



BOY SCOUTS OF AMERICA®

INTRODUCTION TO LEADERSHIP SKILLS FOR TROOPS

FACILITATOR GUIDE





INTRODUCTORY INFORMATION— LEADERSHIP IN SCOUTING

Leadership is a vital part of the Scouting program. Youth in positions of leadership run the troop. They take care of the many tasks necessary for troop and patrol meetings and activities to run smoothly. By accepting the responsibilities of troop leadership, Scouts are preparing themselves to be leaders throughout their lives.

Activities encountered by a troop's youth leaders might include

- Assigning responsibility to others
- Planning, organizing, and leading activities and meetings
- Planning menus and figuring out food costs
- Encouraging advancement
- Guiding a troop's involvement in problem-solving
- Teaching outdoor, sports, or craft skills
- Ensuring the troop's safety during meetings and outings
- Helping other Scouts make the most of their own leadership opportunities

The badge of office presented to a Scout who is accepting a position of troop leadership does not automatically make the Scout a good leader.





WHY THIS COURSE?

Training youth to be leaders is an ongoing process that begins immediately when a Scout accepts a leadership position in the troop. Leadership experiences can be frustrating and disappointing for a Scout who is not given the knowledge, skills, and encouragement needed to fulfill the leadership assignment. It is the Scoutmaster's responsibility to make sure the Scout has all the necessary tools and to coach and mentor the Scout to be successful.

The purpose of the Introduction to Leadership Skills for Troops (ILST) course is to teach Scouts with leadership positions about their new roles and the organizational and leadership skills needed to most effectively reach success in that role. Completion of ILST is a prerequisite for Scouts to participate in the more advanced leadership courses National Youth Leadership Training (NYLT) and the National Advanced Youth Leadership Experience (NAYLE). It is also required to participate in a Kodiak Challenge Trek.

WHO PARTICIPATES IN THIS COURSE?

This course is for every Scout in the troop who holds a leadership position, including all elected positions and any appointed positions at the discretion of the senior patrol leader. In some troops, this might mean that this course is for every Scout!

It is strongly preferred that all Scouts with troop leadership positions participate in this course at the start of each term of office, even if they have participated before, and even if they are filling the same leadership position. It is beneficial for the Scouts to go through this course together, even if only some of them are new leaders. In some cases, it can benefit the troop if youth who are likely to become troop leaders also participate in the course. Two key purposes of this course are the establishment of personal goals for each youth leader and the effective formation of the leadership team. Both of these purposes are best achieved if all Scouts with troop leadership positions do this together.

In order to keep experienced youth leaders who have been through this course before from becoming bored or perhaps not wanting to participate again, the troop should consider having them serve as trainers for some of the segments or as facilitators for some of the games and challenges in this course. Scouts who have previously graduated from ILST or National Youth Leadership Training can also be used as trainers or facilitators, especially in Module Two and Module Three.





WHEN TO CONDUCT THIS COURSE

The first step in leadership training for Scouting youth is orienting the Scouts to the positions they have agreed to fill. That orientation is an important occasion to give new youth leaders the clear message that they have the ability to handle the position, that they are trusted, and that they can get all of the support and guidance they need to succeed. The orientation gives the Scouts an immediate overview of their obligations and opportunities as leaders and sets them on the right foot toward success. In most cases, the Scoutmaster is the one who can most effectively conduct this orientation for the senior patrol leader and other new troop leaders. The Scoutmaster may call on other adults or youth leaders to conduct the orientation for each troop position.

The next step in the Scout's training is this course: Introduction to Leadership Skills for Troops (ILST), which provides them with a broader understanding of the troop and ways they can work with other troop leaders (both Scouts and adults) to make the troop a success, and gives them strategies for dealing with many of the challenges they are likely to face.

ILST should be conducted shortly after a new term of office begins. If there will be a delay of more than a few weeks between the start of the new term and this course, then the Scoutmaster should conduct a leaders' orientation right after the election of new youth leaders.

The length of terms of office varies from troop to troop—and even from year to year within a troop. Ultimately, it's up to your troop to determine when to conduct ILST.

The ILST program is most constructive when attended by six or more Scouts. If the troop is small and does not have enough Scouts in leadership positions for an effective session, work with the troop committee to identify other troops in the area with whom you can organize a training event.

Upon completion of Introduction to Leadership Skills for Troops, each participant is qualified to wear the "Trained" emblem on their uniform.





ABOUT THIS COURSE

This ILST guide is meant to offer the Scoutmaster and senior patrol leader a flexible training program for troop leaders. It is not a syllabus to be followed verbatim since every troop is different. Trainers can review the resource material and adapt it to their individual troop's needs.

ILST is organized into three modules, each of which should take 60 to 90 minutes to complete, with additional optional games and challenges to enhance the leadership lessons (and fun) of the course.

- **MODULE ONE—TROOP ORGANIZATION** includes a description of each leadership position in the troop, including roles and responsibilities, troop organization, and introductions to vision and servant leadership.
- **MODULE TWO—TOOLS OF LEADERSHIP** covers some core skill sets to help the Scout lead, including communicating, planning, and teaching.
- **MODULE THREE—LEADERSHIP AND TEAMWORK** incorporates additional leadership tools for the Scout, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, a more in-depth review of vision, and ethics and values of a leader.





ILST may be conducted in a variety of ways. Three recommended formats are:

- Conduct it over three different days, one module at a time, perhaps before three regular troop meetings that incorporate some of the optional games.
- Conduct it in one session. If this single-day format is used, it is important to include several breaks for two reasons:
 - Without breaks, participants will become overloaded and lose attention.
 - Participants often benefit from being able to immediately spend some time thinking about, discussing, and applying their newly learned leadership skills to their positions, perhaps by writing goals or brainstorming about new activity ideas.
- Spread this course over a weekend activity with meals, camping, or other activities interspersed between the modules. Make the ILST experience a fun event for the entire troop to look forward to.

The best way for ILST to be presented is in a troop by the Scoutmaster, previously trained Scouts, and other trained adult leaders. It is preferred that ILST not be presented as part of a district or council day of training, University of Scouting, or other such events. These are artificial settings since the troop would not be conducting the event, and many of the new youth leaders from a unit might not be in attendance so that troop-based team-building activities led by the unit's SM or SPL wouldn't happen in the intended manner.

However, in circumstances where the unit believes or the district or council leadership determines that one or more troops can benefit from support and assistance in presenting ILST, the district or council can aid the Scoutmaster in creating the learning environment and in presenting ILST. Below are several alternatives which might be used by a district or council. These are not the only options, and units, districts, or councils may consider other alternatives to meet the needs of units.

In supporting ILST at the district or council level, it is extremely important to have leadership with not only district or council adults but also trained, skilled youth. Having youth lead ILST and set the example for the participants is essential to the success of the program. The district or council can maintain a roster of skilled adults and youth who can support units with their ILST. It is probably





best if the same youth and adults do not always work together in support of ILST. All activities with youth, including youth staff supporting ILST, must comply strictly with Youth Protection guidelines and rules.

The district or council training committee can have a member responsible for supporting ILST. A troop does not need the permission or approval of this person to conduct their own ILST. Rather, the person's job is to build and possibly train a roster of adults and youth to serve as mentors, and to support units as needed in having their troop leadership benefit from ILST. Different group formats include the following:

ALTERNATIVE 1—DISTRICT OR COUNCIL MENTORS. The district or council provides at least one adult mentor and, ideally, at least one youth mentor to support an individual unit. The adult mentor could be a commissioner, a trainer, or a leader from another troop. The mentors meet with the Scoutmaster and key youth leaders before the course to review the ILST course guide and decide who will make presentations and guide activities. The mentors may make the first presentations, then responsibility can briefly be shared between mentors and troop leadership. However, as soon as possible, the troop leader should take prime responsibility for presentations and activities with the mentors remaining present to give support and feedback. There will likely be one or more breaks for the mentors to provide this guidance and feedback to troop leadership in private. If the mentors conclude that the troop leadership is fully up to speed, they can leave for the rest of the ILST course.

ALTERNATIVE 2—MULTIPLE TROOP DEDICATED TRAINING. A skilled troop with ILST experience can pair for training with one or more inexperienced troops. Information from a module can be presented by someone, preferably a youth from the experienced troop, then the troops separate for the rest of the module so that each troop conducts its own team-building exercises. There should be district or council mentors—ideally, both adult and youth—for each inexperienced troop to support their team-building exercises.

ALTERNATIVE 3—SCHEDULED DISTRICT OR COUNCIL TRAINING. Any troops that wish to participate can do so. For each module, information is presented to the group by an experienced presenter—preferably a youth—then each troop's youth leadership plus adult leaders break into discussion groups for the rest of the module. There should be mentors (ideally, both adults and youth) for each troop participating in the training.





The scheduled district or council training targets the same objectives as all other ILST formats. The purpose is to train the troop leadership, so it would be inappropriate to conduct an ILST training where youth can come as individuals. Depending on the scheduled training dates, it could be months before or after the training that new youth leaders are chosen. For this reason, it may benefit the troop to have Scouts who are likely candidates for new troop leadership positions participate together with the current troop leadership in the district or council training. Ideally, the district or council training would be scheduled at times when units commonly choose their new troop leadership, usually in September/October and January/February. Alternatively, troops may schedule their troop leadership selection so that the new troop leadership can participate in the district or council training.

Regardless of format, it is important that the troop leadership is participating, being trained, and being built as a team. While ILST does benefit individual Scouts, a very important goal of the training is building the troop leadership team.

MESSAGE TO THE SCOUTMASTER— YOUR ROLE AS A LEADER

Remember the three basic roles of the Scoutmaster: to ensure that the rules and standards of the chartered organization and the Boy Scouts of America are followed, to serve as a mentor and role model to the Scouts, and to train youth to be leaders.

It is the Scoutmaster's privilege and responsibility to organize and lead ILST. You may also want or need to involve other trained adult leaders—and of course, you should involve previously trained Scouts. As you train the troop leadership team using ILST, you and your Scout leaders will gain a greater sense of mutual trust and, ideally, see how useful a shared style of leading will be in the troop. Yes, Scouting is designed to be as youth-led as possible, but don't forget that the Scoutmaster does have a role to play as well. The Scoutmaster is part of the team being built, so it is imperative that the Scoutmaster is actively involved in the training exercise.

Note that while we aim to have our youth leaders lead, we do not abdicate all responsibility to the Scouts. Adults must play a critical role in advising, providing feedback, and guidance, and they are in fact responsible for the troop. Scouts do not call all the shots just because they are Scouts. Adults need to work in concert with our young leaders, allowing them the freedom to learn from mistakes but also providing guidance as needed.





PREPARING TO CONDUCT ILST

The following general preparation steps will help ensure the course's success:

- Schedule this course well before troop elections so that all Scouts know in advance that they will be expected to participate in the course when accepting a leadership position. If available, ask graduates or trainers of ILST to present some of the material. If this doesn't work out, consider using someone from another troop who has taken or taught ILST or a different advanced leadership course such as Troop Leadership Training, NYLT, or NAYLE.

Be sure that you have all of the needed supplies. Vary the activities for each course to keep it original and fun for repeat participants. Obtain position patches and Trained strips for each participant to wear on their Scout uniform.

- Each module includes the following specific preparation requirements:
 - An overview, including time needed for 60- or 90-minute sessions
 - Pre-course preparation
 - Needed materials
 - Content for each module, participant games/experiences, reflection topics, teaching points, and leader comments
- Productive training sessions will necessarily require you to do the following:
 - Review the materials well in advance and determine who should assist in presenting the training.
 - Determine which initiative games and experiences to include in each module.
 - Set times, dates, and locations that are convenient for the adult and Scout leaders who will attend.
 - Choose a location with comfortable seating and enough space for the initiative games or activities.
 - Review Teaching EDGE and Trainer's EDGE.





- Prepare the training aids needed to conduct the session.
- Plan and practice your presentations.
- Ensure you have enough fun, variety, and activity in the training to keep the Scouts' attention and interest. Make it fun to learn to lead!
- Schedule 60 to 90 minutes for each session. Give the Scouts plenty of time to complete the discussions and ask questions. You should remain flexible with the time if the Scouts are engaged and productive learning is occurring. However, be prepared to move on if the session begins to drag.

