

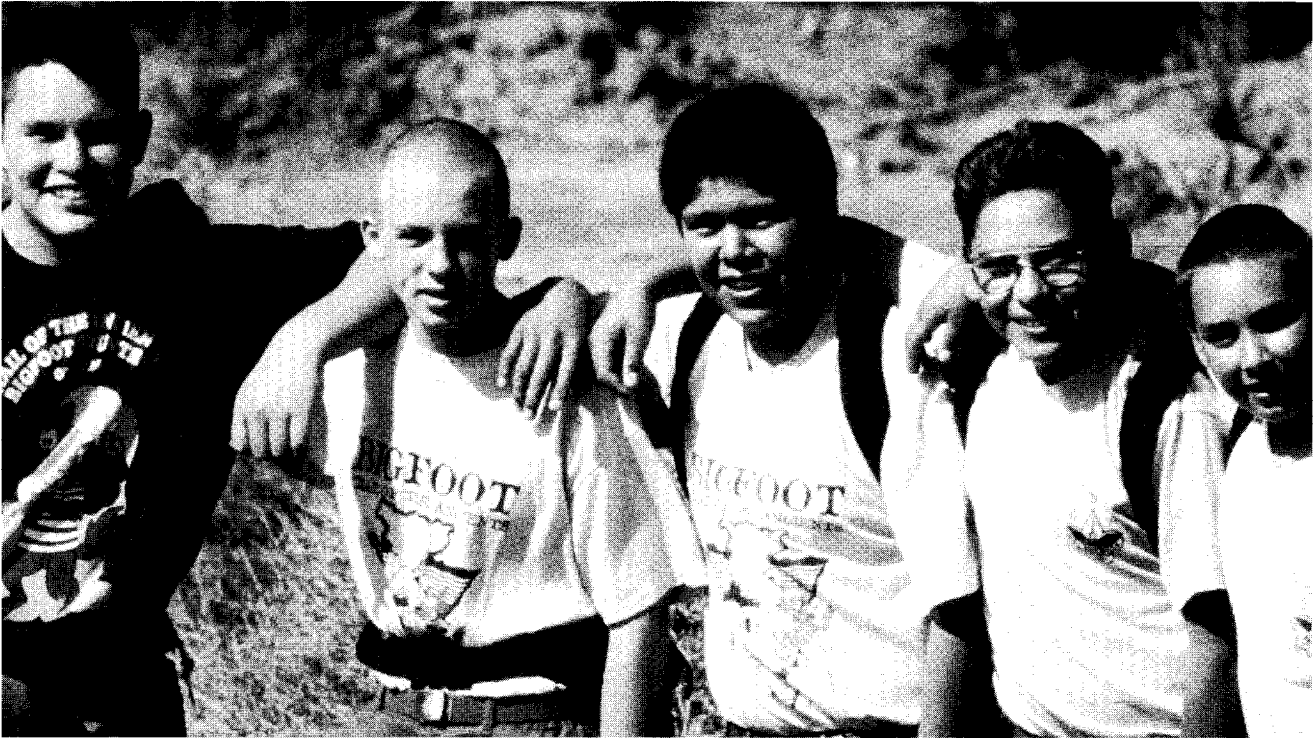
## Schedule for Day Two (Tuesday)

Time	Activity	Notes	Responsible	Location
6:30 A.M.	<i>Arise, patrol breakfast and Cleanup</i>		Duty Roster	Patrol Sites
8:00 A.M.	<b>Troop Assembly</b>	Flag ceremony	SPL and Staff	Troop Assembly area
8:45 A.M.	<b>Preparing Your Plans</b>	Planning for lunch	Troop Guides	Patrol breakouts at troop site
10:00 A.M.	<b>Valuing People</b>		Assigned staff	Patrol sites
11:30 A.M.	<b>Patrol leaders council meeting</b>		Senior patrol leader	PLC site
12:00 P.M.	<b>Patrol Lunch Planning Challenge</b>	Built on the menu from the morning's planning session	Patrol Leader	Patrol site
1:00 P.M.	<b>Model troop meeting</b>	Leave No Trace instructional skill relates to the Outpost Camp and pioneering projects	SPL, Scoutmaster, and other assigned staff	Troop site
2:30 P.M.	<b>Building pioneering projects</b>	Progression of the morning's planning session (many options)		Large outdoor site
4:30 P.M.	<i>Patrol meeting</i>		Patrol Leader	Patrol sites
4:45 P.M.	<i>Meal preparation</i>		Duty Roster	Patrol site
6:00 P.M.	<i>Dinner and cleanup</i>		Patrol leader	Patrol site
6:45 P.M.	<i>Flag ceremony</i>		Program Patrol	Troop assembly
7:00 P.M.	<b>Scouts' Worship Service Instruction</b>	Conducted with explanation.	Assigned Staff	Troop site
8:00 P.M.	<b>Movie night with cracker barrel</b>	Fellowship and relaxation ("Apollo 13" or "October Sky")	Staff	Troop site
10:00 P.M.	<i>Lights out</i>			

