is a big difference between being the leader and being the boss."



Use the large Leadership Compass at the front of the room as a visual aid, pointing out the quadrants representing the stages of team development.



Show slide 3-36,
The Leading EDGE:
Team Development
Stage—Best
Leadership Approach.

TEAM STAGE: FORMING (HIGH ENTHUSIASM, LOW SKILLS)

If the team is in the *Forming* stage, the members will likely exhibit high enthusiasm and motivation for doing something new, though their skills are low.

What style of leadership would you use for a group that is *Forming*?
(Answer: *Explain*)

An effective leader of a group that is *Forming* will do lots of careful *Explaining* to help a patrol understand exactly what the leader expects them to do and how to do it.

Example: Ask participants to think back to the first day of the NYLT course. As one of their leaders, the troop guide did lots of clear, careful explaining to help them learn how to set up their camp and to get through the first day's activities. His or her choice of leadership was the right one for that stage of the patrol's development.

TEAM STAGE: STORMING (LOW ENTHUSIASM, LOW SKILLS)

A team that is in the *Storming* stage will likely exhibit less enthusiasm and motivation for doing something new. Their skills are still low.

What style of leadership would you use for a group that is *Storming*?
(Answer: *Demonstrate*)

An effective leader will continue to make things clear by *Demonstrating* to the team how to succeed.

Example: Did patrol members have any disagreements yesterday during the Spaghetti–Marshmallow Challenge or the building the pioneering projects? Have any patrols had arguments about doing dishes and cleaning up their campsites? Those could be indications your patrol is in the *Storming* stage. Your troop guide and patrol leader find success by *Demonstrating*—showing how something is to be done and also modeling the kind of behavior expected of all patrol members.

TEAM STAGE: NORMING (RISING ENTHUSIASM, GROWING SKILLS)

If the team is in the *Norming* stage, the members will likely exhibit growing enthusiasm and motivation for doing something new. Their skills are growing, too.

So which leading style would you use? (Answer: *Guide*)

Leaders of teams in the *Norming* stage can find success with a *Guiding* style of leadership—giving team members lots of freedom to act on their own, but being ready to coach and guide when a little help is needed.

Example: In many ways your patrol is working together smoothly. Perhaps you’ve figured out food preparations and are enjoying great meals that are fun to prepare. Those could be indications your patrol is reaching the *Norming* stage.

Your troop guide is in the campsite while meal preparation is taking place, but he is busy with other duties and allows you to proceed on your own. Now and then your guide checks in to give encouragement to the cooks and, if they need it, to offer some helpful hints that will *Guide* them toward success.

TEAM STAGE: PERFORMING (HIGH ENTHUSIASM, HIGH SKILLS)

If the team is in the *Performing* stage, the members will likely exhibit high enthusiasm and motivation for doing something new, and their skills are high as well.

Which leading style would you use? (Answer: *Enable*)

A leader *Enables* team members to make decisions on their own and to keep moving ahead. A leader can help the team evaluate future progress by using SSC—Start, Stop, Continue.

Example: Perhaps you’ve been in a team in your home unit that had been together a while and become a team where everyone knew what to do and how to make the team’s plans sure successes. Your leader gave you lots of encouragement and made sure you had all the materials and resources you required, but mostly stayed out of your way and let you and the rest of your team perform with a high level of skill and organization. Your leader was *Enabling* you to make the most of opportunities.

GOING BACKWARD

As it develops, a team does not always move smoothly from one stage to the next. It also does not always move forward, and will sometimes find itself back at an earlier stage of development.



Show slide 3-37,
The Leading EDGE:
When a team starts to
learn a new skill . . .

Leaders should be aware that when an experienced patrol starts to learn a new skill or sets out toward a new goal, the team will be back in the *Forming* stage.

A team that runs into roadblocks along the way also may slip backward one or two stages. A team that has become skilled at backpacking—the *Performing* stage—discovers they don’t have enough fuel to cook their meals the last two days of a trip. Angry with one another and frustrated, team members can slip back to the *Storming* stage.

A good leader will adjust his or her leadership style to match the current development stage. The leader of a team that is *Storming* will *Demonstrate* problem-solving ways to move forward to the *Norming* stage. He or she can also *Demonstrate* appropriate behavior for team members to model, even though the situation they are in might be tough.

Demonstrating the Leading EDGE



Show video clip 3-38, The Leading EDGE, an interactive exercise that begins with “Let’s put what we’ve learned into practice . . .”



In courses where the video can be shown, the scenarios presented on the DVD will provide plenty of material for a lively discussion of the Leading EDGE.

If video support is not available, staff members can role-play some or all of the following scenarios to illustrate various styles of leadership and to stimulate discussion of the effectiveness of different leadership approaches. The group can also discuss how character-based leadership was used, as reflected in the Scout Oath and the Scout Law.

EXPLAINING STYLE OF LEADERSHIP

“Jim, you, Sue, and Brad will need to go to the dining hall at exactly 4 P.M. to pick up our food for dinner. Are you good with that?”

Ask: What style was used here? (Explain) How can you tell? (Very exact directions with lots of detail.) Would this be a good style to use with a newer member? (Yes.) With an older member? (No, though someone might point out that age does not matter if someone is inexperienced or new to the group and its culture.)

DEMONSTRATING STYLE OF LEADERSHIP

“Let’s hold up on our hike for a minute. I’d recommend we all take a moment to drink some water. No one wants to get dehydrated. (Take a drink yourself.) I noticed a while back that some of you were pulling the leaves off the branches as you pushed the branch out of your way on the path. We’re a Leave No Trace kind of group. That means no one should be able to tell we’d been by here. I’ve been

taught to push the branches down, gently, so the branch doesn't break, but also so it doesn't bounce back into the face of the person behind me." (Optional— younger member: "Yeah! I saw you doing that. Now I understand why you were doing it that way. Cool!")

Ask: What style was used here? (Demonstrate) How can you tell? (Described what he does and role models the behavior.) Would this be a good style to use with a newer member? (Yes.) With an older member? (Yes, especially if the older member is new to hiking.)

GUIDING STYLE OF LEADERSHIP

"Jack, we set up camp as a group on our last trip. I noticed you did a nice job. I think you can set up your tent by yourself this time. Pick out a good site and pitch your tent. If you need some help, I'll be over here with the new guys."

Ask: What style was used here? (Guide) How can you tell? (Indicates confidence in Jack's growing skill, gives him a few reminders, and offers his assistance if called upon.) Would this be a good style to use with a newer member? (Yes, assuming they are doing well in this skill area.) With an older member? (Yes, if the member is still learning this skill, but not if he or she is highly skilled in this area.)

ENABLING STYLE OF LEADERSHIP

"Mary, you've really got your first-aid skills down. I'd like to have you go through the first-aid class with Ted and Joan and give them some pointers on tying bandages and splints."

Ask: What style was used here? (Enable) How can you tell? (Expressed confidence in Mary's skill, gave her an opportunity to share her skills and deepen them through teaching others.) Would this be a good style to use with a newer member? (Yes, if Mary were really good. But chances are that Mary is still learning and not fully skilled.) With an older member? (Yes.)

Leadership Hints



Show slide 3-39,
Leadership Hints.

GENERAL

Discuss the following ideas with session participants. Draw on their experience as patrol members and as leaders to illustrate the importance of each of these points.

Avoid creating an us-versus-them environment. Seek out areas on which you can agree and build from there. Explore ways that everyone succeeds.

Offer a vision of success based on the patrol's shared values. The unit's annual program plan is a blueprint for exciting activities and outdoor adventures. Use it to focus members' energies and enthusiasm. The Scout Oath, and the Scout Law are expressions of the BSA's values. Rely on them to help the entire patrol pull together to do what they all believe in.

Acknowledge differences; respect and value others. Look for ways to draw on individual strengths of members to the advantage of the entire unit. Help all patrol members feel that they have something important to contribute to the success of the group. They do.

Recognize that there are many different ways to get things done. Most problems have many solutions. Once the patrol agrees upon one, provided it is an ethical choice, go along with the group choice, even if it is different from the choice you personally would have made. As a leader, it's your responsibility to help focus the full energy of a group on making that solution work.

Make meetings count. Get outdoors and have adventures. Working through the patrol leaders' council, develop an exciting program plan, then carry it out.

Overcoming Disappointments

Now and then a patrol, troop, or crew may become discouraged. Perhaps members are discovering the reality of the challenges facing them. A campout or other planned activity that didn't go very well may cause some members to become frustrated. Has this ever happened to any of you? (Allow discussion, then give the following advice.)

You will be tested as a leader when the spirits of your members are down. When that happens, draw upon your abilities to communicate clearly, listen actively, and encourage open discussions.

Recognize accomplishments and offer encouragement and reassurance to those who are making efforts to achieve.

Try to identify the stages of team development of patrols, teams, small groups, and of the entire troop or crew, and use that information as a guide for determining which styles of leadership to use.

SSC—Start, Stop, Continue—can be an effective tool for you to discover what is at the root of patrol members' discontent, and for helping them find their own solutions to a discouraging situation.

Celebrating Success

Explain that patrols in your troop and members of your crew will achieve significant milestones, or even complete their time together as a tight-knit group. Members of the crew may be moving on to college, for example, and members of a new-Scout patrol may have reached a level of experience and advancement to be ready to join the regular patrols of the troop. What do you do in your unit when significant milestones are reached? (Allow discussion, then give the following advice.)