PREPARING THE SENIOR PATROL LEADER

ILST enables the senior patrol leader and the Scoutmaster to train youth leaders of the troop. The SPL and the SM should team-teach course. It is essential that both of them understand the purpose of ILST, their roles in conducting the course, and the troop's goals. Since preparation is essential to successful training, the SM and SPL should plan the course well in advance. Youth Protection principles must be observed during all meetings between the SM and SPL. It is helpful for the SPL to have completed NYLT because ILST uses NYLT skills and concepts.

The ILST planning meeting should include the following:

Establish Expectations

- Explain that the SPL is critical to an effective troop. Remind the SPL that the patrol leaders' council (PLC) makes most of the troop's program decisions, and that the SPL leads the PLC.
- Explain that the SPL should delegate responsibilities, but must also ensure the youth leaders complete their assignments.
- Explain that generally you expect the SPL to
 - Live by the Scout Oath and the Scout Law
 - Set a good example (uniform, language, behavior)
 - Pursue advancement while serving as SPL





- Devote the time necessary to handle the responsibilities of the position
- Work with other troop leaders to make the troop successful
- Tell the SPL that you will
 - Be available for discussions or phone calls
 - Listen to his or her ideas
 - Set a good example (uniform, language, behavior)
 - Provide direction, coaching/mentoring, and support
 - Provide resources such as the *Senior Patrol Leader Handbook*
- Explain the role of the SPL to help conduct the training.
- Encourage the SPL to ask questions.
- Follow up frequently with the SPL to ensure preparation for the ILST is completed.
- Solicit feedback from the SPL.

TEAM BUILDING CHALLENGE ACTIVITIES

A troop that can effectively get things done is a troop that knows how to work together as a team. Within the larger framework of the troop team are smaller patrol teams. In order for any team to function smoothly and effectively, all members must do their part and cooperate with one another. Scouting provides repeated opportunities to put teamwork into action—completing tasks, satisfying objectives, and meeting challenges.

A great way to develop the ability to function as a well-working team is by participating in team-building challenges. These kinds of activities nurture those qualities that a good team must possess by requiring participants to collectively think, plan, and coordinate their efforts. The beauty of these activities is that everyone on the team must contribute to combined effort in order to satisfy the objective and reach the goal.





Conducting Team Building Activities

You should consider the following three steps in conducting these activities:

1. Be Prepared

- Familiarize yourself with the activity. Understand how it's played, what the guidelines are, and the objective.
- Make sure there's enough space to carry out the activity, and that all the necessary materials are on hand and ready to go.
- Practice the game.
- Determine what reflection questions would be best suited for the activity.

2. Issue the Challenge

- Make the objectives and rules clear.
- Keep everything positive.
- Stand back. Let the Scouts solve the problem, though you might know a better solution. Scouts learn the most from a challenge they have solved themselves.

3. Lead the Reflection

ILST trainers should conduct a brief period of reflection immediately after the activity. This will give the Scouts a chance to provide valuable feedback. With some wise moderating, the Scouts will have an opportunity to share their impressions and talk about their experiences. It's a meaningful part of the team-building process that not only ensures Scouting values are learned and reinforced, but also allows Scouts to arrive at their own conclusions about what they need to do in order to work better as a team.

Reflection uses open-ended questions, such as "What," "How," "When," and "Where." There are no right or wrong answers—just ideas, opinions, and insights. The principles for conducting the reflection are as follows:





ESTABLISH THE GROUND RULES. Encourage the Scouts not to interrupt, mock, or denigrate each other. Emphasize that every response is welcome and valid. The reflection facilitator should not show any disapproval of a response or a Scout.

FACILITATE THE DISCUSSION. Avoid the temptation to talk about your own experiences. Instead, initiate the discussion, then guide the Scouts to identifying the important teaching points by asking them effective questions. Be sure your comments do not inhibit the Scouts from sharing their thoughts. Above all, be positive. Have fun with the reflection.

USE OPEN-ENDED, THOUGHT-PROVOKING QUESTIONS. Have questions in mind before starting the reflection. Determine the lessons you want the reflection to confirm, but be aware the discussion may go in unexpected directions. This is acceptable as long as it also covers the lessons you believe are important to the training. Examples of useful reflection questions include

- Questions concerning the purpose of the game or activity: “Why did we do the activity?” or “What did you learn about yourself?” or “What lesson(s) did you learn?”
- Questions that ask about the Scouts’ feelings: “How did it feel when you all started to pull together?”
- Questions that ask Scouts to evaluate the activity: “What was the best part?” or “Why was it a good idea?”
- Questions that prompt feedback about the activity: “What did you like about the challenge?” or “What would you do differently?” or “Would you ever like to do this activity again?”

CLOSE THE REFLECTION. Conclude the discussion and briefly summarize the key points and ideas that were raised.

The reflection facilitates learning because it drives home the teaching points of the team-building challenge. Likewise, reflection facilitates teaching because it enables the trainer to listen to the lessons learned and evaluate whether the training was successful.





MODULE ONE

Unit Organization





MODULE OVERVIEW



CONTENT TIME

Introduction to the Course—**5 MINUTES**

Introduction to Vision—**10 TO 15 MINUTES**

Troop Organization—**15 TO 25 MINUTES**

The Team-Based Troop—**25 TO 30 MINUTES**

Leadership Styles—**10 TO 15 MINUTES**

PREPARATION

- Obtain or create a troop organization chart for your troop (see appendix), or use the samples found in the *Troop Leader Guidebook* (volumes 1 and 2).
- Understand the roles and responsibilities for every leadership position in the troop. Identify assistant trainers who may be needed to effectively review these roles and responsibilities.



MATERIALS NEEDED

- » A copy of the *Patrol Leader Handbook* for every patrol leader, or at least one copy per troop as a reference
- » Position description cards for every Scout leadership position
- » Troop organization chart for your troop
- » 10 to 20 balloons for the Role Balancing game
- » A permanent extra-broad-tip marker for writing on balloons
- » A rigid lightweight stick or hula hoop for the Helium Stick game
- » A white board, chalk board, or easel with a pad of paper (optional)





LEARNING OBJECTIVES

At the end of this module, participants will

- Understand the various leadership roles within the troop, both elected and appointed, as well as the dynamics of having everyone be involved in the success of troop activities.

This module provides examples of troop organization charts and position descriptions. It is important to have clearly defined responsibilities for each troop position. It is recommended that each troop use the materials provided by this course as written, but troops are allowed to modify these assignments as long as all responsibilities are fulfilled and real leadership remains a youth role.

INTRODUCTION TO THE COURSE

DISCUSSION: Explain to the Scouts the purpose of this course.



SAY:

You have been selected to be leaders in your troop. This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss. Good leaders are not “all about themselves.” You will learn that the reason to lead is because you can make a difference in your troop and help make those you lead successful. The purpose of Introduction to Leadership Skills for Troops is to provide tools you will need for fulfilling your role as a leader in the troop.

Discuss any necessary logistics—when and where Module Two and Module Three will be taught, etc.





INTRODUCTION TO VISION

**SAY:**

A vision is critical to success in any role or project. You must first know what success looks like before you can reach that success. In other words, you need a vision of where you are going.

WHAT IS A VISION?

It is a short clear statement that describes the changes that should result from what you want to do.

Share the BSA Vision Statement and discuss it briefly.

“The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.”

**SAY:**

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. 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.” *If you can see it, you can be it.*

How do you realize a vision? By accomplishing one goal at a time. They are the bite-sized pieces of the vision that you complete step by step. Fulfilling a vision might require just a few goals, or it might take many. In setting your goals, make sure they are “SMART”: Each goal must be *specific* (clear and understandable), *measurable* (you know when you are done), *attainable* (you can do it), *relevant* (why you are doing it), and *timely* (done when it is needed).



As an individual, you probably have a number of visions or ideas, but you may not have articulated them. Each Scout should be thinking about a personal vision of success in the new position, as well as a personal vision for the troop. Give each youth a few moments to write down some thoughts, and then record and discuss them briefly. The vision form on page 27 of the *Senior Patrol Leader Handbook* could be used for this purpose.





TROOP ORGANIZATION

NOTE: Show the troop organization chart for your troop. (Adapt your chart to the organization of your troop; two models are provided in the appendix for typical large and small troops.)



SAY:

Notice that across the organizational chart, youth positions are associated with adult positions: The senior patrol leader works closely with the Scoutmaster; other troop leaders work closely with other adults. No position is completely independent. Cooperation and teamwork between adults and Scouts is essential. This youth-adult association is one of the eight methods of Scouting.

Also notice that Scouts with leadership positions have responsibilities to one another. The senior patrol leader manages other Scout leaders and is responsible for their performance. Elected Scout leaders can have appointed Scout leaders to manage, and be responsible for, as well.

Your troop has a number of important youth leadership positions. The highest positions are elected and serve for a period of time in those positions (a “term of office”). A number of appointed leadership positions are available, with varying levels of skill and commitment required to fulfill.

The Youth-Led Troop



DISCUSSION: Briefly discuss leadership in Scouting and the value of the youth-led troop. Empowering youth to be leaders is one of the core principles in Scouting. Scouting is designed to help youth prepare to participate in, and give leadership to, American society. A troop is a small democracy. Within the safety framework provided by the adult leaders, and with the Scoutmaster’s direction and mentoring, the Scouts plan and implement the troop program. Scouts serve in positions of responsibility to make that happen.

Individual Roles and Responsibilities



YOUTH POSITIONS. Introduce and distribute the BSA position description cards to each appropriate individual recently elected or appointed to that position. These description cards are available in your Scout shop as item No. 30521. Similar descriptions can be found in the Awards and Advancement section of the *Scouts BSA Handbook* and in chapter 7 of the *Senior Patrol Leader Handbook*.



**SAY:**

Look over your card for a few minutes to see what you are responsible for.

Then discuss with the group the responsibilities that are the same, such as “set a good example,” “wear the Scout uniform appropriately,” etc. Have individuals share some of the differences in their roles and discuss the implications briefly.

ADULT POSITIONS. Explain to the Scouts that adults in the troop are responsible for providing training to the troop’s youth leadership and enabling them to carry out their duties. The adult leaders also provide resources for the troop’s youth leaders and serve as mentors to all Scouts in the troop.

The number of adult leaders and committee members needed is dependent on the size and needs of the troop. Each of these individuals has a job description similar to the ones each youth has. Some of the adult leader positions might include the following:

- Scoutmaster
- Assistant Scoutmasters
- Committee chair
- Committee member
- Chartered organization representative

THE TEAM-BASED TROOP

For any troop to work effectively, cooperation and teamwork are essential. Activities that help build cooperation and teamwork are used throughout this training. Let’s get started.



GAME: ROLE BALANCING—BALLOON TOSS

Play this game to illustrate the importance of delegating one role to each Scout in a troop.

EQUIPMENT—Balloons (about a dozen) inflated, permanent extra-broad-tip marker

INSTRUCTIONS: Ask the leader (preferably the senior patrol leader) to step forward. Ask the leader to name a responsibility needed to run the troop’s program, and write that on a balloon. Hand that balloon to the leader with instructions to keep that balloon in the air and avoid having it fall to the floor.





After a moment, ask the leader for another responsibility, write it on another balloon, and add this to the task of keeping the balloons in the air. Repeat until the leader has too many balloons in the air and is struggling to handle all the “roles” alone.

Explain: “As the leader, you are responsible for keeping all these balloons, representing all your roles, in the air and getting them accomplished. Would you like some help? (Response: “Yes.”) Ask someone to handle one of your roles—and give them that balloon.”

Repeat the giving of new roles and passing those roles (balloons) to others until everyone in the troop has a balloon and a responsibility. Ideally, no one has more than one balloon at the end.

If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) is removed from the game, just as a Scout leader might need to take a break from a specific role because of illness or another emergency.



REFLECTION: How well could the leader juggle all those balloons, and why? Why is it important to get everyone involved so that everyone has one role to fill?