### Troop events and activities

*Patrol events and activities*

**Content sessions and their connecting activities**



## Day Two: Breakfast Questions

One or more staff members will join each patrol for breakfast. This is a good opportunity for participants and staff to get to know each other better. In addition, staff members can learn quite a bit about the patrol and can encourage patrol members to think about a few key issues as they begin the day.

To make the most of breakfast discussion opportunities, keep the following questions in mind for the Day Two breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- There was a lot of talk yesterday about vision. What does success look like for your patrol?
- What is your patrol vision? Can you see it? Is it big enough?



The breakfast questions are not meant to be a quiz or a list to be read. Instead, enjoy sharing breakfast with a patrol and drop the questions into the conversation as a natural part of the morning discussions. Additional questions that relate to the specifics of the course or the specifics of that patrol's learning curve are encouraged.

# Day Two: Troop Assembly

<b>Time Allowed</b>	30 minutes
<b>Responsible</b>	Senior patrol leader and staff
<b>Location</b>	Troop assembly area
<b>Learning Objectives</b>	<p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none"> <li>■ Gather for Day Two of the National Youth Leadership Training course.</li> <li>■ Feel welcomed and valued (staff too).</li> <li>■ Reaffirm that the NYLT troop operates according to the Scout Oath and Law.</li> <li>■ Participate in a flag ceremony presented by the program patrol.</li> <li>■ Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.</li> <li>■ View youth staff as supporters, guides, and mentors to course participants.</li> <li>■ Discuss key parts of a good troop assembly.</li> <li>■ Recognize good communication skills.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ American flag</li> <li>■ Troop flag</li> <li>■ Historic American flag</li> </ul>
<b>Recommended Facility Layout</b>	<p>Before an NYLT course begins, staff members should designate the place that will serve as the troop assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the troop assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)</p>
<b>Presentation Procedure</b>	<p><b><i>Opening</i></b></p> <p>The troop guides lead the patrols to the assembly area and arrange them in an appropriate formation.</p> <p>The senior patrol leader uses the Scout sign to bring the assembly to order, then welcomes participants to Day Two of NYLT and expresses his pleasure in having everyone there. He explains that Day Two symbolizes the first week of the month for a normal Boy Scout troop. There will be a variety of presentations and activities during the day, and a troop meeting</p>

## **Flag Ceremony**

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



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

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

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



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

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

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

Dismiss the color guard.

## **Announcements**

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

## **New Patrol Leader and Assistant Patrol Leader Installation**

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



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

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



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

The senior patrol leader begins the installation. He should

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

**Program and Service Patrol Emblem Exchange**

The assistant senior patrol leader briefly explains the duties of the program patrol and the service patrol.



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

**Program Patrol (sample assignments)**

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

**Service Patrol (sample assignments)**

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

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



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



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

### STAFF SERVICE PATROL

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

### ***Baden-Powell Patrol Streamer Presentations***

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



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

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

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

### ***Scoutmaster's Minute***

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

"Last night you all played the Getting to Know Me game. I'm sure you learned something new about each of the members of your patrol. Perhaps you learned something new about yourself, too.

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

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

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

"Saying I'm a Scout really says I am 12 things. I am the 12 points of the Scout Law. That is the Be of my Be, Know, Do.

"We're here at NYLT to explore what Be, Know, Do means to each of us and how we can use who we are, what we know, and what we do to become better people and better leaders.