Whatever the case, celebrate the many accomplishments that members have enjoyed during their time together. Documenting patrol, troop, or crew histories with a scrapbook or photo album can be an enjoyable way to create an overview of all that the members have accomplished. It's important and satisfying to know we've accomplished something. We get a sense of closure that helps us have confidence when we face the next challenge.



Show slide 3-40,
Overcoming
Disappointments.



Show slide 3-41,
Celebrating Success.



Show slide 3-42,
Summary.

Summary

Important aspects of leadership to remember are these:

- Effective leadership is based on the Scout Oath and the Scout Law.
- An effective leader is an others-first leader, putting others ahead of himself or herself.
- Everyone has his or her own style of leadership. Proven tools of leadership can help you improve your style.
- Among the most powerful leadership tools is the Leading EDGE. That stands for *Explain, Demonstrate, Guide, and Enable*. Each approach is useful for a certain stage in the development of any team.

Scenarios for Leading EDGE



In courses where the video can be shown, the scenarios presented on the *National Youth Leadership Training DVD* will provide plenty of material for a lively discussion of the Leading EDGE™.

These same scenarios appear on the *Cedar Badge Video Clips DVD* as clips 3-38a through 3-38e. If using the Cedar Badge DVD, move through the clips one at a time, allowing time for discussion between each clip. Answers to each scenario are as follows:

Scenario 1: Clip 3-38a [*Guiding provides assistance only when necessary.*]

Scenario 2: Clip 3-38b [*Explaining takes time but is well worth the effort.*]

Scenario 3: Clip 3-38c [*Enabling creates confidence and experience in learning.*]

Scenario 4: Clip 3-38d [*Demonstrating involves the leader and the entire team in the learning experience.*]

Play Clip 3-38e, Leading EDGE Summary, following discussion of Scenario 4.

If video support is not available, staff members can role-play some or all of the following scenarios to illustrate various styles of leadership and to stimulate discussion of the effectiveness of different leadership approaches. The group can also discuss how character-based leadership was used, as reflected in the Scout Oath and Law.

Day Three: Servant Leadership

Time Allowed 40 minutes

Responsible Course director or senior patrol leader

Location Troop site

Learning Objectives As a result of this session, participants will

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

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

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

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

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

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

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

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

Answers might include the following.

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

A Leadership Spectrum

AUTOCRATIC VERSUS SERVANT LEADERSHIP

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

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

Autocratic leadership involves absolute, authoritarian control over a group.

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

SERVANT LEADERSHIP

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

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

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

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

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

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

Ten Principles of Servant Leadership

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

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

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

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

Awareness—Servant leaders are tuned into the needs of others. They are also aware of their own need for growth.

Persuasion—Servant leaders rely on persuasion rather than authority in making decisions. Servant leaders seek to convince others rather than forcing them.

Conceptualization—Servant leaders dream great dreams. They must think beyond day-to-day realities.

Foresight—Foresight enables servant leaders to understand lessons from the past and the present. These lessons help them understand the consequence of decisions in the future.

Stewardship—Servant leaders are careful and responsible as they manage things entrusted to their care.

Growth—Servant leaders believe that people have a value beyond being just workers. Servant leaders are deeply committed to the growth of each and every individual.

Community—Servant leaders seek to create a community that supports all of its members.

Ask the participants to think about any correlations between these 10 principles and the Scout Oath and Scout Law.

Have the troop stand and recite the Scout Oath and Scout Law, then repeat them slowly, taking time after each point to reflect on how it relates to servant leadership.

Patrol Discussion and Presentation

Ask each patrol to use the 10 principles of servant leadership to discuss one of the following situations and then answer the following question: What would a servant leader do?

Give them four minutes to discuss and record their answers, then one minute for one patrol member to report to the troop.

The situations:

- One of your patrol members is angry and begins to tell you about how he has been mistreated by other members of the troop. He really wants to talk to you.
- A new foreign student arrives at your school. She appears confused with her schedule of classes. You are late for your class.
- The captain of your soccer team is demanding that every player wear the same color socks. Some members of your team cannot afford new socks.
- Your troop has been asked to do a flag ceremony for the veterans home. As senior patrol leader, you could organize and lead the ceremony yourself. A younger member of your troop has never had that experience.
- The saxophone section of your marching band feels they are superior to other sections. They make others feel less important to the success of the band.
- A member of your Venturing crew has missed several meetings. You hear they may be experimenting with drugs.
- A fellow cast member in the upcoming play is struggling to memorize her part. The director is threatening to replace her with you.
- You have been asked to be a troop guide for a new-Scout patrol. There are several members of the patrol who are new to Scouting. They would like to do some things that violate the *Guide to Safe Scouting*.

Individual Exercise

Challenge participants to look for examples of servant leadership in the staff, in their fellow Scouts, and in themselves during NYLT. Have them record these acts in their participant notebooks.

Summary

- Leaders motivate others toward accomplishing goals.
- Autocratic leadership involves absolute, authoritarian control over a group.
- A servant leader will focus primarily on the growth and well-being of people.
- Servant leaders serve first.
- Servant leaders behave in a special way.
- The Scout Oath and Scout Law can be used as a guide to help us become better servant leaders.

Patriots' Trail and Patriotic Campfire

Time Allowed	90 minutes
Format	Camp-wide patriots trail followed by a troop campfire program conducted at the troop learning area or other appropriate location
Responsible	Boy Scout vice-chair, Scoutmasters, and senior patrol leaders
Presentation Procedure	<p>The senior patrol leader and assistant senior patrol leader will chose a special place where a small campfire can be built. The fire lay will be prepared and readied by the staff, under the direction of the assistant senior patrol leader.</p> <p>At the appointed time, the senior patrol leader will call the troop together and quietly lead the troop to the campsite of a neighboring troop according to the rotation established by the BSCB vice-chair. There, the neighboring Scoutmaster, dressed as the patriot for whom his troop is named, will present a short (3 to 5 minute) presentation on that patriot. This, and the campfire that follows the patriots' trail, is a solemn occasion and should be treated as such.</p> <p>At the end of the presentation, the senior patrol leader will quietly lead his troop to the next neighboring campsite for the next presentation. The process will continue until each troop has heard all the presentations, ending with their own Scoutmaster.</p> <p>Following the patriots' trail, the senior patrol leader will quietly lead the troop to the campfire spot and explain the procedure that will be followed, keeping to a citizenship/patriotic theme.</p> <p>The Scoutmaster, assistant Scoutmaster, senior patrol leader, and assistant senior patrol leader will organize an appropriate campfire program, drawing upon the resources of the staff and participants (a guest speaker may also be appropriate for this event.) This campfire program will need to be rehearsed during staff development week. All the elements of an effective campfire program should be part of this experience, including: songs, skits, stories, and ceremonies (where appropriate). All songs, skits, stories, and ceremonies should be on a patriotic theme and help foster Citizenship Development (one of the three aims of Scouting) within each Scout present.</p>

Day Four: Troop Assembly

Time Allowed 45 minutes

Responsible Senior patrol leader and staff

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

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

Materials Needed

- American flag
- NYLT flag
- Historic American flag

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

Presentation Procedure

Opening

Patrol leaders lead the patrols to the assembly area and arrange them in an appropriate formation.

The senior patrol leader uses the Boy Scout or Venturing sign as appropriate to bring the assembly to order and welcomes participants to Day Four of NYLT. Express your pleasure in having everyone there. Explain that Day Four symbolizes the third meeting of a normal planning period for a typical Scouting unit. There will be a variety of presentations and activities during the day, and a typical unit meeting.

Flag Ceremony

The senior patrol leader asks the program patrol of the day to present the colors and raise the American flag. Instruct NYLT course members to use the Boy Scout or Venturing salute (as appropriate to their home unit and the uniform they are wearing) while the flag is being raised. Invite the program patrol to display the historic flag for the day and explain its significance.



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

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

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

Dismiss the color guard.

Announcements

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

New Patrol Leader/Assistant Patrol Leader Installation

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



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



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

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

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on the patrol leader's right shoulder.

- Instruct them all to give the appropriate Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts and the world brotherhood of Scouting.”
- Welcome them as the course’s new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

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



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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

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

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



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

STAFF SERVICE PATROL

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

Baden-Powell Patrol Streamer Presentations

The senior patrol leader presents the Baden-Powell Patrol streamer awards based on the previous day’s campsite evaluation. Point out that the Boy Scouts of America encourages patrols to compete against a standard that all can achieve

(in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every patrol can be a winner.



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

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

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

Scoutmaster's Minute

The Scoutmaster takes a moment to welcome participants and to encourage them to do their best through the exciting events of the coming day. Select a topic from *Troop Program Resources* that appropriately fits the mood.

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

Day Four: 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, repack, and pack one patrol member's personal gear, troop equipment, and provisions for a campout, then *Demonstrates* those skills. Next, he or she *Guides* patrol members in preparing and packing the gear and provisions themselves. The goal is that each person will be *Enabled* to pack his or her own backpack correctly for the Outpost Camp.

Areas instructors can cover include:

- Adjusting shoulder straps and hip straps
- Lining the sleeping bag stuff sack with a plastic trash bag to protect the sleeping bag from rain
- Stowing clothing in a stuff sack or plastic trash bag
- Placing water bottles and fuel bottles in outside pockets of the pack to make them accessible and keep them away from foodstuffs

- If items are tied onto the outside of the bag, making them secure so they won't swing about or fall off while you are hiking
- Carrying a large cook pot by slipping it over the end of a sleeping bag before lashing the bag to the pack
- Striving toward the goal of having a neatly loaded backpack and nothing in your hands

(For more on packing up for a campout, see the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, *Fieldbook*, and *Backpacking* merit badge pamphlet.)