SOME KEY TEACHING POINTS

- Spreading the work helps ensure that no one will get burned out.
- Spreading the work helps ensure that “no balls are dropped.”
- Giving all the youth leaders a meaningful role makes them feel respected.



GAME: DISABILITY OBSTACLE COURSE

This game will demonstrate to the Scouts the importance of cooperation and working together as a team.

EQUIPMENT—Deck of playing cards, some blindfolds

INSTRUCTIONS: Shuffle the playing cards. Each Scout takes a card from the pack which denotes a specific disability:

- Clubs—cannot use their legs
- Hearts—cannot speak
- Spades—cannot use their arms
- Diamonds—cannot see





In accordance with these restrictions, each group will navigate the track as the group members work together and help each other.

The roped-off track should be 4 feet wide, 50 to 60 feet long, and winding with curves, turns, and a step-over or two. The track can be created by using tables or chairs or yellow caution tape.



REFLECTION: Lead a discussion regarding working together as a team and the purpose and value of the Scout-led troop. Ask a few brief questions about the game, then shift into a reflection about the Scout-led troop and how it's implemented in your troop. Use open-ended questions until the teaching points are all brought out.

SAMPLE QUESTIONS

- During the game, who led the group?
- Did someone step in as the leader, or did the group cooperate as equals?
- If someone stepped up, why did the group follow their lead?
- Why does the Scouting program have youth take on leadership roles in the troop?
- What aspects of your troop do the youth lead?
- What do they not yet lead?



SOME KEY TEACHING POINTS

- Often, natural leaders will step in when a leader is needed to help the group succeed.
- Sometimes the group can accomplish a task through group cooperation and a mutual interest in success without a specific leader.
- Most everything in Scouting can be accomplished by youth of various ages and sizes working together as a team.
- Scouting gives youth the opportunity to learn and practice leadership skills.
- Scouts will learn to lead by practicing leading and experiencing the results of their hands-on leadership efforts.





THE PATROL LEADERS' COUNCIL



DISCUSS THE PATROL LEADERS' COUNCIL IN YOUR TROOP. Ask leading questions to get the group to discuss how the patrol leaders' council operates, and share information with Scouts who may be new to the process. If necessary, use this time to coach the group in how a properly conducted patrol leaders' council meeting works.



SAY:

Participants in the patrol leaders' council plan and run the troop's program and activities. Composed of the senior patrol leader, assistant senior patrol leader(s), patrol leaders, the troop guide for a new-Scout patrol, and the troop scribe to take minutes, this group of youth leaders meets routinely (usually monthly) to fine-tune upcoming troop meetings and outings. The senior patrol leader runs the patrol leaders' council meeting, and the Scoutmaster and other adult leaders attend as coaches, mentors, and information resources. The Scoutmaster allows the senior patrol leader and Scouts to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the troop and Scouts.



GAME: HELIUM STICK

This game will teach Scouts how to cooperate and rely on each another.

INSTRUCTIONS: Have the Scouts stand in two lines facing each other an arm's length away and hold out their two index fingers in front of them at chest height. Place a light, rigid stick (e.g., a bamboo stick) horizontally between them so the stick is resting on each Scout's two index fingers. The stick should be resting equally on the Scouts' fingers. No one may grasp the stick or curl their fingertips around it.

Ask the Scouts to lower the stick to the ground as a group with no fingers losing contact with the stick. Every Scout's fingers must remain in contact with the stick while it is lowered. If someone's finger comes off the stick, restart the group at the starting position and try again.

NOTE: The tendency is for the stick to rise because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason, use a stick for the exercise that is light enough for this effect to occur, given the number of people in the group.





There are many ways of improvising the needed stick—any rigid, lightweight stick or tube will do. The more Scouts involved, the heavier the stick can be, but it's important the stick is not too heavy to outweigh the lift tendency. You can use other materials than sticks—a hula hoop will also work if you can get all the Scouts around it. Other ideas for sticks include interconnecting tent poles, taped-together houseplant sticks or kite struts, straightened-out wire coat hangers, wooden dowel rods, bamboo poles, and fishing rods.

If the group is successful quickly, try some variations on the game:

- Start with the stick at ground height, raise it to shoulder height, and lower it back to the ground.
- Issue two sticks per team—one finger for each stick.
- Just before starting the exercise, ask team members to press down hard with their outstretched fingers onto the edge of a table for 30 to 60 seconds. This confuses the brain still further and increases the tendency for the stick to rise.



REFLECTION: Lead a discussion regarding working together as a team and the purpose and value of having the Scouts as the leaders of the troop. Ask a few brief questions about the game, then shift into a reflection about how the patrol leaders' council is implemented in your troop. Use open-ended questions until the teaching points are all brought out.

SAMPLE QUESTIONS

- Why did the stick rise when we wanted it to go down?
- Did you anticipate the problem? How did you fix it?
- How did you deal with people's fingers losing contact?
- During the game, who led the group? Did someone step in as the leader, or did the group cooperate as equals?
- Have the patrol leaders' council meetings been running as effectively as they could?
- Do Scouts in leadership positions usually come to the patrol leaders' council meetings well prepared?





- What would the group like to do differently or improve during this leadership term?
- What guidance and coaching do you want to share with the newest members of the leadership team?



SOME KEY TEACHING POINTS

- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching each other were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.
- Coach the Scouts through developing possible ways to implement their improvement ideas for the patrol leaders' council meetings.

LEADERSHIP PRINCIPLES



LEADER COMMENTS. SAY: Just as adult leaders must step back and enable Scout leaders to lead the troop, senior youth leaders must work with, train, and encourage others in the troop to fulfill their roles and practice their own leadership skills.



DISCUSS LEADERSHIP: Ask the Scouts to define leadership. Refer them to the position cards previously given as a reference. Topics to emphasize during this discussion include:

- | | |
|------------------------------------|--|
| • Teamwork | • Being responsible |
| • Using each other's strengths | • Caring for each other |
| • Not trying to do it all yourself | • Delegating |
| • Doing what you said you'd do | • Setting the example |
| • Being reliable | • Praising in public, criticizing in private |
| • Keeping each other informed | |





GROUP DISCUSSION: Review some tips for being a good leader in the troop. Rather than reading this list to the group, ask leading questions to get the Scouts to develop most of these tips and ideas themselves.

Consider having the scribe, historian, or another Scout write the tips on a whiteboard, chalkboard, or easel pad as the Scouts come up with their ideas.

- **KEEP YOUR WORD.** Don't make promises you can't keep.
- **BE FAIR TO ALL.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your troop or patrol.
- **BE A GOOD COMMUNICATOR.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- **BE WILLING TO ACCEPT IDEAS FROM OTHER PEOPLE.** It encourages other youth leaders to offer suggestions and ideas you may not have thought of. Their ideas may help deliver a better program for the troop. When you are open to their ideas and willing to adopt good ones, the other youth leaders will have more ownership of the final plan than if you (or an adult) simply dictate to them what the troop is going to do.
- **BE FLEXIBLE.** Not everything goes as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work. Think about "Plan C."
- **BE ORGANIZED.** The time you spend planning will be repaid many times over.
- **DELEGATE.** Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your team members to do things they have never tried, because they want to be trusted to perform their duties.
- **FOLLOW UP.** When people are given assignments, follow up at appropriate times to make sure they haven't forgotten what they are supposed to do and when. This can avoid problems when a critical aspect of an outing hasn't been planned or supplies weren't obtained. However, be careful not to micromanage others to the point that they stop doing things on their own and simply wait for your instructions.





- **SET AN EXAMPLE.** The most important thing you can do is lead by example. Whatever you do, your troop members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- **BE CONSISTENT.** Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your troop knows what to expect from you, they will more likely respond positively to your leadership. If you need to change the plan or change your instructions in light of things you didn't consider earlier, explain this to the troop so they will see the need to follow you.
- **GIVE PRAISE.** The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make Scouts feel they are contributing to the efforts of the troop.
- **ASK FOR HELP.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.
- **CRITICIZE IN PRIVATE.** There will be times when you must provide a Scout with critical feedback. Pull the Scout aside and quietly explain what could be done better. Add a suggestion on how it should be done correctly. Criticizing in public will undermine the Scout's self-esteem and may cause that Scout to quit trying. Never criticize a patrol leader in front of other Scouts. Doing so will undermine the patrol leader's authority and make it more difficult than ever to be successful.
- **ACCEPT CRITICISM AS A GIFT.** You may get criticism from other Scouts and possibly from the adult leaders. If someone tells you that you aren't doing a good job, ask them what they mean and how you might improve. Criticism, when offered and received properly, can give you ideas for performing your role better. Being open to suggestions and adopting those that will benefit your troop are signs of a good leader.
- **HAVE FUN.** Most of all, have fun learning to be a leader. Your joy and enthusiasm will spread to other Scouts and will help energize the activities of the troop.





GAME: WILLOW IN THE WIND

This game will get the group up and moving after the discussion and will help Scouts develop trust and confidence together as a team.

INSTRUCTIONS: Have the Scouts stand shoulder to shoulder in a circle with one person (the “faller”) standing rigid (arms crossed with elbows on chest and fingertips at shoulders) and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before the faller moves very far off center, the people in the circle redirect the faller’s impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller. Change Scouts in the center until everyone has had an opportunity.

Servant Leadership



DISCUSSION: Lead a discussion of why Scouts should choose to be leaders. Ideally, the Scoutmaster leads this section.



SAY:

What is the relationship between a leader and the team? Many people’s first reaction is to state that the team “works” for the leader, performing tasks for one person. Most Scouts will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Scout. When this happens, the leader isn’t simply a leader; he’s more like a “boss” or an “owner,” and most people don’t like being part of such a team. Leadership in the troop is not about the title or even about being the person doing the telling.

It is about a choice to lead. It is about a choice to give rather than to receive. What we need to build into the makeup of our Scout leaders is the concept of servant leadership. In a team led by a servant leader, the leader is one part of the team, and isn’t necessarily more important than any other member. Being a servant leader means accepting responsibility for the team—its members, objectives, reputation, morale, and more. Servant leaders recognize that they are responsible to the team, not the other way around, and they act accordingly. Servant leaders lead teams that people want to join.





Servant leaders understand what success looks like, not just for the team as a whole but also for each member. Servant leaders enable the success of those they lead, removing barriers and creating an environment for the team to succeed. To be a servant leader to a high-performing team, you'll need to listen carefully, be attuned to the people around you, and empathically understand what they're thinking. Servant leaders know their team's capabilities and desires.

At the same time, servant leadership is more than just doing what the others want. Leaders need to lead—to set direction and lead team members in that direction. Sometimes they need to hold team members accountable, to make tough decisions that some won't always like, and to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too “cozy”; they may lose their edge and start to fail their members.

Effective servant leaders care about others and about helping them succeed as individuals and as a group. Group members can see when a leader cares about their needs and is focused on their success. That service earns the leader the group's respect. A Scout who has that respect has earned the title and role of leader.

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you'll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed.

From a point/counterpoint perspective, servant leaders:

- **Need to listen** and know when the time for discussion is over.
- **Achieve consensus**, but know when to preserve things that are good without floundering in a constant storm of question and reinvention.
- **Set/maintain standards** and know when to reject what does not maintain those standards or the team vision.
- **Serve their customers** and know how to make a difference with the team.

Please think about how you can be a servant leader in your current role in the troop.





REFLECTION: Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out.

SAMPLE QUESTIONS

- Why do you think Scouting encourages us to be servant leaders?
- What does that mean to you? How can you be an effective servant leader in your role?
- Is servant leadership focused on the team, the individuals, or both/all?
- What do you think other members of the team think of a good servant leader?
- How can a Scout serve as a servant leader? What are some examples?



SOME KEY TEACHING POINTS

- Servant leadership is about making the choice to lead, to give more than you receive, and to make a difference.
- Effective servant leaders care about others, about helping others succeed, and about making the group successful.
- It is important to build up the idea and value of servant leadership in our Scout and adult leaders.
- A good group leader is focused on the success of the team members—as individuals and as a team. Servant leaders understand what success looks like not only for the team as a whole, but also for each member of the team.
- Group members can see when a leader cares about their needs and is focused on their success. That service earns the Scout the group's respect. A Scout who has that respect has earned the title and role of leader.
- A troop leader who seeks to serve knows the troop members well enough to help them succeed, helps the troop through its day-to-day operation, manages and delegates troop duties, focuses on how to help all members be successful in their assigned tasks, and works to bring the troop together as a team.
- Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.