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

"You are here at NYLT because of a commitment—a commitment to be a good leader. Nurture that. Let it grow. When you ask yourself, 'Who am I?' be sure your answer includes the 12 points of the Scout Law. Ask yourself, 'Am I setting the right example in everything I do?' Take care of that—the Be of who you are. Know and Do will follow."

### ***Conclusion***

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

# Day Two: Preparing Your Plans

**Time Allowed** 75 minutes

**Format** Troop presentation with patrol breakout sessions

**Responsible** Troop guides

**Location** Patrol breakouts at troop site

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

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

**Materials Needed**

- Copies of the Planning Tool Work Sheet (appendix)
- One copy of the Patrol Lunch Planning Challenge for each patrol (Adjust the sample form in this session to match the supplies available from the NYLT course quartermaster.)
- *Troop Program Features, Volumes I, IF and III*
- Troop Meeting Plan work sheet (NYLT Participant Notebooks)

**Presentation Procedure**

Review these concepts:

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



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

Add one more:

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

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



Show slide 2-17, Planning.

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

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



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

### ***The What, How, When, Who Planning Tool***

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

We're going to look at a very good planning tool you can use to organize your planning. You'll want to pay attention, because we're going to challenge each patrol to plan its lunch. If you plan it well, you'll have a terrific meal. If your plans aren't very good, well, good luck.

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

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

  
Show slide 2-18,  
Planning Tool.

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



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

Demonstrate how to use the planning tool.

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

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

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

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

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

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

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

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

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

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

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

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

### PLANNING TOOL EXERCISE

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



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

## PATROL LUNCH PLANNING CHALLENGE

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

Enable participants to use the What, How, When, Who Planning Tool by introducing the Patrol Lunch Planning Challenge. Each patrol must use the planning tool to come up with a thorough plan for the upcoming lunch. The plan must be fully developed to determine the menu, the ingredients and amounts needed, any utensils or other kitchen items that will be required, and how the lunch project will be carried out.

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



### Sample Patrol Lunch Planning Challenge

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

Patrol lunch today will include sandwiches, fruit, a beverage, and dessert.

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

Planning steps to use:

- **What**—Everything you need for the meal, including all food ingredients and utensils
- **How**—The process you will use to get everything from the quartermaster and to prepare the meal
- **When** —The order of events for gathering what you need, fixing lunch, and cleaning up
- **Who**—Assigning tasks so that someone takes responsibility for each portion of the plan

When you have completed your plans, give the quartermaster your written request for ingredients, utensils, and anything else your patrol will need to prepare lunch.

The quartermaster will follow the requests exactly, adding nothing and leaving nothing out. (Where necessary substitutions will be made but will stay in the spirit of the request. For example, if a patrol asks for corned beef but the quartermaster has only sliced ham, the quartermaster will provide ham in place of beef.)

Following the model patrol leaders` council meeting, patrols may pick up from the quartermaster all the items on their request lists and then will follow their plans to prepare and enjoy lunch.



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



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



## ***The Start, Stop, Continue Evaluation Tool***

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

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

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

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

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

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

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

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

### **DEMONSTRATE USING START, STOP, CONTINUE**

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

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

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

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

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



### This exercise also reviews key points from Day One's Communicating Well Session

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

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

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

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

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

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

### **Planning a Troop Meeting**

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

Explain that the BSA provides troops with some powerful versions of planning tools to help a patrol leaders' council plan great meetings.

Show participants the three volumes of *Troop Program Features*. Let the participants know where they can find these volumes and invite them to inspect the volumes at any time during the NYLT course.

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

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

### **Summary**

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

*Planning* is a means of efficiently reaching goals.

*Goals* are the steps leading toward fulfilling a vision.

*Vision* is what future success looks like.



Show slide 2-20, Summary.

To accomplish goals, you must have good planning.

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

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

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

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

# Day Two: Valuing People

**Time Allowed** 50 minutes

**Format** Troop presentation

**Responsible** Assigned staff (preferably the senior patrol leader backed up by an adult leader to provide diversity in knowledge, viewpoints, experience, and age)

**Location** Patrol sites

**Learning Objectives** As a result of this session, participants will be able to

- Understand that the Scout Oath and Law guide us in valuing other people.
- Recognize that both the similarities we share with others and our differences can help groups be stronger.
- See that we have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own.
- Use ROPE principles to strengthen their patrol/troop programs.