Patrol Meetings

The troop leader asks the patrol leaders to take charge of their patrols. The patrol meeting should cover planning personal and troop equipment for the Outpost Camp.

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

The course quartermaster can prepare a troop equipment planning work sheet that explains what group gear is available for Outpost Camp. With the work sheet for guidance, patrols can develop their troop equipment list for the Outpost. Using their Outpost Camp menus developed at the Day Three troop meeting, members of each patrol also can make a list of the troop cooking gear they will need to prepare their meals. The quartermaster can clarify where and how patrols can get the gear they need for the Outpost Camp.



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

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

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

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



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

Interpatrol Activity

MATERIALS NEEDED

For each patrol:

- One backpack
- Gear for one person for a campout
- Troop equipment to be carried by one person on a campout



The challenge for patrols will be increased if the packs and gear presented to them are different than those they used during the course meeting skills instruction. A simple way to accomplish this is to shuffle the gear and pack used by one patrol during the skills instruction to another patrol for the interpatrol activity.

The challenge to the patrols can be made more difficult by adding an odd-sized item such as an axe (correctly sheathed) or an oversized sleeping bag to the gear pile. If the solution will involve strapping the item to the outside of the pack, there should be lashing straps or cord on hand.

The troop leader explains and conducts the interpatrol activity.

The challenge for each patrol is to correctly pack a backpack.

1. At the signal to start, each patrol will come to an empty backpack and a pile of personal and troop gear.
2. Before touching the pack or gear, they will have three minutes to use the What, How, When, Who Planning Tool to decide how best to proceed. (A second signal will be given at the end of the three minutes.)
3. At the sound of the second signal, each patrol will have 10 minutes to follow its plan to pack the personal and troop gear into a backpack.
4. A third signal will end the time available for packing. Each patrol will present its pack to rest of the troop and explain their use of the What, How, When, Who Planning Tool.

Patrols will be judged both for the way they have packed the gear and for their use of the What, How, When, Who Planning Tool.



As variations on this challenge, patrols can make a pack out of a pair of pants or can form an old-style horseshoe pack by rolling their gear inside a blanket and then draping the load over one shoulder. For more information about pants packs and horseshoe packs, see the *Boy Scout Handbook, 10th edition* (1990).

Closing—Scoutmaster’s Minute

The Scoutmaster offers a Scoutmaster’s Minute.

“There’s a well-known story about a man walking down a beach covered with starfish stranded by the receding tide. It was a hot day and the starfish were dying in the heat of the sun.

“The man came upon a boy who was carrying starfish down to the surf and easing them back into the water.

“‘There are millions of starfish dying on the beach,’ the man told the boy. ‘What makes you think you can make a difference by tossing a few back in the ocean?’

“‘Well,’ said the boy, ‘I’m making a difference for those few, aren’t I?’

“Leave No Trace is like that. The habits we develop to minimize our impact on the land may seem like very small gestures when you consider the size of the planet. But those small efforts add up. They make a real difference to that one trail we hike, that one campsite we use, that next camper who follows us.

“Who we are is measured by what we do. When we use our knowledge—what we know—to care for our part of the world, we are being the best people we can be. The tides will take care of the rest.”

After the Meeting

At the conclusion of the Scoutmaster’s Minute, the Scoutmaster reminds the participants that the seventh step of a successful unit meeting is after the meeting.

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

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

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

Day Four: Making Ethical Decisions

Time Allowed 60 minutes

Format Troop presentation with patrol breakout discussions

Responsible Scoutmaster, assigned staff

Location Troop assembly site

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

- Give a definition for “ethics” and discuss the importance of ethical decision making.
- Describe three kinds of decisions:
 - Right vs. Wrong*
 - Right vs. Right*
 - Trivial*
- For each kind of decision, explain one approach to making an ethical choice.
- Use the Checklist for Ethical Decision Making to test at least one choice involving a right vs. right situation.

Note to presenter: This presentation is a natural place to discuss any Lance Armstrong issues that may have come up earlier in the course. Be prepared to answer any questions participants may have. Do not vilify Lance Armstrong, but point out the consequences of his poor decisions. His situation may be used as a scenario for the checklist for ethical decision making. It is best to tie in his situation with the discussion on peer pressure.

Materials Needed

- Checklist for Ethical Decision Making handout for each participant (appendix, Participant Notebooks)
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- Flip chart and markers

Presentation Procedure

Opening Discussion

Present participants with one of the following situations, then lead a brief discussion about the situation. Encourage them to share the decisions they would make and, more importantly, the means they used to arrive at those decisions.

SCENARIO 1

Your patrol has gotten permission to build a hiking trail on private property. As you are digging into the soil, you uncover a beautiful piece of Indian pottery that looks very old. You are the only person who sees it.

You know from your work on the Archaeology merit badge that it might be a good idea to leave the piece where it is and report your find when you get home to archaeologists at a nearby college.

You know that the owner of the private property collects Indian artifacts and would be delighted to put the piece in his pottery collection.

You know you would like to keep the pottery yourself and start a collection of your own.

Give participants these choices:

1. "If you would leave the piece where it is and report it to archaeologists, please step over to the right side of the meeting area." (Or to some other convenient spot determined by the session leader.)
2. "If you would give the piece to the owner of the property, please step over to the left side of the meeting area." (Or to some other convenient spot determined by the session leader.)
3. "If you would keep the pottery yourself, please step to the center of the meeting area." (Or to some other convenient spot determined by the session leader.)

SCENARIO 2

You are coach of a Little League baseball team about to play in a championship game. Team rules say that anyone who misses a practice without a good excuse can't play in the next game. Your star pitcher has missed the last two practices and won't tell you why. The team's catcher tells you there are rumors that the pitcher is embarrassed because his dad was drinking and couldn't drive him to practice, but the catcher isn't sure if the rumors are true.

You know that according to team rules, you should bench the pitcher.

You also know that without your best pitcher in the lineup, the team has no chance of doing well in the championship game.

Give participants these choices:

1. "If you would stick with the team rules and bench the pitcher even though you don't know the reason for his absences, step to the right of the meeting area."
2. "If you assume the rumors are true and so you will let the pitcher play, step to the middle of the meeting area."
3. "If you do what's best for the greatest number by letting the pitcher play and help the entire team succeed, step to the left of the meeting area."

SCENARIO DISCUSSION

Ask those in each group to discuss why they made the decision they did. Entertain their answers. If they don't bring it up, ask them if any of them were influenced to decide as they did because they saw others in their group moving to one part of the meeting area.

Note: The point of this discussion is not to decide the right answer to the situation in question (in fact, each situation may have a variety of “right” answers), but rather to get participants thinking about HOW they arrive at ethical decisions.

Ask participants to return to their seats.



Show slide 4-21,
Making Ethical Decisions.

Explaining Ethical Decision Making

Ask participants if any of them can tell you the BSA Mission Statement.

If someone can recite it, write it on the flip chart. If not, write it on the flip chart anyway or show the DVD slide.



Show slide 4-22,
Decision Making.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.



Show slide 4-23,
Mission Statement.

A mission statement is the primary objective of an organization.

If a key element of the BSA Mission Statement is “make ethical . . . choices,” that must be mighty important—so important that we want to spend plenty of time exploring what it means.

DEFINING THE MISSION STATEMENT

If we are going to be able to make ethical choices, we should at least understand what the words mean.

Choices. What does that mean? (That there are several ways to do something, several answers to a question, and we need to select one of them.)

What about **ethical**? (From the word “ethics.”)

What are **ethics**?

Lead the group in coming up with a working definition of the word “ethics.” As they offer ideas, write them on the flip chart.

Two answers to draw out or to present yourself are these:

- We can think of ethics as an understanding of what is right and wrong for an individual and for groups of people.
- Ethics are the standards by which we act, both when we are around others and when we are alone.



Show slide 4-24,
Ethics.

Where Do Ethics Come From?

Ask the group for their ideas about where ethics come from. Write their answers on the flip chart.



Show slide 4-25,
Source of Ethics.

An important idea to draw out or present yourself is that ethics develop, in large part, as a result of the values a person gains from family and society.

AN EXAMPLE OF ETHICS

Ask the group if they recognize these words:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”

Answer: The second paragraph of the Declaration of Independence.

For most people who live in the United States, we accept these ideas as obvious values. As Americans, this is part of our shared ethic.



Show slide 4-26,
Codes of Conduct.

CODES OF CONDUCT

Ask if any participants attend a school that has a code of conduct. If so, ask them to describe briefly the codes of their schools, the reasons the codes are in place, and what makes those codes effective or ineffective.

Use their comments to explore the general idea of codes of conduct—that they are agreements among people as to generally accepted standards of behavior. Specific items in codes of behavior may be included to make it possible for people to live and work together effectively.

Some say that ethics are determined largely by what most people believe to be appropriate decision-making behavior. Without generally accepted standards, we would have trouble coming to agreement on much of anything. It would be much more difficult to function as a society.



If no participants offer school codes of conduct, offer the example of military codes of conduct intended to guide decision-making by everyone in uniform. Invite participants to suggest why the armed services would benefit from having a code of conduct.

The BSA and Ethics



Show slide 4-27,
The BSA and Ethics.

Old *Boy Scout Handbooks* talked about knights and chivalry. The knights swore themselves to live by a code of ethics that pledged them to help others, to do good, to defend those who needed it.