OTHER LEADERSHIP STYLES



SAY:

Now that we have covered servant leadership, here are some styles that tend to be less successful:

Doing It All Yourself

This isn't really leadership at all, because you aren't involving the rest of the group to reach the goal or accomplish the task.

Controlling

A leader can fail by never listening to suggestions or other opinions and not letting others mention things that might have been overlooked. When this happens, something the leader hasn't considered may cause the plan to fall apart, or others in the group may stop listening and fail to do an important task. However, there are times when controlling can work for a short while, such as an emergency that calls for immediate action.

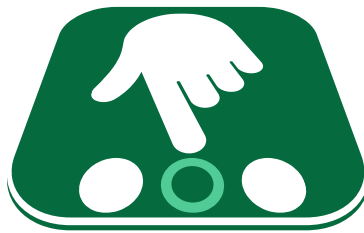
Intimidation

This means yelling, threatening, or calling names while issuing orders. Sure, the job might get done this time if everyone doesn't just quit, but few will want to work with or even be around that "leader" anymore.

Wanting Everyone to Like You

It's natural to want people to like you. But it is impossible to please everyone. Don't let your desire to please everyone paralyze you from taking any action just because some might not want to take a particular course.





MODULE TWO

Tools of Leadership





MODULE OVERVIEW



CONTENT TIME

Introduction to the Tools of Leadership Session—**5 MINUTES**

Communications—**20 TO 30 MINUTES**

Planning—**20 TO 30 MINUTES**

The Teaching EDGE—**15 TO 25 MINUTES**

PREPARATION

- Compose a sentence for the Telephone game, or select one from the sample sentences.
- Make provisions to project videos.
- Pick a simple skill to teach during the Teaching EDGE demonstration.



MATERIALS NEEDED

- » Materials for “Night Crossing” (or “Human Train Track” or “Hot Isotope Transport”)
- » Copies of the Troop Meeting Agenda Planning Sheet and the Project Planning Worksheet (see appendix for both)
- » Materials needed for the demonstration and for the Guide and Enable portions of the training
- » A permanent extra-broad-tip marker
- » A white board, chalk board, or easel with a pad of paper (optional)
- » Projector and videos or transcripts of videos



LEARNING OBJECTIVES

This module teaches the basic leadership tools of communication, planning, and how to use the Teaching EDGE effectively in one’s leadership role.





INTRODUCTION TO THE TOOLS OF LEADERSHIP SESSION

DISCUSSION: Introduce the three core topics in this module:

- **COMMUNICATIONS**—The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- **PLANNING**—Proper planning makes the difference in almost all Scouting activities.
- **TEACHING EDGE**—The Teaching EDGE method can be used any time a leader is helping others learn.



SAY:

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help you as you perform your leadership roles and develop your own individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to your ability to lead your fellow Scouts.

Communications



DISCUSSION: The Greek philosopher Aristotle broke communications down into three parts: **a sender, a message, and a receiver**. This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

RECEIVING (LISTENING). Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.





GAME: THE TELEPHONE GAME

Play this game to show the Scouts the importance of developing clear listening and communication skills.

INSTRUCTIONS: Break the group into teams of six to 10 Scouts each. Team members need to line up so they can whisper to their immediate neighbors but not hear any players farther away or any players on the other team.

The trainer whispers a message to the Scout at the beginning of the line, using the same message for each team. That Scout then whispers the message as quietly as possible to the next Scout. Each Scout can say the message only once—no repeating is allowed. (If needed, a variation of the game is to allow each listener one chance to ask the sender to repeat the message.) The Scout then passes on the message to the next Scout. The passing continues in this fashion until it reaches the Scout at the end of the line, who then whispers the message to the trainer. Once all teams have completed passing their message, the last Scout in each line says the message out loud.

If the game has been “successful,” the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line. Some possible sample messages:

- Barbara’s aunt shared her secret sweet potato pie recipe with me.
- Goofy grinning gophers gobbled gigantic grapes while juggling.
- Johnny, can you please pick up the pencil that you dropped, and please remember to take your homework with you to school tomorrow.
- Send reinforcements; we are going to advance upon the port tomorrow at five.
- I asked them what they were working on when I talked to them at the party yesterday.
- I told Carolyn that I thought she would probably be hired.





REFLECTION: Lead a discussion about effective listening and the value of using listening skills. Use open-ended questions until the teaching points are all brought out.

SAMPLE QUESTIONS

- What's the difference between hearing and listening?
- What is active listening?
- Is active listening a helpful/useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message on?
What happens in the troop when someone doesn't pass the message on?
- In the game, did you check for cues that the listener understood your message? How?
- How would it have helped if you could have asked questions?



SOME KEY TEACHING POINTS

- Communication does not take place unless the message is received and understood.
- Active listening is focusing on the person who is speaking and on what is being said, and making sure you understand what people are trying to say to you.
- Active listening can involve repeating or reiterating what you've heard back to the speaker, confirming the message has been received.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.
- Pass the word to the leadership team. Don't break the communications chain.





OTHER DISCUSSION



SAY:

- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.

SOME LISTENING TIPS



SAY:

- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.
- Try to see things from the speaker's point of view. In other words, try to put yourself in the speaker's shoes.
- Apply the ideas to yourself. Think about how the speaker's message relates to you and your experiences.
- Review the speaker's points and think what logically might come next in the message.
- Curb your desire to talk until the speaker has finished.
- Respond nonverbally (nod your head or smile) to the speaker.
- Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
- Ask questions if you are unclear about anything.

SENDING A MESSAGE. Conduct a communications game. Experience the value of sending a clear and effective message.





GAME: NIGHT CROSSING

This game will provide Scouts the opportunity to put their verbal communication and listening skills into action.

MATERIALS—A blindfold for each Scout except the patrol leaders; 10 small, orange plastic cones for each patrol

The cones are set up at irregular intervals across the course for each patrol. It is the leader's job to give instructions to coach the patrol members across the course without bumping over a cone. The leader cannot get on the course. If a cone is bumped over, the Scout who does it must start over. Scouts who successfully navigate the course are allowed to remove their blindfolds. All members can be on the course at once, or one at a time.



REFLECTION: Lead a discussion about effective communication and the value of communicating clearly. Use open-ended questions until the teaching points are all brought out.

SAMPLE QUESTIONS

- Did the receivers use any active listening skills?
- Did the sender make sure the message was understood?
- Were the sender's instructions clear?
- What happens when the message isn't clear?



SOME KEY TEACHING POINTS

- Be as clear as possible with your message.
- Plan ahead and prepare.
- People will do what they think you told them—even if it's not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.





OTHER DISCUSSION



SAY:

- You may want to ask your listeners to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

SOME COMMUNICATING TIPS WHEN PASSING OUT INFORMATION



SAY:

- Before you begin to pass out information to your troop/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Have the troop/audience gather in a place free of distractions. Do not begin until you have everyone's attention. You can use the Scout sign as a signal that it is time for everyone to stop other discussions and focus on the business at hand.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.
- If possible, ask the troop scribe to make and distribute notes of the discussion.

LEADER COMMENTS. To help remember the three important parts of communications, think of “MaSeR”: Message, Sender, Receiver. A laser sends light and a MaSeR sends messages.

Planning



DISCUSSION: Troop meetings and outings should be fun with positive outcomes, but successful Scouting activities don't just happen. The most important key to ensuring the success of any Scouting activity is planning! At its core, planning is really just thinking ahead and being prepared. The Scout motto comes into play when we're planning.

Planning requires asking questions: What do we want the Scouts to do? In order for them to do it, what do we need and what has to be prepared? Who's going to do the preparing? Who's going to lead?





The weekly troop meeting is like the glue that holds the troop together. It needs to be informative, meaningful, and fun. This requires planning.



Pass out copies of the Troop Meeting Agenda Planning Sheet (see appendix). This sheet provides a workable framework for planning a successful troop meeting. It's a good point of reference, and a troop can adapt its format to their specific needs.



(Show the Troop Meeting Agenda video at <http://troopleader.org/troop-meetings/>. If this is not feasible, refer to the Troop Meeting Agenda Video Narration in the appendix.)



REFLECTION:

- When and how are the troop meeting plans made?
- Where can we get ideas for planning segments of the agenda?
- How can we decide who plans what?



SAY:

The patrol leaders' council meets monthly to fine-tune the plans for the next month's troop meetings as reflected on the troop's calendar, created during the troop's annual planning session.



(Show the Patrol Leaders' Council (Monthly Meeting) video at <http://troopleader.org/patrol-leaders-council/>. If projection is not feasible, refer to the Patrol Leaders' Council Video Narration in the appendix.)



REFLECTION:

- What did you observe?
- Who came up with the ideas?
- What roles did each leader play in the planning process?

(For further information pertaining to developing a successful patrol leaders' council, refer to Patrol Leaders' Council in the appendix.)



On the Troop Leader Resources website at <https://troopleader.org> there are 48 program features that provide monthly themes troops can consider when planning their yearly calendar. Each comes with its own set of suggested meeting plans that can be adapted to the troop's needs.





(Show the Program Features video at <https://troopleader.org/program-features/>. If projection is not feasible, refer to the Program Features Video Narration in the appendix.)

**REFLECTION:**

- What did you observe?
- How would a troop choose which theme to include?
- How could planning a variety of monthly themes help make meetings more fun?



Project Planning. Depending on what's being planned, there can be many other questions and concerns. The Project Planning Worksheet was designed to organize the planning process, helping the planning team to cover all the bases to ensure the project is a success. (Pass out copies of the Project Planning Worksheet.)



REFLECTION: Referring to the worksheet, how is defining each of the following important to the project's success?

- The Goal
- The Purpose or Need
- Who
- When
- Where
- Required Resources
- How
- Assessment



LEADER COMMENTS. SAY: When planning an activity, it helps if you don't presume—don't presume that something needed will be there or that it will just happen; don't presume that someone will take care of something because it seems obvious or because they usually do what they should. Include that responsibility in your plans and assign an owner. Check on it—then you'll know that it's taken care of.





As a senior patrol leader or other key member of the troop leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities—meetings, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Scouts—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts.

The Boy Scouts of America provides some useful resources to help you plan meetings and outings that are fun with positive outcomes. There are libraries of Scout meeting activities and ceremonies on the Troop Program Resources website (programresources.org) that will add challenge, variety, and fun to your troop's program. And there are 48 program features laid out on the Troop Leader Resources website (troopleader.org) that can serve as a source of ideas and information.

When you DO put in the proper planning time, the Scouts will see that you care enough about them to put your energy into planning the best possible experience for the troop—they will see you as a leader.

Teaching EDGE



DISCUSSION. The EDGE (Explain, Demonstrate, Guide, Enable) method is the primary training method to teach skills in the troop. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

- 1. EXPLAIN**—The trainer explains how something is done.
- 2. DEMONSTRATE**—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.
- 3. GUIDE**—The learner tries the skill while being guided through it by the trainer. The trainer gives instant feedback as the learner practices the skill.
- 4. ENABLE**—The learner works independently under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

EXPERIENCE. (This is an ideal part of the training for an experienced, NYLT-trained Scout to





conduct.) Briefly teach the Scouts a simple skill using all four steps of the EDGE method.

Set a good example by distinctly using all four steps of the process so the Scouts can clearly differentiate.

Some possible sample skills to teach:

- How to build/fold a paper airplane
- How to properly fold the U.S. flag (refer to page 33 of the BSA publication *Your Flag*)
- How to tie a knot
- How to perform a basic first-aid activity
- How to toss a small object into a coffee can from a short distance
- How to properly lace up a hiking boot (or tie a shoe)

Some of these skills will need more or less equipment than others. Be sure there is enough equipment available for all of the learners to participate in the Guide and Enable steps simultaneously. The goal of this part of the training is to teach about teaching, not necessarily to teach a new skill, so the subject being taught need not be an elaborate one—and need not be something the learners don't already know how to do.