The *Handbooks* went on to discuss the code of conduct that Boy Scouts pledge themselves to use in guiding the decisions they make—the Scout Oath, Law, slogan, and motto. Similarly, all of the various Scouting program participants pledge themselves to adhere to the Outdoor Code.



Show slide 4-28,
Scout Code of Conduct.

There aren't any knights in armor around today. Unlike the early days of Scouting, much of our communication occurs over the Internet. But log onto the Web site of the BSA National Council and you can read this:

The ideals of Boy Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Boy Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them, he has some control over what and who he becomes.

It's the same message nearly a hundred years after Scouting's founders first wrote it down.

ASK AND DISCUSS

Why should people be ethical? (A contrasting question would be, "What would happen if people were not?")

Possible answers include:

- To develop trust
- To show mutual respect for others
- To create a just and fair society

ASK AND DISCUSS

Why would anybody NOT follow a code of ethics?

Possible answers include:

- I'm just one person, so it doesn't really matter what I do.
- If I stand up for a belief, people won't like me.
- The chance to do something went by really fast.
- It would cost too much to do the right thing.
- Sometimes I don't know what I should do.

Steps to Ethical Decision Making

Life is about choices. Some are big choices, some are small. Let's take a look at a few decisions people have faced.



Show video clip 4-29, Making Ethical Decisions (Part One), which begins with "Everyone in this room has choices . . ." Continue through the interactive exercises that begin with slide 4-30, Making Ethical Decisions.



Show slide 4-31,
Steps to Ethical
Decision Making.

There are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs. Let's look at them.

STEP ONE: GETTING THE FACTS STRAIGHT

Any attempt to make a good decision has to begin with getting the facts of the situation straight. In some cases that seem at first quite difficult, additional facts are enough to make the correct course of action apparent.

If, for example, we wish to decide how much of our forests should be cut down now, and how much left for future generations, we first need to establish some

facts about the rate at which forests regenerate. These facts might be ascertained through science, or just through the experiences of people who have observed forests over long periods of time.

STEP TWO: FIGURE OUT WHAT KIND OF CHOICE IT IS

The categories of choices are:

- Those that are *Trivial*
- Those that are *Right vs. Wrong*
- Those that are *Right vs. Right*

Trivial Decisions. Why did you choose the seat you took when you came to this session? Is it a decision that really matters? Probably not. What about this choice: You can watch television or you can do your homework. Or this one: You can set your alarm and get up on time or you can sleep in and be late for school. What would you do?

These are decisions that do not require much thought.

If you don't do your homework because you choose to watch television, you will have to complete your schoolwork later. Your grades might suffer. You won't feel very good about yourself.

If you sleep in rather than getting to class on time, you might have to stay after school. Your grades might suffer. You'll miss being with your friends.

Decisions like this are usually very clear. They don't require deep ethical thinking to figure them out. "If I do this, then this will be the result."

Right vs. Wrong Decisions. Consider this choice: The clerk at a store has left the building and you are alone. Nobody would ever know if you slipped a candy bar into your pocket and left without paying. Or this one: A friend tells you he has a copy of the answers to a difficult math test you are to take tomorrow and that you can look at it if you want.

What would you do? Would you take the candy bar? Would you borrow the test answers?

These are *right vs. wrong* choices. There is a clear right course of action and a clear wrong course. These are no-brainers—you don't need to have serious ethical decision-making debates with yourself to know that you shouldn't steal the candy or look at the test. Whenever we know that one choice is the right one and another is the wrong one, we all know that *the right thing* is the thing to do.


If it's so easy to tell right from wrong, why do we ever choose to do the wrong thing (i.e., steal the candy bar or look at the test answers)?

Right vs. Right Decisions. In the video, a Scout had promised his parents he would be home by a certain time. On his way, he sees a person who has dropped groceries in a parking lot and is having a difficult time. If he helps her, he will get home late. If he ignores her and hurries home, he'll arrive on time but will not have helped a person in need.

It's sometimes hard to know which decision to make when it is a right vs. right decision. If you had been that Scout, what would you have done? Why?

DISCUSS THE CHECKLIST FOR ETHICAL DECISION MAKING

Give each participant a copy of the Checklist for Ethical Decision Making and discuss the checklist with the group. Encourage them to consider how the various Yes or No questions can help them clarify choices and determine appropriate decisions.


Show slides 4-32, 4-33, and 4-34, which explain the *Be, Know, and Do* checks of the Ethical Decisions Checklist.

Dealing With Peer Pressure

A Scoutmaster once said, "What you do speaks so loudly I can't hear what you are saying." That's a good way of saying that our actions speak louder than our words.

But what about the words of our friends? What happens to ethical decision making when there is peer pressure?

Let's take a look:



Show video clip 4-35, Making Ethical Decisions (Part Two), which begins with "Sometimes making an ethical decision and following the Scout Law is the hard choice"

Remind participants that at one point the narrator said, "Take a minute to write down the values you would like other people to see in you. You don't have to share the list with anyone but yourself. Behavior is not 'Do I THINK the right thing?' but 'Do I DO the right thing?'"

Encourage participants to think about that assignment during the rest of the course and write some notes to themselves about their own values. Of course, the key then is that WHAT THEY DO is a clear reflection of WHAT THEY THINK.

PRACTICE USING THE CHECKLIST

Return to the scenarios used to open this session and lead the participants through the exercise of testing the choices they made by using the Checklist for Ethical Decision Making.



As with the discussions that opened the session, the point of this exercise is not to judge some choices as being better than others, but rather for participants to gain experience applying the checklist and deciding for themselves if their choices were the best that could have been made.



Show slide 4-36, Summary.

Summary

Ethical decision making is at the heart of the Boy Scouts of America. It is also a true measure of each person's character.

The first step in ethical decision making is to get the facts of the situation straight.

Trivial choices don't require much consideration. Simply do the right thing.

If there is a right vs. wrong choice, the action is the same. Simply do what you know is right.

When a choice must be made between options that are right vs. right, the Checklist for Ethical Decision Making can help lead you to the correct decision.

Our personal values are reflected in our behaviors. Behavior is not, "Do I think the right thing?" but rather "Do I DO the right thing?"

Patrol Campfire Assignments

Explain that the patrol campfires following this session will continue the exploration of ethical decision making. The troop guide of each patrol will offer some scenarios to spark discussion of choosing the right course of action. Patrol members also will have opportunities to bring up and discuss ethical situations they have witnessed or experienced.



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.

Scenarios for Making Ethical Decisions



If your troop is using the *National Youth Leadership Training DVD* from BSA, the interactive scenarios are on the DVD. However, if your troop is using the *Cedar Badge Video Clips DVD*, the interactive scenarios are not on the DVD and you will need to use the following scenarios to conduct the interactive activity:

Scenario 1: Travis has a lot of homework, but decides to play video games. When his mother asks him if he has any homework to do, he thinks about what he should do and say. He wants to keep playing video games for a while longer.

What kind of decision is this? *[Right vs. Wrong – It's clear that lying is wrong. Remember the Scout Law and you will know what to do.]*

Scenario 2: Mark is raking leaves – he promised his dad he will have the front yard clean before guests arrive in an hour. He sees a 6-year-old neighbor girl crying because her kit is tangled in a tree – she asks for Mark's help.

What kind of decision is this? *[Right vs. Right – It's sometimes hard to know what's best to do with a Right vs. Right decision.]*

Scenario 3: Rashid is getting dressed for school, and he's trying to decide whether to wear a long-sleeved or short-sleeved shirt.

What kind of decision is this? *[Trivial]*

Scenario 4: The money Jared earns at his part-time job after school really helps his mom pay the bills each month. But lately his younger brother has started getting into trouble. Jared wonders whether he should work fewer hours so that he can spend more time with his brother.

What kind of decision is this? *[Right vs. Right – It's sometimes hard to know what's best to do with a Right vs. Right decision.]*

Scenario 5: Gary has lots of free time on Sunday. He doesn't know what to do first; read the mystery book he just got from the library, or go outside and ride his skateboard.

What kind of decision is this? *[Trivial]*

Scenario 6: Todd is walking to the basketball court with his friends when an old man with a cane calls out to them, asking if they can help him find his granddaughter's house. The other boys want to get to the court before someone else does.

What kind of decision is this? *[Right vs. Wrong – Remember the Scout Law and you will know what to do.]*

Day Five: Outpost Camp Departure Troop Assembly

Time Allowed 15 minutes

Responsible Senior patrol leader and Scoutmaster

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

- Launch their Outpost Camp experience.
- Reaffirm that during the Outpost Camp, just as during other portions of NYLT, the NYLT troop operates according to the Scout Oath and Scout Law.
- Reaffirm the importance of conducting Outpost Camp activities in ways that maintain the safety of patrol members and that allow each Scout to have a quality experience.

Presentation Procedure

The senior patrol leader greets the patrols.

Provide the Outpost Camp challenge by reminding Scouts that the Outpost Camp experience is an opportunity for members of each patrol to put their plans to the test.

The NYLT course has provided participants with all the leadership and team development skills they need to make the Outpost Camp a great success. If patrols run into difficulties, they can rely on what they have learned in recent days to find solutions that will see them through.

Throughout the Outpost Camp experience, patrols should keep in mind two guiding principles:

- 1. The safety of everyone.** Safety can be enhanced by Scouts taking responsibility for their own safety and by watching out for one another.
- 2. The quality of the experience for each patrol member.** The quality of experience for each person will be greatest when all patrols operate according to the guidelines of our founding principles.

Outpost Campsite Orienteering Challenge

An effective way to incorporate a number of Scouting skills is to provide each patrol with a list of waypoints they can use with their GPS receivers to find their campsites. These can also include waypoint to locate their food and other supplies. Keep the fun in Scouting and reinforce the learning from the Geocache game.

Match the number of waypoints to the number of members of a patrol. In the instructions to finding their campsites, encourage patrols to have each member use the GPS receiver to find the waypoint and to lead the patrol on that leg of the journey.

Staying out of sight, troop guides should shadow their patrols from a distance as they make their way to their campsites. If a patrol becomes completely confused and shows no sign of working its way through its geographical difficulties, the troop guide can approach and provide enough help that patrol members can continue on their way.



The troop guide should keep in mind the Teaching EDGE (*Explain, Demonstrate, Guide, Enable*) and remember that any help he provides should be *Guiding* in nature.

The Scoutmaster adds support to the words of the senior patrol leader and sends the patrols off with a sense of anticipation for the great Outpost Camp adventure about to begin.

Emphasize the importance of each patrol using the Scout Oath and the Scout Law to guide its actions as a group and as the way in which individuals treat one another.

Encourage them all to have a remarkable time.

Scoutmaster Addition to Outpost Departure

The following story can help illustrate the kind of things each patrol should have in mind:

“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.

“Be, Know, Do. 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.

“As you set out on your Outpost Hike, remember the principles of Leave No Trace and try to make a difference in this part of the world.”

Encourage them all to have a remarkable time.

Day Five: Troop Assembly

Time Allowed 30 minutes

Responsible Staff

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

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

Recommended Facility Layout

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

Presentation Procedure

Opening

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

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

Explain that Day Five is the day that we will actually do the activity we have been planning all week. It corresponds to the fourth week in a Boy Scout troop, or the big activity in a Venturing crew, when we get to enjoy the fruits of planning: experiencing the adventure. There will also be a variety of presentations and activities during the day, as well as a troop meeting.

Flag Ceremony

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



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

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

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

Dismiss the color guard.

Announcements

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

New Patrol Leader and Assistant Patrol Leader Installation

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



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



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

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

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on the patrol leader's right shoulder.

- Instruct them all to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting.”
- Welcome them as the troop’s new patrol leaders and assistant patrol leaders.

Program and Service Patrol Emblem Exchange

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



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

Program Patrol (sample assignments)

- Set up the troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Perform other duties as assigned at the patrol leaders’ council meeting.

Service Patrol (sample assignments)

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

Ask the leaders of the day’s program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day.



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

STAFF SERVICE PATROL

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



Baden-Powell Patrol Streamer Presentations

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

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

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

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

Scoutmaster's Minute

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

"We've talked a lot during this course about astronauts setting off for the moon. We've considered mountain climbers trying for the summit of Mount Everest. We've looked at the visions of people who set off to go around the world in a balloon or climbed on a bicycle and set out to win the Tour de France.

"Talking is good. Sorting out ideas is fine. But the real test of whether we've learned something comes when we set out to do it. Today you are setting off as patrols for your Outpost Camp. It's a chance to use all you've learned so far at NYLT to make your patrol a success. No doubt there will be some challenges along the way that will test you. You have the knowledge to respond well to those challenges, both as individuals and as a patrol.

"An Outpost Camp isn't a trip to the moon, or to the summit of Everest, or to the winner's podium of the Tour de France. But it is a step toward realizing an even greater vision—that of making the most of all the opportunities and challenges that come your way."

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

Day Five: Leading Yourself

Time Allowed 60 minutes

Format Course presentation

Responsible Troop guides

Location Troop learning site

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

- Discuss the importance of having a personal vision.
- Recognize at least one new way of thinking about himself or herself.
- Describe the phases a person experiences while moving toward a goal or learning a new skill.
- Recognize the phases a person may experience as he or she progresses through learning/achieving experiences.
- Have fun.

Materials Needed

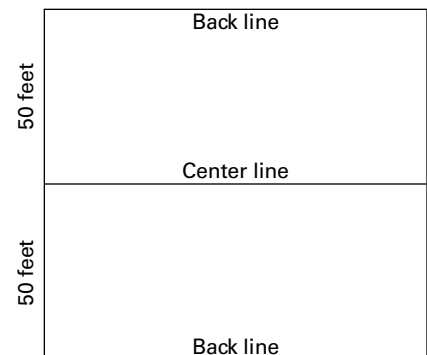
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- National Youth Leadership Training Leadership Compass poster (in full view at the front of the meeting area)

Presentation Procedure

Opening Activity

THE IDENTITY GAME—HAWK, SNAKE, COYOTE

Play the Identity Game in an open area, perhaps the course assembly area. Prepare the area by stretching a rope on the ground to separate the area into two equal parts. Mark the back boundaries of the two parts about 50 feet behind, and parallel to, the center rope.





Limit the time for this game to eight minutes. To make the game go faster, it can be played by individual patrols rather than the entire troop, or by one patrol starting against another.

Divide the troop into two teams (perhaps Red, Blue, and Green patrols as a team, Yellow, Orange, and Maroon patrols as the other team). Each patrol huddles, and members decide whether they will all be hawks, snakes, or coyotes.

The patrols face each other across the center line. At the game leader's signal, members of each patrol assume the sign of the animal decided upon by their patrol:

- **Hawks**—Arms outstretched as wings
- **Coyotes**—Hands cupped against the head as ears
- **Snakes**—Palms held together and the hands making a slithering motion

The key to the game is this:

- *Hawks get snakes.*
- *Snakes get coyotes.*
- *Coyotes get hawks.*

Thus, if team A has chosen to be hawks and team B shows the sign for snakes, the snakes must run to the safety of their back line before being tagged by the hawks. Likewise, if team A shows the sign for coyotes and team B shows the sign for snakes, the coyotes must run for safety or be tagged by the snakes.

Each person who is tagged becomes a member of the other team for the next round of the game. The game continues for eight to 10 rounds. The numbers on each team will ebb and flow as participants are tagged and change sides. At the end of the game, participants rejoin their teams and make themselves comfortable in the learning area.



Show slide 5-1,
Leading Yourself.

Introduction

Ask participants what they liked about the game. (It was fun, active, different . . .)

Ask what they learned about playing the game successfully. Bring out this idea: You've got to know whether you're a hawk, a snake, or a coyote. Once you know that, then you can use what you know about yourself to decide what you're going to do—whether you're going to run for safety or try to tag the other team.

Apply that idea to leading yourself: Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourselves. We all have our own sets of strengths and ways of doing things. We each have experiences that helped make us be who we are today and are influenced by our parents, teachers, religious leaders, friends, and neighbors. We also have the freedom to choose much of who we will be, what guidelines we choose to follow. For example, everyone here pledges themselves to follow the Scout Oath and the Scout Law.

Understanding as much as we can about who we are is a basic part of leadership.



Show slide 5-2,
Be, Know, Do.

Who we are is the **BE** of *Be, Know, Do*.

Understanding something about ourselves is the **KNOW** of *Be, Know, Do*.

Using our personal strengths to improve our abilities to lead is the **DO** of *Be, Know, Do*.

What does it mean to lead yourself?



Show slide 5-3,
Leading Yourself.

We often think of a leader as the person out front—the patrol leader; the crew president; the guide showing people the way.

In leading others, we have a greater responsibility than just to ourselves. But before we can lead others well, we need to be able to lead ourselves. For now, let's boil down leading ourselves to answering three questions:

1. Where am I now?
2. Where do I want to be?
3. How do I close the gap between where I am now and where I want to be?

Give a simple example:



Show slide 5-4,
Leading Yourself: I'm at
the base of the mountain.

1. I'm a person at the base of a mountain. (*Where I am now*)
2. I want to be a person standing at the top of the mountain. (*Where I want to be*)
3. In order to close that gap between the trailhead and the top of the peak, what do I need to do? (*How do I close the gap?*) Well, I need to organize my group, plan an itinerary, get the food ready, load my pack . . .

Ask participants for a few more examples. Encourage them to think about situations in school, in sports, or in Scouting where they figure out where they are now, where they want to go, and at least a general idea of how to close the gap between the two.

Transition to Vision: Where I am now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far?

Vision. That's what future success looks like. That's where we want to go.

On videos during this course, we've seen some examples of personal vision. Can you tell me what Lance Armstrong's vision was? Steve Fossett's?



Show slide 5-5,
Vision—Goals—Planning.

- *Vision* is what success looks like. Vision is the elephant.
- *Goals* are the steps to fulfilling that vision. Goals are the bites of the elephant.
- *Planning* is the way to figure out how to reach your goals. Planning is figuring out where you'll get the fork, the cook pot, and the elephant recipe book.



Show slide 5-6,
The Vision Challenge.

The Vision Challenge

Later in this NYLT course, we'll guide each of you through the process of developing a personal vision. For now, start thinking about where you are and where you want to be.

Think big. Where do you want to be in 10 years? In 25 years? Dream a little. What profession most appeals to you? What kind of adult life? Think about that for the next couple of days, and then we'll start figuring out how you can close the gap between where you are now and where you want to be.

Summarize This Section

When it comes to leadership, the person you lead the most and the person over whom you can have the greatest influence is yourself.



Show slide 5-7,
Leading Yourself: You are



Show slide 5-8,
Leading Yourself:
To lead yourself

To lead ourselves, we need to figure out where we are, where we want to be, and how to close the gap in between. That means having a vision, setting goals to fulfill that vision, and then planning ways to reach those goals.