REFLECTION: Lead a discussion about teaching skills using the Teaching EDGE method. Use open-ended questions until the teaching points are all brought out.



SAMPLE QUESTIONS

- What happened during the Explain step? What happened during the Demonstrate step?
- What happened during the Guide step? What happened during the Enable step?
- Did parts of the training go too fast or too slow for you? What could the trainer do to address that?
- Did the learners ask questions? Did the trainer answer them?
- Did the trainer ask questions of the learners to ensure they were following?
- How did the trainer know the learners had learned the skill?





- What other skills could we teach using this method?
- How could you as a leader use the EDGE method with your troop or patrol?

SOME KEY TEACHING POINTS



- For some skills, the Explain and Demonstrate steps can be combined.
- For some skills, the Guide and Enable steps might be merged.
- Watch your learners and ensure your pace matches their rate of learning.
- Trainers should ask questions or use other methods to ensure their learners are learning.
- The Teaching EDGE can be used in a variety of teaching situations in the troop.
- Leaders in the troop can use the Teaching EDGE method in many different ways—in more ways than just teaching simple skills.

LEADER COMMENTS. SAY: So many Scouting skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your patrol or troop how to do something. With practice, this method will become easy to use and a natural skill for you to use in many situations.

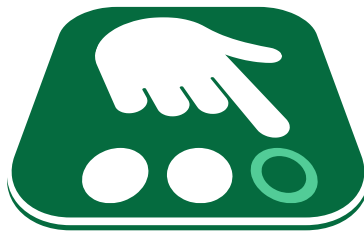


When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn? Other good questions to consider: Who is the audience? What do they already know about this subject? What are the critical things to be taught? What is the best order in which to present your major points? How will you present these various points? What teaching aids will you use? Etc.

Wrap Up the Tools of the Trade Session

DISCUSSION. These three topics—communications, planning, and teaching—are core skills leaders can use any time they are working with their team. The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating. Effective communication skills enable the leader to share ideas and direct the team's activities. As you grow in Scouting and take on more leadership roles, your leadership skills and strengths will continue to grow over time.





MODULE THREE

Leadership and Teamwork





MODULE OVERVIEW



CONTENT TIME

Introduction to Leadership and Teamwork Session—**3 MINUTES**

Teams and Team Characteristics—**5 TO 10 MINUTES**

- Stages of Team Development—**10 TO 15 MINUTES**
- Including the Whole Team—**10 MINUTES**
- Revisiting Vision—**5 MINUTES**
- Leadership Ethics and Values—**15 TO 25 MINUTES**
- Role Playing Leadership Challenge Scenarios—**15 TO 20 MINUTES**

Wrap Up the Introduction to Leadership Skills for Troops Course—**2 MINUTES**

PREPARATION

Identify examples/experiences to use for the Stages of Team Development discussion. Ideally, these come from recent troop experiences, but sports or orchestra analogies will do if examples from the troop aren't available.



MATERIALS NEEDED

- » White board or pad of easel paper
- » Baking potatoes or rocks—one per Scout
- » Cookies or small pieces of candy—enough for two pieces per Scout plus a few extras





LEARNING OBJECTIVES

Upon completion of this session, participants will

- Understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, valuing every team member's contributions and development, and understanding how their behavior as leaders affects the troop's performance.



GAME: INTEGRITY GAME— PART 1, SETTING THE STAGE

This first part of a two-part exercise illustrates to Scouts the importance of trustworthiness and responsibility.

INSTRUCTIONS: Before beginning module three, put out a tray of cookies or small wrapped candies for the Scouts.

Before putting out the tray—and without the Scouts seeing you—count the number of Scouts in attendance. Then count out enough cookies or candies so each Scout can get two pieces, plus have a few more (one to four) pieces left over on the tray. The Scouts should not be aware of this counting and preparing. When you put the tray out, tell the Scouts that they may take two pieces any time during the session as a reward for their participation in the class. Don't say anything else.





INTRODUCTION TO LEADERSHIP AND TEAMWORK SESSION



SAY:

What do we mean by “team”? The word “team” applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem, or it can be a permanent group. In Scouting, the team could be the patrol leaders’ council, a group of backpackers, or an entire troop.

Just because we call something a “team” does not mean that the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or treating each other badly. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation. Whether in sports, in the troop, or in life, teamwork is a common factor in all effort and human interactivity.

WHAT IS A TEAM?



Lead the Scouts through a series of very brief discussions about teams. Name some permanent or temporary teams in the troop. In Scouting, the team could be the group going on a particular outing, the group planning an activity, the troop leadership team, or the entire troop.

What makes a “team” of people stronger or/different than simply a “group” of people? A team works toward a common goal. All members work together for a common purpose and also for the betterment or advancement of each member. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results.





Team Characteristics



What are some characteristics of effective teams? (Try to draw out some of these answers from the Scouts, rather than listing them all as a “lecture” from the trainer.) Consider writing some of the answers/ideas on the board.

- **Common Purpose**

- A team is a group of interdependent people who cooperate to achieve exceptional results. They have common purpose for which they are all accountable.
- The goal must be clear to all.
- Members feel a common purpose; their personal goals are linked to the team goals.
- It’s a win/win.

- **Interdependence**

- A team cannot be successful unless all members of the team are truly successful in their roles.

- **Appropriate Roles, Structure, and Process**

- People know their roles and boundaries—and their value to the team.
- Decisions are agreed upon and supported.
- Feedback is timely and useful.
- Communications channels are open.

- **Leadership and Competence**

- Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.
- The team has the leadership and support it needs to be successful.





- **Team Climate**

- The team environment is open and collaborative.
- People show respect and trust for one another, and they value different opinions.
- There is a genuine interest in gaining agreement.

- **Performance Standards**

- The team sets high standards and monitors itself for continuous improvement.
- Team members critique their own performance and decisions against a high standard.

- **Clarity and Understanding of Boundaries**

- The team has a clear understanding of its task and the limits of scope for accomplishing the task.
- The vision for accomplishing the goals of the team and the methods to be used are understood by all.





STAGES OF TEAM DEVELOPMENT (LEADING EDGE)

Team Skill Level and Enthusiasm



SAY:

- **SKILL LEVEL**—Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
- **ENTHUSIASM**—Enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again. Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.



STAGES OF TEAM DEVELOPMENT. Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that the stages are the same. When coming together, a team will go through the same stages as a Scout will experience in a new position:

- **FORMING:** Starting out (skills are low; enthusiasm is high)
- **STORMING:** Becoming discouraged (skills and enthusiasm are low)
- **NORMING:** Making progress (skills and enthusiasm are rising)
- **PERFORMING:** Finding success (skills and enthusiasm are high)

The Leading EDGE in Leadership



SAY:

How can a leader help the team? Now we know what stages we as individuals go through, and we see that they are similar to the stages that teams will go through as they come together. What can a leader do to help the team—or individual team members—through the stages?

The Leading EDGE enables a leader to help team members learn and grow as they strive toward a goal. The four stages are the same as the Teaching EDGE the Scouts already use: Explain, Demonstrate, Guide, and Enable.





SAMPLE QUESTIONS

- When the team—or person—is just starting out, what leadership method would help the team best? (Explain.) Why?
- What next? Once the team or person starts becoming discouraged (skills and enthusiasm are low), how can the leader change styles to help? What style would work in this stage? (Demonstrate.)
- Then the team starts to gel, working hard together and getting a sense of accomplishment. What style can a leader use in this stage? (Guide.)
- In the final stage (skills and enthusiasm are high), as the team becomes a high-performing team and finds success together, what style can the leader use? (Enable.)



SOME KEY TEACHING POINTS

Forming—Explaining

- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. The same is true for an individual learning a new skill. Often, the best way a leader can help the team through the first stage is by Explaining what the group needs to get done and helping get every team member on the same page.

Storming—Demonstrating

- In the second stage, the team's productivity is still low—but, hopefully, on the rise—and morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles.
- As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into Demonstrating—showing the team how to do the needed tasks and where they are headed.
- Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader's team-building skills can have a significant impact.





Norming—Guiding

- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges among the team members.
- With skills and enthusiasm on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.

Performing—Enabling

- In the last stage, the team finds success together. The leader can shift to an Enable style. There are a lot of smooth-flowing interactions, and the team is achieving its goals.
- It's time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.



LEADER COMMENTS. SAY: Recognizing the various stages enables the leader to use appropriate leadership styles to smooth the progress of a team as it evolves. With a greater understanding of both individual and team development, Scout leaders can apply the best Leading EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or it can be skipped instantaneously forward or backward. A team can go backward if members quit and/or new members join, or if takes on new tasks with which the members are not familiar.

Teams don't start as effective high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of a pre-existing team, such as when a new group of troop leaders steps in. The new leadership team, as it ramps up, will want to pay close attention to what stages the troop is in.





Including the Whole Team



SAY: As a leader, learning to effectively include, engage, and use each member of your team is an important skill. Leaders want to look at their team and see how best to involve and use the skills of every person, not just a few friends or the strongest individuals. Leaders also want to understand the needs and goals of each individual person and how all the members of the team can help each team member achieve their individual goals.

In Module 1, we learned that a good leader shows no favorites, and that a team works best when everyone shares tasks. In this module, we have learned that team members are interdependent, and that teams succeed when they have a good “team climate”—which is like good patrol spirit. Now we will learn how to involve the whole team, by valuing each person’s talents and abilities and using them fully.



GAME: THE ROCK GAME

This game will show the value in appreciating the characteristics and abilities of people on an individual basis.

INSTRUCTIONS:

- Distribute one rock to each participant. Ideally, use rocks with some “character and personality.” Do this somewhat solemnly to make it more of a gag.
- Next ask each Scout to look at their rock and “get to know it and its positive features.” Give the Scouts a minute to get to know their rocks. (The point here is to get each Scout to look at their rock and identify distinctive features that potentially make that rock unique and special.) Then ask each Scout to introduce their rock to the group, pointing out its special size, shape, and other characteristics.
- Once all the rocks have been introduced, put them all in a bag or box and mix them up. Return a rock randomly to each person. Then have everyone try to find their original rock.



REFLECTION: Lead a discussion about everyone being unique and how good leaders know and appreciate the special qualities and abilities of all members of the group. Use open-ended questions until the teaching points are all brought out.



**SAMPLE QUESTIONS**

- What do you think this activity was all about? What happened in the game?
- Every rock was alike in some ways. In what ways are we like each other?
- How do these similarities help us get things done? How could they get in the way?
- Every rock was different in some ways. What about differences? How are we different from one another?
- How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
- If a leader keeps going to the same people (friends or experienced Scouts) to get things done, what can be lost?
- How could we find out about the special qualities and abilities of each member of our troop?

**SOME KEY TEACHING POINTS**

- As people, we have many similarities. These similarities can help us get many things done in the troop.
- Like your rocks, each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Everyone has strengths of some sort—leaders seek out ways to find them.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience to fully contribute—and may quit because they don't feel valued.
- Good leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow, and contribute.





Show the Scouts a picture of a variety of rocks (included in the appendix). The picture has cement blocks, round river stones, granite slabs, colored stones, etc. Ask which rock would be best in the foundation of the house. Why? Which would be the best to make a kitchen counter? A garden path? Explain that all of these rocks are similar and yet different—and each brings a different value to the future home and garden that will be built.

VISION REVISITED



SAY:

In Module One we discussed the concept of a vision, and discussed the senior patrol leader's vision for the troop.

Now that you have nearly completed this course, how will each of you use the leadership skills you have learned to achieve the vision— to make it a reality? Have some discussion about this here.

Also, take some time between now and the next troop meeting to prepare a vision for your patrol or your role in the troop if you are not a patrol leader. What goals (steps) will you use in order to achieve your vision? For help, refer to pages 21-24 of the *Patrol Leader Handbook*.

LEADERSHIP ETHICS AND VALUES



INTRODUCTION. SAY: In Module One, we learned good leadership techniques and tips.

In this section of Module 3, lead a discussion with the Scouts about how they can and should view the concepts in the Scout Oath and Scout Law as Scout leaders. They have been selected to take on leadership roles in the troop. Ask them to consider how the elements of the Scout Oath and Scout Law apply to them now as leaders. The specifics of this section should be tailored to the leadership maturity of the troop. A high-performing troop can approach this section differently than a troop beset by behavior issues. Use this section to grow and focus the new Scout leadership team toward leading well and setting a good example for others.