Each of us also needs to be responsible for himself—doing what we need to do to close the gap between where we are and where we want to be.



Show slide 5-9,
Leading Yourself:
You need to be

There are lots of people to whom we can turn for support and whom we can draw upon for help.

Knowing Yourself

THE CROSSED-ARMS EXERCISE

Have everyone cross their arms, then recross them the opposite way. Discuss comfort level with difference and the fact that there is no right way. For some people, right over left feels more natural, for others it's left over right.

Ask all right-handed participants to raise their hands, then ask a show of hands of those who are left-handed.

Ask a show of hands of people with blue eyes, then of those whose eyes are brown.

Some traits (like which way we feel better crossing our arms) may have no clear explanation, but they are still part of who we are.



Show slide 5-10,
Knowing Yourself.

Emphasize the fact that *to lead yourself well, you need to know as much about yourself as you can*. Who you are is not just whether you are a coyote, a hawk, or a snake. Who you are is not just how tall you are or the color of your eyes or what kind of music you like, but also how you make decisions when you are with other people and how you make decisions when you are alone.



Show slide 5-11,
The Self-Leadership
Compass

The Self-Leadership Compass

While we are all unique in many ways, something most of us have in common is the path we take as we are moving toward a goal or learning a new skill. They happen to be the same stages that teams experience as they are working toward a goal or learning new skills:

- *Forming*
- *Storming*
- *Norming*
- *Performing*

Whenever we begin to learn a new skill or begin making our way toward a new goal, we have lots of enthusiasm but we probably also have lots to learn before we can get very far. When we begin any new skill or goal, we will always be back at *Forming*.

The same is true when using a real compass. If you want to head out in a new direction, you need to point your direction-of-travel arrow toward your destination and begin working your way through the phases again.

Self-Leadership Measurement Activity

Encourage participants to use their NYLT compasses to chart their individual progress as they learn new skills and work toward personal goals during the NYLT course. This is a private activity for each of them. Every Scout can consider his level of skill and level of enthusiasm and motivation. By understanding their stages of development, they can move ahead more effectively.



Show video clip 5-12, Leading Yourself (Part One), which begins with “Whether you have a strong personal vision or one that involves others. . . .” Add these thoughts to the video presentation:

- To move toward more advanced stages of self-leadership, it’s important to reevaluate your goals. Are they getting you closer to realizing your vision of success?
- You can recast your goals. You can refine them to make them more powerful.
- You can also seek the help of others. Find people who can help you set your goals, teach you skills, and evaluate your performance.



Continue through the interactive scenarios at slide 5-13, Leading Yourself, and video clip 5-14, Leading Yourself (Part Two), to the *Be, Know, Do* summary.



Show slide 5-15,
Summary.

Summary

The foundation of leadership is *Be, Know, Do*:

- The **BE** of leadership—Who you are and how you use your strengths
- The **KNOW** of leadership—The skills of teaching and helping others achieve their goals
- The **DO** of leadership—Tools for communicating, solving problems, and resolving conflict

We each have responsibility for figuring out where we are, where we want to be, and how to close the gap in between—in other words, to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals.

Knowing about ourselves will help us understand why we are where we are now, where we want to be, and how to close the gap between our present situation and what success looks like.



Show slide 5-16,
Summary: The stages

Understanding the stages we go through as we learn a new skill or work toward a goal can help us better understand the process and get through difficult times more efficiently.

Scenarios for Leading Yourself



If your troop is using the *National Youth Leadership Training DVD* from BSA, the interactive scenarios are on the DVD. However, if your troop is using the *Cedar Badge Video Clips DVD*, the interactive scenarios are not on the DVD and you will need to use the following scenarios to conduct the interactive activity:

Scenario 1: Paul has just started playing the saxophone in his school band. It's very hard learning all the things he needs to know, but he's very excited and imagines becoming the best sax player in the band.

What stage is this? [*Forming*]

Scenario 2: Emilio has been working hard to get ready for a big backpacking trip. He's gone over his checklist of supplies and packed his outdoor essentials in his backpack. He's checked with his patrol to make sure the overnight camping gear is gathered and packed for travel. He's prepared for the possibility of rain. He's certain that the campout will be great.

What stage is this? [*Performing*]

Scenario 3: Brandon has been studying to take the written test to get his driver's permit. Last week he wasn't sure he would ever pass the test, but now he is remembering more of the rules and laws every day.

What stage is this? [*Norming*]

Scenario 4: Zack is in the process of training for the annual charity run schedule for three months away. At first, the training was hard, but he was so excited that he kept going. But now he feels so exhausted every day that he is wondering if it is all really worth it.

What stage is this? [*Storming*]

Day Five: Valuing People

Time Allowed 60 minutes

Format Course presentation

Responsible Assigned staff (preferably the senior patrol leader backed up by an adult leader to provide diversity in knowledge, viewpoints, experience, and age)

Location Course site

Learning Objectives As a result of this session, participants will be able to

- Understand that the Scout Oath and the Scout Law guide us in valuing other people.
- Recognize that both the similarities we share with others and our differences can help groups be stronger.
- See that we have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own.
- Use ROPE principles to strengthen their home unit programs.

Materials Needed



- 4-foot lengths of rope, one for each participant, presenter, and troop guide. They should be of differing colors, diameters, and types. Each rope should be appropriate for learning knot-tying (that is, no bailing twine or string).
- Posters presenting the Scout Oath, the Scout Law, and the World Crest emblem (at left). Display the posters at the front of the presentation area in view of all participants.
- Checklist for Ethical Decision Making (appendix, Participant Notebooks)
- Flip chart and markers

Presentation Procedure

Opening Exercise

Provide each participant with a 4-foot length of knot-tying rope.

Tell participants that there are lots of great trick knots. A challenging one is the *toss knot*. It's tied by spinning a loop into a rope, then tossing through one end as if it were a dart.

Show participants how to tie the toss knot. (These instructions are for a right-handed person. Participants who are left-handed should reverse the hand orientation.)

- Step 1** – While standing, grasp the rope with one end in each hand. Hold the end in your right hand as if it were a dart. There should be about 2 inches of the end of the rope pointing away from you—the point of the dart. The body of the rope should be hanging down in front of you.
- Step 2** – With your right hand, flip the body of the rope to the left and over itself to form a loop. The loop will be rotating counterclockwise as you look down at it.
- Step 3** – Keeping a tight grip on the rope with your left hand, toss the end in your right hand (the dart) through the loop. Since the loop is in motion, the challenge is to toss the dart at just the right time.
- Step 4** – If the dart goes through the loop as it is first forming, it will create an overhand knot. If the loop has spun further before the dart goes through, the knot will be a figure-eight knot.

Troop guides can help members of their patrols practice the toss knot, explaining that a lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.

Ask participants: *Most of you probably know the joining knot. Remember? It's a square knot.*

Have participants tie a square knot with their rope as you describe the architecture of the square knot—that is, what makes it a good knot for joining together two rope ends.

The square knot is actually two bends, one in each rope end, that are intertwined.

Each end of the rope brings strength to the knot. When they work together, the contributions of the two ends makes possible a knot that could not exist if there were but one end.

Tell participants: Now I'd like each of you to tie one end of your rope to the end of the rope of another member of your patrol. Use a square knot. If everyone ties the knot one time, all the ropes should be linked into a circle.

(Troop guides can *Guide* participants if they need help tying the knots or sorting out which ends should be joined to make the circle.)

Look at the strength formed by all these different kinds of rope joined together. When Boy Scouts learn to tie the joining knot, it doesn't just symbolize them as one person joining a troop. It also symbolizes all the members of a troop joining together to make the strongest possible team.

Just as these ropes are both the same and different from one another, members of teams draw strength from the ways they are similar and ways they are different.

One of the ways all of us here are similar is that we can all tie a square knot. That shared ability allows us to join together in ways that wouldn't be possible if we shared nothing in common.

The Scout Oath and Scout Law

Ask: *Why did you become members of the Boy Scouts of America? Probably for more reasons than just to tie a square knot.*

Entertain some answers. Among them might be “Because my friends had joined,” or “My parents wanted me to.”

Lead participants toward this answer: “People in my unit are interested in doing the same kinds of things I like to do.”

All of us here are part of Scouting because we share a common belief in taking part in outdoor adventures. We all share something else, too—a belief in the Scout Oath and Scout Law.



The session leader may ask participants to recite with him the Scout Oath and Scout Law or can simply point out the Oath and Law on the posters at the front of the presentation area.

Since the beginning of the BSA, the Scout Oath and Scout Law have expressed the values of the Scouting movement.

Being with others who have the same values we do can provide a strong sense of belonging and understanding. We don’t have to explain ourselves to one another. We like to do the same things together. We all have the same foundation in our lives.

Being with people who are a lot like us is often easier than getting to know those who aren’t. But, think about what it would be like if everyone around us was just like you.

It’s also clear that there is a strength in having common values and common interests. Values are the glue that holds a group together and helps give the group its identity.

But if everyone in a troop were exactly alike, fresh ideas would be rare. Nobody would be asking the sorts of questions that lead to better programs and more interesting adventures. There would be little to learn from one another.

While common values are essential for successful teams, diversity fuels change, growth, and progress. Let’s talk about some of the strengths that come to a team through diversity of its members.

What Is Diversity?



Help participants begin exploring their understanding of diversity and the role it has played in enriching their lives. Encourage them to take part in the discussion but don’t put people on the spot in front of the group. Help them to work their way into the subject at their own pace.

Ask participants: The first night of NYLT, you all took part in the Who, Me? game. You probably came up with lots of ways that you are similar to others in your patrol, and some ways that you are unique. I'm sure you found lots of similarities with others in your patrol. What are some of those similarities?

(Invite answers and write them on a flip chart.)

The Who, Me? game probably brought out some differences that patrol members have, too. What are some of those differences? (Some differences may be simple—"We live in different towns." "I like to play soccer and everybody else is into football." Some may be more complicated—"My religious beliefs are different than the rest of the group." "I was born in a different nation than everybody else.")

There are lots of differences even in an NYLT course with members who have much in common. Those differences are the *diversity* we share.

Keep the discussion lively and moving along by asking participants to suggest kinds of diversity they witness in their schools, communities, and nation. Write down their answers on the flip chart.

Encourage participants to think about some of these areas of diversity and to give examples from their own experience of the differences:

- Gender
- Race
- Age
- Physical appearance
- Health
- Education
- Family structure
- Friendships
- Geographic location
- Occupation
- Language
- Heritage
- Belief systems
- Religion
- Traditions

Other questions that can help participants think about the nature of diversity:

- At some time, each of us has felt different from other people. What are some of your experiences of times when you realized you were different from other people?
- What were the consequences of being different? What were your feelings about it?

Shared values are the glue that holds a group together. For the Boy Scouts of America, those shared values are found in the Scout Oath and Scout Law.

Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the groups to which we belong.

Throughout life, experiencing different cultures and ways of doing things helps us learn about the world around us. Often the more we explore differences, the more we discover we have in common with other people.

Ask participants:

- How can diversity strengthen a patrol? (Among the possible answers: “Each of us has traits that make us unique and each of us has knowledge that we can use to add to our experiences and the experiences of others.”)
- Can diversity ever be a problem for a patrol? (Among the possible answers: “We can never agree on what we want to do.” “Some of our guys have religious responsibilities on days we want to go camping.” “We have a guy in our home troop with dietary restrictions, and that makes it hard for us to plan the menus the rest of us want.”)

Diversity brings opportunities and challenges to a patrol. Differences can be good—bringing fresh ideas to a group, challenging everyone to find new solutions.

Groups work best when everyone in the group shares the same basic values. In Scouting those shared values are best expressed in the Scout Oath and Scout Law. A big challenge for Scouts is knowing how to respond to people who do not share those same basic values.

How Do We Respond to People Whose Values Are Not the Same as Ours?

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group.

Everyone is different. All of us share some common values. However, there are many people who do not share all of our values.

There may be many things about each one of them that we can appreciate, value, and respect.

Ask participants: But how should we treat people who do not share all of our core values? What do the Scout Oath and Scout Law tell us about how we should act toward other people? They remind us that we should respect each individual, for each one of us is a special person.

Each of us can enrich the life experience of ourselves and others by helping each other appreciate the fun times and get through the tough times.

The answer can be found in the Scout Law: *A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind.*

By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

You can also use the tools for making ethical decisions. At its heart, the way we respond to people whose values are not the same as ours is an ethical decision. You can use the Checklist for Ethical Decision Making.

Of all of the checks in the checklist, perhaps the clearest when deciding how to respond to others is the Golden Rule: Treat others as you would have them treat you.

How Can You Use Diversity to Strengthen the Scouting Program?

Point out the poster with the World Crest logo.

Tell participants: We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action.

A good place to practice these ideas is with our home Scouting units.

An effective approach to increasing the diversity of a team is *ROPE*. Write out the following on a flip chart and display it at this point:

- *Reach Out*
- *Organize*
- *Practice*
- *Experience*

REACH OUT

Many people who aren't Scouts would like to join if someone would just tell them about all the great activities of a troop or crew. You can be the ones to invite them to join.

Look to those who are not like you in terms of religion, race, ability, culture, and traditions. Keep asking. One by one, one member at a time, you can help build a stronger unit.

ORGANIZE

Once people have joined your troop or crew, do all you can to help deliver the promise of the Scouting program. Help new members feel they are welcome and that they can make real contributions. There is strength in differences. Make diversity work for your unit.

PRACTICE

Practice using the skills of NYLT to build on the diversity in your troop or crew. A shared vision of what you want to achieve is a powerful way to bring people together. The Leading EDGE and the Teaching EDGE go a long way to helping everyone feel involved.

EXPERIENCE

Experience is a terrific teacher. The experiences you have as you include others in your troop or crew can make your Scouting experience richer and can help you learn ways to invite even more people into the BSA.

ROPE

Reach out, **O**rganize, **P**ractice, **E**xperience . . . The first letters spell the word ROPE. Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.

Break into teams and brainstorm ideas for using these steps to build stronger, more interesting, and fun programs. After seven minutes, have each team share their results with the rest of the group.

GROUP ACTIVITY

Ask NYLT patrols to join with everyone in the course and to tie their ropes together to form a coursewide circle.

Explain that there has been a lot of talk about vision this week. Baden-Powell, the founder of the Scouting movement, had a vision of a world brotherhood of Scouting. He believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.

Show the poster featuring the World Crest.

We can see lots of diversity within Scouting. In many nations, it is a coed program—both boys and girls sharing Scouting adventures. The age requirements differ from one nation to another, and so do uniforms, literature, and activities.

Scouting worldwide is for everyone. It has something to offer all people who join, regardless of the diversity they bring with them.

The power of Scouting's values and our willingness to build on the power of diversity helps make the Scouting movement a success. Our rope circle symbolizes that. It is a circle that expands worldwide to encompass all who build their lives on the foundation of the Scout Oath and Scout Law.

Summary

The Scout Oath and Scout Law define our common values.

People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.

Diversity is a strength for building a group, holding its interest, getting things done, and having fun and adventure.

Lastly, challenge each participant to use the materials learned in this session to help build stronger troops and make Scouting available to more of the youth in their communities.

Day Six: Troop Assembly

Time Allowed 15 minutes

Responsible Senior patrol leader and Scoutmaster

Location Troop assembly area

Learning Objectives

By the end of this session, participants will

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

Recommended Facility Layout Use standard troop assembly area, as selected prior to the beginning of the course.

Presentation Procedure

Opening

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

The senior patrol leader takes charge of the meeting, using the Scout or Venturing sign to bring the assembly to order. They welcome participants back from their Outpost Camp.

Flag Ceremony

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



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

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

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

Dismiss the color guard.

Announcements

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

New Patrol Leader/Assistant Patrol Leader Installation

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

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



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

The troop leader begins the installation. He or she should

- Invite the new patrol leaders and assistant patrol leaders to come forward to be installed.
- Ask the new patrol leaders to gather around the course flagpole, placing their left hands on the pole. New assistant patrol leaders stand behind their patrol leaders, each placing a left hand on his patrol leader's right shoulder.

- Instruct them all to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my patrol and troop and in the world brotherhood of Scouting.”
- Welcome them as the course’s new patrol leaders and assistant patrol leaders.

Program and Service Patrols Emblem Exchange

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



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

Program Patrol (sample assignments)

- Prepare the course assembly and flag ceremony.
- Prepare the course meeting area.
- Complete other duties as assigned at the patrol leaders’ council meeting.

Service Patrol (sample assignments)

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

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



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

STAFF SERVICE PATROL

Explain to participants the duties of the day.



Baden-Powell Patrol Streamer Presentations

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

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

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

Each patrol can tie its Baden-Powell Patrol streamer for the day onto the pole used to display its patrol flag.

Personal Vision Challenge

The senior patrol leader explains that later in the morning, the Finding Your Vision (Part Two) session leader will ask each person to write a newspaper story. It's 25 years in the future, and the story is about who you are and what you have done with your life up to that point. There will be a photograph of you along with the story.

Encourage participants to give some thought to what they will write in the story and what they see in the photograph. They can think about it while they are cleaning up and getting ready for the rest of the day. That way, they'll be ready to write the story when the time comes.

Scoutmaster's Minute

The Scoutmaster should personalize this Scoutmaster's Minute by drawing on conditions or events occurring during the Outpost Camp and using them to illustrate the importance of *Be, Know, Do*. For example:

"You've just returned from your Outpost Camp and we are very pleased to see each one of you. We understand there were some great adventures happening out there." (Refer to some of the positive events of the Outpost Camp.)

“There were also some challenges to be overcome (rain, heat, mosquitoes, etc.).

“We all enjoy having a good time, and we’re always pleased when things go well. But how we respond to adversity is even more important. It’s easy to be cheerful on a sunny day, but it can take energy to keep your spirits high when it is raining. When things go wrong, it can take willpower to focus your efforts on making things right rather than simply giving up and feeling sorry for yourself.

“During the Outpost Camp, each of you had moments when the *Be, Know, Do* of Scouting shone through. For each of you, Outpost Camp challenges brought out the *BE* (who you are), the *KNOW* (the skills in your head and hands), and the *DO* (your willingness to act on behalf of others and yourselves).

“The commitment for you to make now is to apply *Be, Know, Do* to all the challenges of life, both within Venturing and Scouting and in all the outposts beyond.”

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

Day Six: Finding Your Vision (Part Two)

Time Allowed 60 minutes

Format Troop presentation with individual activities

Responsible Scoutmaster or other assigned staff

Location Troop site

Learning Objectives

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

- Explain that vision is what future success looks like.
- Discuss how their NYLT patrol's vision for the NYLT course is being realized.
- Prepare and communicate a personal vision.
- Identify at least one goal leading toward realization of that personal vision.