Refer to the *Scouts BSA Handbook* and review the Scout Oath and Scout Law and what they mean. Each phrase in the Scout Oath and each word in the Scout Law is broken out and briefly discussed in the context of a Scout as an individual.





Now we will see how the Scout Oath can guide us as leaders by breaking out each phrase of the Scout Oath individually and discussing it together briefly—with a focus on applying it as a leader in the troop. At the end of each phrase, add “as a leader” or “in my leadership position.”

SCOUT OATH

On my honor I will do my best
to do my duty to God and my country
and to obey the Scout Law;
to help other people at all times;
to keep myself physically strong,
mentally awake, and morally straight.

Below are some key reflection and teaching points. Take a minute or two for Scouts to say what each line means in a team context:

ON MY HONOR ... AS A LEADER: By giving your word, you are promising to be guided by the ideals of the Scout Oath. More Scouts will now be watching you—watching how you act and assessing whether you are a man of honor at all times. A Scout leader also steps up and encourages others to do the honorable and right thing. You will find occasions where you see others doing less than honorable things—set the example as a Scout leader and intervene.

... I WILL DO MY BEST ... AS A LEADER: Are you serving as best as you can? As a Scout leader, do you cut corners and shirk responsibilities? Or do you stand up, do your best, and lead your team to do its best? Every time? Are you setting the example for your team? Are you encouraging others to serve well, too? Try hard to live up to the words of the Scout Oath. Measure your achievements against your own high standards and don't be influenced by peer pressure or what other people do.

... TO DO MY DUTY ... AS A LEADER: You now have new and additional duties as a Scout leader. There will be days or times when you'd prefer to not bother doing these duties—perhaps you'd rather play a game with the other Scouts or relax and do nothing with the others. The other Scouts will know what kind of leader you are by whether or not you step up and do your duty, even when you'd rather not.





... **TO GOD AND MY COUNTRY ... AS A LEADER:** Your family and religious leaders teach you about God and the ways you can serve. You do your duty to God by following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs. You do your duty to your country by helping keep the United States a strong and fair nation. We begin by following the laws, like obeying the traffic laws as you learn to drive. When you work to improve your community and your home, you are serving your country. Natural resources are another important part of America's heritage worthy of your efforts to understand, protect, and use wisely.

... **AND TO OBEY THE SCOUT LAW ... AS A LEADER:** The 12 points of the Scout Law are guidelines that will help you do the right thing—throughout your life, and right now while you're a Scout leader. The Scouts you are leading will watch whether you are living and acting according to the Scout Law—and whether you are leading your fellow Scouts to do the same. When you obey the Scout Law, other people will respect you for the way you live, and you will respect yourself.

... **TO HELP OTHER PEOPLE AT ALL TIMES ... AS A LEADER:** There are many people who need you. Are you helping others—on your team and in the other patrols? Are you helping the leaders above you? Below you? Are you helping the Scoutmaster and senior patrol leader run the troop—or are you being less than helpful? Is your patrol helping the senior patrol leader, assistant senior patrol leader, quartermaster, or adult leaders when there are things that need to get done for the troop? By helping out whenever possible, you are doing your part to improve your troop and your community.

... **TO KEEP MYSELF PHYSICALLY STRONG ... AS A LEADER:** Take care of your body so it will serve you well for an entire lifetime. Are you in good enough shape to participate and lead? Could you do better? Are you encouraging those in your patrol to participate in activities and to develop nutritious patrol meals on outings? Are you setting the example? Are you eating nutritious foods, getting enough sleep, and exercising regularly to build strength and endurance? Do you wear your uniform correctly? Is your uniform shirt buttoned and tucked in at all times? Are you setting the example in uniform? Are you avoiding harmful drugs, alcohol, tobacco, and anything else that can harm your health?





... **MENTALLY AWAKE ... AS A LEADER:** Are you developing your mind and body? Be curious about everything around you, and work hard to make the most of your abilities. Are you learning about your Scout leadership position? Is there more you can learn? Is there more you can try to do in your leadership role? Are you encouraging your team to grow and develop?

... **AND MORALLY STRAIGHT ... AS A LEADER:** Are you an honest and open leader? Are you treating everyone fairly—and ensuring that the other Scouts are doing the same? Are you letting others bully or harass some Scouts? Are you letting (or leading) other Scouts behave poorly? To be a person of strong character, your relationships with others should be honest and open. Respect and defend the rights of all people. Be clean in your speech and actions, and remain faithful in your religious beliefs. The values you practice as a Scout will help you shape a life of virtue and self-reliance.



LEADER COMMENTS. SAY: When Scouts are out in the community, each Scout is representing all of Scouting at that time and place. Each Scout is representing every Scout who's ever joined—and helping parents decide (positively or negatively) whether they should encourage their child to join Scouting. Whether in a public campsite, hiking in the woods, at a rest stop, or stopped at a gas station or restaurant, each of us represents all of Scouting to the people who see us. To the public, we are Scouting.

- Are we showing the best side of Scouting?
- Do we act like good Scouts?
- Are we helpful and friendly?
- Are others seeing us bullying or being rough with each other?
- Are we treating nature respectfully, or are we damaging or taking something?
- Are we treating the property of others with respect?
- Are we obeying the rules? Are we behaving safely?
- Are we showing the ethics and values of the Scouting program?

As leaders, we can—and should—ensure that the Scouts around us are showing the best side of Scouting ... at all times.





ROLE PLAYING

Pages 123 through 130 of the *Senior Patrol Leader Handbook* contain 15 common scenarios that present leadership challenges. Each scenario includes at least one good solution, but there are other good solutions that will depend on the Scouts in your troop.

Select four or five of the challenges, read the situation, and ask the Scouts for suggested solutions. If they don't give the ones in the handbook, read the suggested solution and discuss why it may be a good one.

WRAP UP THE INTRODUCTION TO LEADERSHIP SKILLS FOR TROOPS COURSE



GAME: INTEGRITY GAME—PART 2, REFLECTION

This discussion will reflect on the trustworthiness and sense of responsibility the Scouts displayed in the exercise.

INSTRUCTIONS: Thank the Scouts for playing this game (although they didn't know it was a game at the time).

Each person was to take two pieces, no more. Is that what happened? Estimate how many pieces should be left. Then count how many pieces of candy or cookies are left on the tray. Does it look like no one took more than their share?

Depending upon the outcome, discuss with the team their success at choosing the course of trustworthiness—even when candy or cookies are involved—or, perhaps, their need to continue to grow as responsible leaders. Do not call out the Scout or Scouts who took more than two pieces. However, do make the point that true values are those that we practice when no one is looking.

Thank all of the Scouts for attending, and congratulate them on their new roles in the troop. Remind them that you and the other adults and senior leaders are there to help them be successful. Encourage them to go forward in their new roles and lead the Scouts in the troop.





APPENDIX





INSTRUCTIONAL SYMBOLS

These symbols are used throughout this guide to alert you to the method and materials needed to facilitate the sessions successfully.



2-Group



3-Group



Class Size



Game

Group
Activity

Handout



Key Points

Materials
for Distribution

Objectives



Q&A



Reflection



Roleplay



Say

Team-based
Learning

Timeframe

Training Mats
Flip Chart

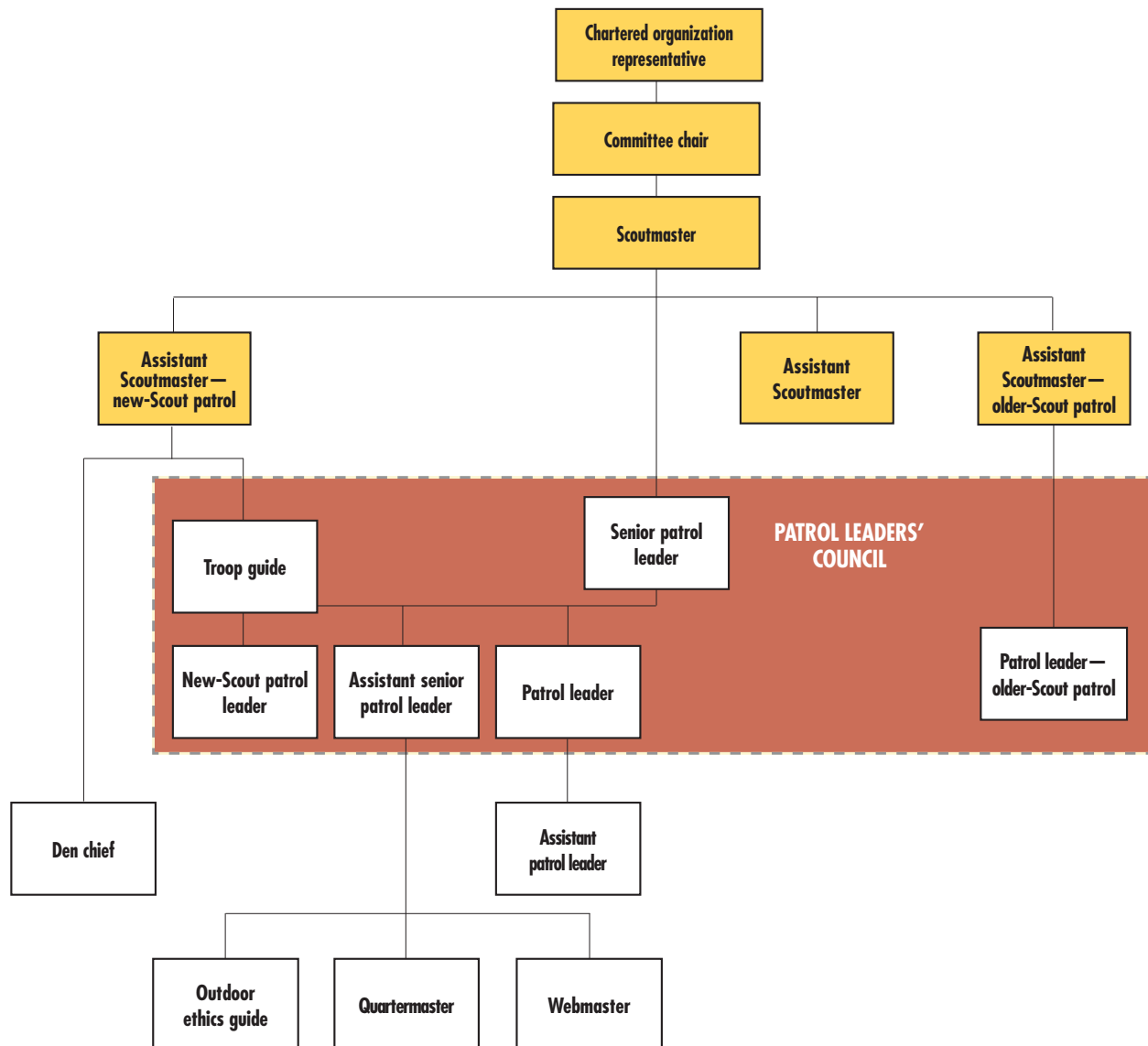
Website

Writing
Assignment



TROOP ORGANIZATION CHART

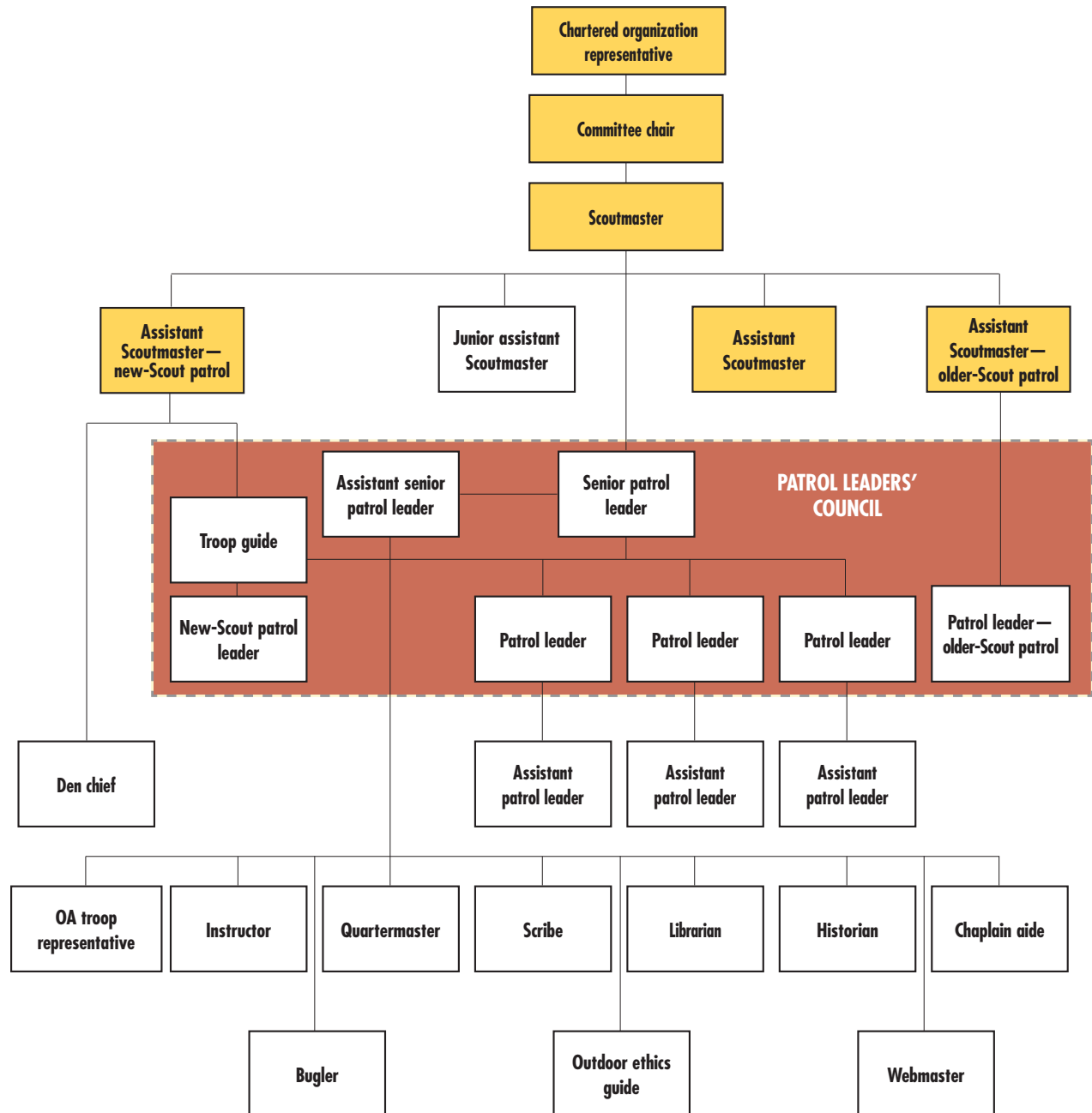
Example for a Small Troop







TROOP ORGANIZATION CHART

Example for a Large Troop





	Meeting Plan: _____		
	Week ____ Date _____		
ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening ____ minutes before meeting			
Opening Ceremony ____ minutes	Flag presentation Oath and Law Uniform inspection		
Group Instruction ____ minutes	<ul style="list-style-type: none"> • • • • 		
Skills Instruction ____ minutes <div style="display: flex; align-items: center; justify-content: center; width: 100px; height: 100px;"> <div style="width: 20px; height: 20px; background-color: #90EE90; border-radius: 50%; margin-bottom: 10px;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0; margin-bottom: 10px;"></div> <div style="width: 20px; height: 20px; background-color: black; border-radius: 50%;"></div> </div>	<ul style="list-style-type: none"> • • • • 		
	<ul style="list-style-type: none"> • • • • 		
	<ul style="list-style-type: none"> • • • • 		
Breakout Groups ____ minutes			
Game ____ minutes			
Closing ____ minutes	Announcements Leader's minute Closing		
Total 90 minutes of meeting			
After the Meeting ____ minutes	Leadership team review plans for the next meeting and for the main event.		

*All times are suggested.





SCOUT PLANNING WORKSHEET

“Plan on a Page”

If needed, use attachments for additional information.

GOAL

Describe what you intend to accomplish, the objectives.

WHY?

Describe the purpose or need for this activity—why it is important.

WHO?

Team leader _____

Telephone _____ Email _____

Team members _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

Name _____ Telephone _____ Email _____

WHEN?

Consider creating a work-back schedule based on the completion date.

Anticipated start date _____ Projected completion date _____

WHERE?

Location _____

Permissions/permits required _____

Transportation/parking needs _____

Weather contingencies _____

Liability and possible site hazards _____



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WHAT?

What resources do you need to complete the goal?
Equipment, materials, volunteers, shelter, food/water, and other resources needed and the sources

Estimated expenses and the sources

Safety issues

Health, sanitation, and cleanup

HOW?

Outline the anticipated phases of your activity, specific actions to be taken in each phase, and target dates for completion.
For example: choosing a location, setting an agenda, securing equipment, implementation.

Planning Phases	Steps to Completion	Target Date	Person Responsible

ASSESSMENT

If you could start over, consider what you would

Start _____

Stop _____

Continue _____



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TROOP MEETING AGENDA VIDEO NARRATION

The text below should be presented in conjunction with the Troop Meeting Planning Sheet also found in the appendix. Printed copies of the planning sheet should be distributed to all those in attendance.

The Troop Meeting Planning Sheet can provide a useful framework for successful meetings. The unit's planning team can adapt it in accordance with their needs. All segments of this meeting plan can be presented in creative ways, each adding to the overall experience of a well-run Scout meeting.

Preopening

The troop meetings for the month are planned by the patrol leaders' council during their monthly conference. Before the troop meeting's opening, during the gathering period activity, the Scoutmaster spends a few minutes with the senior patrol leader to check that everything's good to go.

Gathering period activities are planned and prepared to give Scouts something to do that is fun and engaging prior to the meeting's opening ceremony. Designed so that other Scouts can readily join in as they arrive, these kinds of involving activities are set out in such a way so that a smooth transition can take place from the activity to the official start of the troop meeting.

Opening Ceremony

The opening ceremony signals the troop meeting has officially begun. Many troops will start things off with a presentation of the troop flag and the Pledge of Allegiance, often followed by the Scout Oath and/or Law. If it's decided by the patrol leaders' council, in order to spark interest and add variety, each troop meeting can start with a unique opening ceremony presented by individual patrols.

After the opening ceremony, as the meeting gets underway, Scouts look to the senior patrol leader for troop news and information. As the man with the plan, the senior patrol leader makes these announcements to keep everyone informed.

Group Instruction

When a presentation is relevant to a large portion of the troop, the meeting can include a period of group instruction. Like regular skills instruction sessions, group instruction can focus on material relevant to an upcoming outing or a main event, or a merit badge. Like skills instruction, group instruction can be presented by adult or junior leaders, or a visiting expert. A major part of Scouting is learning, expanding horizons, and being prepared.





Skills Instruction

The skills instruction portion of a troop meeting might focus on skills Scouts need to participate in an activity, or skills they need for advancement. Depending on the needs of individual Scouts, different skills instruction sessions can be held at the same time. The sessions should be led by well-prepared Scouts serving as troop instructors, adult Scout leaders, or outside authorities willing to share their knowledge with the troop. As much as possible, instruction should be hands-on and activity-based.

Breakout Groups

Breaking out into groups provides an opportunity for patrols to plan, prepare, and get organized. Breakout groups give patrols time to decide on their menu for the upcoming camping trip, make up a duties roster, and generally take care of patrol business. In addition to benefitting the patrol as a whole, this short patrol meeting is a good thing for each individual Scout.

Game

The game section of the troop meeting can contribute more to making the meeting really fun than any other part of the agenda. Hence, it deserves to be properly planned and prepared so that Scouts can benefit the most from their participation. When properly presented, all troop meeting activities, whether a Scout skill challenge, team-building opportunity, or a troop-wide game, can contribute towards ensuring the troop meeting is fun with positive outcomes.

Closing

As part of the closing period, a short, meaningful message delivered by the Scoutmaster or another adult leader serves nicely to round things out, ending the meeting on a positive note that is relevant and thoughtful.

Following the Scoutmaster's minute, a troop can adopt any kind of closing ceremony they choose.

After the Meeting

After the meeting it's worthwhile for the youth leaders to hold a short session reflecting on what took place, and double check that everything's good to go for the next meeting. A well-functioning troop always considers how to make things even better, and making sure they're prepared for what lies ahead.





PATROL LEADERS' COUNCIL VIDEO NARRATION

This is the narration from the Patrol Leaders' Council video, featuring a PLC conducting business while the Scoutmaster sits silently in the background.

NARRATOR: Once they're given the tools and acquire the skills, Scouts are equipped to plan, prepare, and deliver their troop's program. Representing every Scout, the patrol leaders' council meets monthly to define what's taking place and what needs to be done to run their troop.

SPL: "So, if we can start on the Tenderfoot ..."

SCRIBE: "They're starting the first increments of exercising this week?"

SPL: "Yes." (*All writing notes.*)

ASPL: "Are we continuing with the Personal Fitness merit badge? Is that still going on?"

SCRIBE: "Yes, every other week they're meeting at 6:30. So this week, they'll just be there at 7:00, show her the paper, so, yeah, every other week."

NARRATOR: After the overall, yearly calendar has been established, the Troop Meeting Planning Sheet is a great tool to prepare the agenda for each meeting. (*See Troop Meeting Planning Sheet, also in appendix.*)

SPL: (*Referring to notes.*) "So we got, working on the Tenderfoot for the Scouts, and then we have the Snake Race."





NARRATOR: In addition to other planning materials, the Troop Program Resources website has an organized library of Scout meeting activities that can help the patrol leaders' council make effective selections that are fun with positive outcomes. (*website screenshots*)

SPL: "What else we got?"

PL 1: "Joey's gonna do his Dutch oven class."

SPL: "Dutch oven class?" (*All writing notes.*)

PL OF OLDER-SCOUT PATROL: While Donald and them are doing that, I can get a few of the older Scouts and we can have a fire ready for you."

NARRATOR: Working as a team, the patrol leaders' council covers the troop's bases, ensuring the promise of Scouting is delivered.

SCRIBE: "Opening, we've got our advancement, a game, should be about it for that meeting." (*All writing.*)

SPL: "I guess that rounds up the meeting."

NARRATOR: Provide the Scouts with an objective, equip them with the tools—and the resources and the skills to learn how to use them—and then turn them loose.





PROGRAM FEATURES VIDEO NARRATION

The text below should be presented in conjunction with a categorized listing of the 48 program features also found in the appendix. Printed copies of the list should be distributed to all those in attendance.

Program Features is a collection of 48 modules providing a wide range of Scouting opportunities that are fun with positive outcomes. A Scouting program consists of what Scouts do, and generally speaking, a troop with great membership retention and great attendance is providing its members with a youth-run program that is unique, involving, and challenging.

This kind of program doesn't just happen. It has to be planned, and these program features serve as a useful resource to simplify the planning process. They're filled with ideas.

A program feature can be selected as a monthly theme and serve as a resource for weekly meetings and a monthly outing. Troops can choose to use as much or as little as they like. Features can be adapted, expanded upon, mixed, matched, and repeated as often as a troop likes.

As long as a troop adheres to the Guide for Safe Scouting, the options are numerous and the ideas are as unlimited as the Scouts' readiness, creativity, and imagination.