Materials Needed

- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- SMART Goals Work Sheet (appendix, Participant Notebooks)
- Planning Tool Work Sheet (appendix, Participant Notebooks)
- Developing a Personal Vision Work Sheet (appendix)
- Pens, colored pencils, crayons, and sheets of flip chart paper for each patrol
- Flip chart or other means for presenters to capture ideas generated by participants and staff

Presentation Procedure

Preparation

The NYLT senior patrol leader and one troop guide should each prepare their own personal vision of success, then identify the goals that will lead to realizing the vision. These visions and the accompanying goals should be written on flip chart pages, posters, or some other form that can be displayed and discussed during the session as examples of fully formed visions and the steps to realize those visions.

Other staff members involved in this session should also prepare and write down their own personal visions of success and identify several goals that lead to realizing that vision.



Show slide 6-1,
Finding Your Vision
(Part Two).

Opening Discussion

The presenter reminds participants that early in the NYLT course, the group enjoyed some elephant jokes. Here's another one:

Q: How can you tell if there's been an elephant in your refrigerator?

A: Footprints in the butter.

Elephants. They're big. You can't ignore them. If you're in a room with an elephant, you're going to know. If there's an elephant in your life, you can't ignore it.

Vision



Show slide 6-2,
Vision.

We began this week of National Youth Leader Training by exploring having a vision.

Vision is what future success looks like.

Let's put it another way:

If you can see it, you can be it.

It doesn't say, "I want to do something," or "I'd like to do something." A vision says "In the future, *I clearly see myself in this picture of success.*"



Show slide 6-3,
Vision: Developing . . .

There is a place for dreaming when you are developing a vision for yourself or your team. You are imagining a future that is brighter and more productive than if you didn't give thought to what is to come. Nothing happens without a vision, or at least nothing as positive as what can occur when you put your mind to it.

A vision gives you an anchor in the future. It is a magnet that pulls you along. It is a belay point, a touchstone, a clear overview of life beyond the current moment. It's not a road map showing small steps—that's the role of goals. Vision is big. It is a clear picture of the future. It's elephant-sized.

NYLT Patrol Visions



Show slide 6-4,
Team Visions.

On Day One of NYLT, each patrol developed a patrol vision for itself. The challenge was to develop a clear picture of your patrol.

Ask each patrol to present their patrol vision from Day One. How did it pull them along through the week? Was the picture of themselves that they imagined five days ago what they look like today?



Show slide 6-5,
Personal Vision.

Personal Vision

A *team vision* can help a team (a Scout patrol or Venturing crew, for example) progress toward future success.

A *personal vision* can show you who you can become. When you see a picture of yourself in the future, you can take steps to make that picture come true.

If you can see it, you can be it.



Show video clip 6-6, Finding Your Vision (Part Two), which begins with “What does your vision look like?”

Discuss the personal visions illustrated in the video. Highlight the personal vision of each individual and what makes that person’s vision a *true vision*—that is, a picture of future success.

On the flip chart, write down the personal vision of the people in the video. (Post that vision where the participants can see it as the discussion continues.)



Personal visions shared by the troop leader and one of the troop guides will help participants see that developing and sharing visions can be done by people their age, not just by the well-known people in the video.

Staff presenting their visions should take this opportunity seriously. The visions should be real, meaningful, and worthwhile.

Participants need to see that having a clear vision is important to staff members and that it has a real impact on the lives of those staff members.

The troop leader discusses his or her personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the participants can see it throughout the remainder of the session.

The troop guide discusses his or her personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the participants can see it throughout the remainder of the session.



Later in the session, the troop leader and the troop guide will return to explain some of the goals that will help them realize their visions. Their goals will be written on flip chart pages that can be posted alongside the displays of their personal visions.

News Story Challenge

The presenter explains the News Story Challenge to participants:

1. Write a news story about yourself as you will be 25 years in the future. Tell who you are and what you have been doing. Describe how your strengths and your interests as a youth have developed as you have become an adult. (For example, how hobbies you had as a Scout helped lead to who you have become as an adult.)
2. The article will have a photograph with it to illustrate who you are in 25 years. Write a description or draw a sketch of what you see in the photograph.

Give the participants time to write and draw their responses to the News Story Challenge.

PERSONAL VISION CHALLENGE

Vision is a picture of what future success looks like. Challenge NYLT participants to look into the future and see themselves in a picture of what future success looks like for each of them.

To develop a personal vision, participants can scribble down ideas, make sketches, and do whatever else helps them dream and imagine.

Some questions that can help guide each participant in shaping his or her vision include:

- What will be a measure of success for me in five years, 10 years, 20 years?
- What is it that already makes me unique? What do I like to do? What makes me happy? How can I build on that strength? (Think back to the Who Me? game played on the evening of Day One.)
- What can I take from the News Story Challenge to help shape my vision?

Think of the personal visions of the people in the video. Each of them thought big. They had a big elephant showing them the way into the future. It was a clear target and big enough that it couldn't be missed.

Encourage each participant to make his or her initial vision bigger. "Grow your elephant. Make it fill the room. Don't be shy. Don't hold back because a vision seems unreachable. Dream big."

A vision should touch your heart, mind, and spirit.

WRITE AND DRAW YOUR VISION

An important step in making a vision real is getting it down on paper. Ask each participant to use words to paint a picture of what his or her future success looks like.

Create an ideal picture of where you want to be in the future.

Your statement of vision should be clear, simple, short, and easy to understand. It should be action-packed (with what you will be doing or have done, just like the news story).

Draw your picture of future success. Do your best, but make it as detailed as you can.

Your vision should inspire you; you must believe in it. You *want* this picture of success to become real. *If you can see it, you can be it.*

It doesn't have to be perfect, but you must be willing to commit to your vision.

Can you make it bigger?

COMMUNICATE YOUR VISION

Offer NYLT participants the opportunity to share their written and drawn visions with the rest of the participants. Earlier in the session they watched as the senior patrol leader and a troop guide presented their visions. Now it is the course participants' turn to share theirs.

The session presenter should make it clear that this is a voluntary exercise. Some participants might feel uneasy about sharing their visions publicly.

Staff members who have not shared their visions previously in this session can add to the presentation by describing their own visions.

Goals

The presenter asks participants: *Remember this elephant joke from Day One?*

Q: *"How can you eat an elephant?"*

A: *"One bite at a time!"*

Vision. It's the elephant. It's big. It's the picture out there of who we want to be.

How do you achieve a big vision? One bite at a time. That's how you put yourself into that picture of your future success.

If vision is the elephant, the bite-sized pieces are goals. They are the steps for realizing a vision.

SMART Goals

You want to have goals that get you closer to your vision. The test of good goals is the tool we call SMART Goals. Ask participants for the meaning of the letters S.M.A.R.T.

- Specific
- Measurable
- Attainable
- Relevant
- Timely

Briefly discuss those terms and their importance to setting and reaching goals.



Show slide 6-7,
Goals.



Show slide 6-8,
SMART Goals.

SMART GOAL DEMONSTRATION AND CHALLENGE

The senior patrol leader and the troop guide who had shared their visions earlier in the session to return and describe several of the goals they have determined will help them realize their visions. (Include in the goals at least one relating to school work.)

Have the goals written on flip chart pages or other media that can be posted next to the original visions and viewed by participants for the remainder of the session.

The presenter explains how each of the goals fulfills the requirements of being a SMART Goal.

Ask each participant to think of one goal to be reached as a step toward realizing his or her own personal vision. Have them write down that goal and test it with the SMART Goals tool.

Ask for volunteers to share the goals they have written and to explain how each fulfills the requirements of being a SMART Goal. Use the SMART Goals Work Sheet.

Planning

The presenter explains that big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten any tasks and that everything is completed in an efficient manner.

PLANNING DEMONSTRATION AND CHALLENGE

The senior patrol leader and the troop guide shared their visions earlier in the session. They also explained several of the goals they have that will help them realize their visions.

Now they can each revisit one of their goals and, using the What, How, When, Who Planning Tool, demonstrate the planning that goes into achieving goals.

Ask for volunteers to share one of their SMART Goals and to use the planning tool to figure out some of the steps that will help fulfill those goals.

Summing Up Vision, Goals, and Planning

The presenter summarizes the key points of this session:

- Personal Vision—The picture of what future success looks like
- Goals—The steps to fulfill that vision
- Planning—The tool for efficiently achieving goals



Show slide 6-9,
Planning.



Show slide 6-10,
Summary.



Show slide 6-11,
Your Next Vision.

Finding the Next Elephant

Discuss what happens when goals have been reached and a vision achieved. What do you do when you've reached all your goals? For example, you've earned your Eagle Scout award or Silver Award; been to Florida Sea Base, Northern Tier, and Philmont; and now you're feeling bored.

That's when it's time to find a fresh vision, set new goals, and begin pursuing the next, bigger elephant. In Scouting and Venturing, that may be greater leadership positions, bigger adventures, or a stronger role in helping younger members succeed.



Show slide 6-12,
Vision and Scouting
and Venturing.

A Final Thought: Vision and Scouting and Venturing

Leave participants with a final vision challenge:

What is your vision of future success as a leader in your unit?

What goals will it take to realize that vision?

An important part of realizing that vision will be communicating it with your adult leaders.



Show slide 6-13,
Vision and Your Future.

We'll talk about effective ways to do that later today in the Communicating Well (Part Two) session.