48 PROGRAM FEATURES

Outdoor Program Features

- Archery
- Backpacking
- Camping
- Caving
- Climbing and Rappelling
- Cooking
- COPE
- Cycling
- Fishing
- Geocaching
- Hiking
- Nature and Environment
- Orienteering
- Outdoor Ethics
- Paddle Sports
- Pioneering
- Scuba Diving
- Shotgun Shooting
- Sustainability
- Swimming
- Wilderness Survival
- Wildlife Management
- Winter Camping





Sports Program Features

- Fitness and Nutrition
- Rifle Shooting
- Skateboarding
- Soccer
- Snowboarding and Skiing

Health and Safety Program Features

- First Aid
- Games
- Safety
- Special Needs Awareness
- Emergency Preparedness

Citizenship and Personal Development Program Features

- Citizenship
- Communication
- Duty to God
- Ethics
- Financial Management
- Mentoring
- Project Planning

STEM Program Features

- Engineering
- Mathematics
- Science
- Technology

Arts and Hobbies Program Features

- Living History
- Multimedia
- Music
- Spectator Sports





PATROL LEADERS' COUNCIL

The patrol leaders' council is the troop's elected and duly appointed governing body. Resting on their shoulders is the planning, preparation, and presentation of the troop's Scouting program. It's up to them to see that the promise of Scouting is delivered. Though this might appear to be a daunting proposition, with the proper training, they can gain the required tools and Scout skills needed to run their troop in a fashion that results in a thriving program benefitting all the members of their troop.

Distribute and review copies of the PLC Meeting Agenda.

The first thing a really successful patrol leaders' council needs is a shared vision of how the senior patrol leader and the entire PLC would like their troop to perform and function. How do they want the Scouts to feel and how do they want them to behave? What would this look like? Finally, what do they want to accomplish within the framework of the Scouting program? Once they have a well-defined picture, and how it translates into an ideal meeting, and for that matter, any troop gathering, they can use this as a point of reference to gauge how they are doing and towards what they might need to strive.

Within the contents of Module One, we explored the significance of communication, planning, and the EDGE method. These are three essential troop leader tools that are needed to ensure the troop runs well. When the PLC has a good handle on these, and a guiding vision on which to base their performance, they're bound to experience success.

An old adage states, "nothing succeeds like success." Well-presented and productive PLC meetings lead to positive results. When the troop's population experiences organized, well-planned meetings and outings that are informative, engaging and fun, one of the outcomes will be a responsive enthusiasm. Born of this enthusiasm is what might appear to be a special magic! The patrol leaders' council begins to take an enjoyable initiative in planning a Scouting program that rocks! At that juncture, the adult leaders can definitely stand aside and assume their rightful role— assuring the Scouts' health and safety, and also their compliance with national Scouting guidelines.





PLC MEETING AGENDA

ACTIVITY	RUN BY
Opening and Call to Order	Senior Patrol Leader
Roll Call and Reading of the Log (Minutes)	Troop Scribe
Patrol Reports	Patrol Leaders
Old Business	Senior Patrol Leader
Main Event Planning	Senior Patrol Leader
Troop Meeting Planning	Senior Patrol Leader
New Business	Senior Patrol Leader
Scoutmaster's Minute	Scoutmaster

Opening and Call to Order

Start the meeting on time with a simple opening ceremony such as reciting the Scout Oath or Pledge of Allegiance.

Roll Call and Reading of the Log

Ask the troop scribe to call the roll and read the log from the previous meeting. Council members may make additions or corrections to the log before voting to approve it as part of the council's permanent record.

Patrol Reports

Each patrol leader should be prepared to make a report on the progress of their patrol. Each report should include information about new members, advancement progress, and anything the patrol has done since the last patrol leaders' council meeting.

Old Business

Take up any discussion items left unresolved at the last patrol leaders' council meeting. When necessary, bring matters to a close by calling for a vote.





Big Event Planning

Review and discuss the big event related to the upcoming month's troop program feature. Determine the "who," "what," "where," "when," "why," and "how" of the event. Patrol leaders can add to the discussion by voicing ideas raised by their patrols. Explore the issues and bring any essential matters to a vote.

Troop Meeting Planning

Distribute meeting plan worksheets for the month's troop meetings. A meeting plan is included with each of the program features in Program Features for Troops, Teams, and Crews (volumes 1, 2, and 3). Fillable planning sheets are available online at troopleader.org. As you and the patrol leaders' council review plans for each of the month's meetings, assign responsibilities for portions of the meetings, taking care to distribute the load equally among the patrols and troop leadership. Be sure to plan three levels of skills instruction for each meeting so that all age groups will be equally challenged.

New Business

This portion of the meeting is devoted to discussions of items not previously on the agenda. A patrol may be requesting permission to embark on a patrol hike, for example, or the opportunity for a special troop service project may have recently come up.

Scoutmaster's Minute

Up to now the Scoutmaster has probably observed the patrol leaders' council meeting and asked a question or two, but otherwise allowed you to run the meeting and guide the agenda. As a closing to the meeting, the Scoutmaster can share some constructive thoughts on what has happened and offer an upbeat, supportive Scoutmaster's Minute to provide a sense of completion to the proceedings.





Assessing the Patrol Leaders' Council Meeting

Immediately following a patrol leaders' council, take a few minutes to review events with the Scoutmaster. The following questions can guide your assessment:

- Was there a written agenda, and was it followed?
- Were all patrols allowed input on troop decisions?
- Were specific tasks assigned to individuals or patrols?
- Were necessary resources for troop activities considered?
- Were tasks spread evenly among patrols and individuals?
- Was a specific schedule planned for upcoming events?
- Did the group come to a consensus on handling problems?
- Was a log kept?





ROCKS





ALTERNATIVE GAMES

These games will aid Scouts in developing their teamwork, communications skills, and reliance upon one another.

Alternative Teamwork Game: Everybody Up

INSTRUCTIONS: Play a teamwork game—experience working together and cooperating as a group. Ask two people of approximately the same size to sit on the floor or ground facing one another, toe to toe, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position without moving their feet. Once they are successful, add two more people, and continue until the entire group is included.

Blindfold Walk

EQUIPMENT—various pieces of furniture arranged in a maze-like obstacle course; cloth for making blindfolds.

Create an indoor obstacle course in the meeting room. Sketch the layout and devise a challenging path in which the team members must walk. Include some obstacles to step over, as well as some to duck under (if possible). Don't make it so difficult that the course might raise safety issues, but make it challenging.

EXPLAIN: “Your team’s objective is to get all members through the maze of obstacles in the shortest amount of time. Your team leader, who has a specific map that must be followed, will be giving you directions and instructions. Please put on your blindfolds and listen carefully to your team leader.”

Give the team leader the map, and allow the leader to organize the team to accomplish the task—e.g., have team members go as individuals through the maze, or have them line up with a hand on the shoulder in front of them doing each “hazard” as a group.





REFLECTION

How well did your leader guide you through the maze with only verbal instructions? Can you suggest a more efficient (or more timely) way to complete the course?

How do you feel about completing the obstacle course?

Zulu Toss

MATERIALS—three or four lightweight balls for each small group. Have a presenter for each group who has access to the ball supply.

Team members form a circle. One player tosses one ball across to another player of their choosing who in turn tosses it to a different player and so on until everyone has touched the ball one time. The last player tosses it back to the first player, thereby completing the circuit. The team tosses one ball around the circuit a few more times until everyone knows the order of who is receiving and sending.

Then the first player starts the ball on its journey again but when the circuit is half finished, the presenter hands the first player a second ball to also send along. There are now two balls being sent around the circuit. The presenter eventually hands the first player one or two balls until all of the balls are in play.

Hot Isotope Transport

MATERIALS FOR EACH PATROL—six 15-foot cords, an elastic band (ends of a short bungee cord joined together will work well), and a can filled with water to a mark ½-inch from the top. Place the can in the middle of a circle 20 feet in diameter.

Each patrol will assemble a “hot isotope transporter” by attaching the cords to the elastic circle with two half-hitches. They then line up around the can staying outside the circle at all times. Under the direction of their patrol leader, they pull the cords to stretch the elastic band. The object is to bring the expanded band down over the can, then relax the band to fit tightly over the can. They then lift and deposit the can upright at a point outside the circle, without spilling any water.





Yurt Circle

A yurt is a circular tent of felt or skins on a collapsible framework, originated by nomads in central Asia. While most types of tents are supported by rigid members under compression—making them inflexible—the structural members of a yurt pull away from each other under tension, making it flexible yet strong.

Play a teamwork game to experience cooperating as a group. Ask an even number of participants (add or subtract a trainer as needed) to stand in a circle facing the middle and join hands. Have them expand the circle outward until all participants feel some gentle pull on their arms from each side. Ask them to spread their feet to shoulder width and in line with the circumference of the circle. Have them assign the number 1 or 2 to each member. Then ask all of the “ones” to slowly lean in toward the center of the circle, while all of the “twos” slowly lean out without bending at the waist and without moving their feet.

If the group works together, each person can accomplish a remarkable forward or backward lean. Now ask the group to slowly reverse positions. There will be some difficulty, but let them keep trying. As the trainer, do not direct how the group accomplishes the game—let them lead and direct themselves. Get involved if you have any safety concerns.



REFLECTION

Lead a discussion regarding working together as a team and the purpose and value of the Scout-led troop. Ask a few brief questions about the game, then shift into a reflection about how this model is implemented in your troop.





Human Train Track

EQUIPMENT—Six to 10 smooth hardwood dowels (or yardsticks) about 3 feet long; blindfold. Pair the team members and give each pair one “railroad tie.” Several pairs, each holding a railroad tie and standing close together, form the train track. A designated “train” is blindfolded, starts at one end of the track, and proceeds from one tie to the next. Once the train passes, the pair holding that railroad tie may leave that position and go to the front end of the tracks, extending the train track length indefinitely.

EXPLAIN: “Your objective is to lay sufficient track as to have the blindfolded train get from here to there (a destination in the room). Being railroad tracks, you cannot speak—of course! Once the train has passed, the railroad ties may move to the front of the tracks so as to extend the tracks’ length. Any questions?”

NOTE: The direction of the track may change at any time (make a right-angle turn, for example). Obstacles may be added, and the height of the railroad ties may also vary.



REFLECTION

Train, how well did you trust the direction your track was laid toward arriving at your specific destination? Any challenges? Tracks, why did you choose to change direction (or height), and how did you communicate that change?

Match This Example

EQUIPMENT—Two sets of matching toy blocks (about 10 blocks per set), one set arranged haphazardly on a table in another room, the other in a sack or plastic bag; two walkie-talkies, sketch pad with pencil; sheet of 8½-by-11-inch paper for each set of blocks.

In a second room away from the meeting place, arrange the blocks on a table on top of the sheet of paper (used for orientation)—a haphazard pyramid with a few arrayed on the table top; some blocks with letters/numbers facing forward, others facing whichever way. If possible, have a few similar letters but of different colors arranged to create additional challenge (e.g., “move the red ‘T’ to the center ...”; “have the blue ‘T’ facing ...”).





EXPLAIN: “Your team’s objective is to exactly duplicate a set of toy blocks arranged on a table in the next room with the set of blocks and this piece of paper I’m giving you. Your arrangements must be exact—the way it is laid out, the positioning, everything about it. You will have only 10 minutes to complete the task, which includes a maximum of two minutes to devise an appropriate plan to accomplish your task.

“The difficulty is that only two of you will be allowed into the next room to view the assembled set. The added challenge is that only one of the two of you may speak to the rest of the team— and then only from that room. Any questions? (If asked, the two can speak to each other while in that room, but only one may speak to the rest of the team).”

If asked, “There are no restrictions on how to communicate assembly instructions. A set of walkie-talkies is available—so you won’t have to yell from room to room. And a sketch pad is available, too. The room with the other set of blocks is (down the hall on the left). But you will have only 10 minutes total to complete your task ... beginning now.”

When ready, have the team leader and one other team member (with a walkie-talkie) go into the other room where the table display is assembled. Watch the time carefully, and reassemble the entire team at the end of 10 minutes.



REFLECTION

How well did you complete your task? Any challenges? Did you consider any other ways of communicating what the blocks in the second room looked like? And if so, what did you do? (Take a cellphone picture and send it to another team member.) How would you reorganize who was doing what to complete your task (more effectively)?





REFERENCES

- Introduction to Leadership Skills for Troops Position Description Cards, No. 30521
- *Scouts BSA Handbook*, No. 34554
- *The Patrol Leader Handbook*, No. 32502
- *The Senior Patrol Leader Handbook*, No. 32501
- *Troop Leader Guidebook*, Volumes 1 and 2, Nos. 33009 and 33010





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