**Materials Needed**



- 4-foot lengths of rope, one for each participant, presenter, and troop guide. They should be of differing colors, diameters, and types. Each rope should be appropriate for learning knot tying (that is, no bailing twine or string).
- Posters presenting the Scout Oath, Law, and the World Crest emblem (at left). Display the posters at the front of the presentation area in view of all participants.
- Checklist for Ethical Decision Making (appendix, Participant Notebooks)
- Flip chart and markers

**Presentation Procedure**

**Opening Exercise**

Provide each participant with a 4-foot length of knot-tying rope.

Tell participants that there are lots of great trick knots. A challenging one is the *toss knot*. It's tied by spinning a loop into a rope, then tossing through one end as if it were a dart.

Show participants how to tie the toss knot. (These instructions are for a right-handed person. Participants who are left-handed should reverse the hand orientation.)

- Step 1** — While standing, grasp the rope with one end in each hand. Hold the end in your right hand as if it were a dart. There should be about 2 inches of the end of the rope pointing away from you—the point of the dart. The body of the rope should be hanging down in front of you.
- Step 2** — With your right hand, flip the body of the rope to the left and over itself to form a loop. The loop will be rotating counterclockwise as you look down at it.
- Step 3** — Keeping a tight grip on the rope with your left hand, toss the end in your right hand (the dart) through the loop. Since the loop is in motion, the challenge is to toss the dart at just the right time.
- Step 4** — If the dart goes through the loop as it is first forming, it will create an overhand knot. If the loop has spun further before the dart goes through, the knot will be a figure-eight knot.

Troop guides can help members of their patrols practice the toss knot, explaining that a lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.

Ask participants: *When you joined the Boy Scouts of America, you learned to tie the joining knot. Remember? It's a square knot.*

Have participants tie a square knot with their rope as you describe the architecture of the square knot—that is, what makes it a good knot for joining together two rope ends.

The square knot is actually two bends, one in each rope end, that are intertwined.

Each end of the rope brings strength to the knot. When they work together, the contributions of the two ends makes possible a knot that could not exist if there were but one end.

Tell participants: Now I'd like each of you to tie one end of your rope to the end of the rope of another member of your patrol. Use a square knot. If everyone ties the knot one time, all the ropes should be linked into a circle.

(Troop guides can *Guide* participants if they need help tying the knots or sorting out which ends should be joined to make the circle.)

Look at the strength formed by all these different kinds of rope joined together. When you learned to tie the joining knot, it didn't just symbolize you as one person joining a troop. It also symbolized all the members of a troop joining together to make the strongest possible team.

Just as these ropes are both the same and different from one another, members of patrols and other teams draw strength from the ways they are similar and ways they are different.

One of the ways all of us here are similar is that we can all tie a square knot. That shared ability allows us to join together in ways that wouldn't be possible if we shared nothing in common.

## ***The Scout Oath and Law***

Ask: *Why did you become members of the Boy Scouts of America? Probably for more reasons than just to tie a square knot.*

Entertain some answers. Among them might be "Because my friends had joined," or "My parents wanted me to."

Lead participants toward this answer: "People in my troop are interested in doing the same kinds of things I like to do."

All of us here are part of Scouting because we share a common belief in taking part in outdoor adventures. We all share something else, too—a belief in the Scout Oath and Law.



The session leader may ask participants to recite with him the Scout Oath and Law or can simply point out the Oath and Law on the posters at the front of the presentation area.

Since the beginning of the BSA, the Oath and Law have expressed the values of the Scouting movement.

Being with others who have the same values we do can provide a strong sense of belonging and understanding. We don't have to explain ourselves to one another. We like to do the same things together. We all have the same foundation in our lives.

Being with people who are a lot like us is often easier than getting to know those who aren't. But, think about what it would be like if everyone around us was just like you.

It's also clear that there is a strength in having common values and common interests. Values are the glue that holds a group together and helps give the group its identity.

But if everyone in a group were exactly alike, fresh ideas would be rare. Nobody would be asking the sorts of questions that lead to better programs and more interesting adventures. There would be little to learn from one another.

While common values are essential for successful teams, diversity fuels change, growth, and progress. Let's talk about some of the strengths that come to a team through diversity of its members.

## ***What Is Diversity?***



Help participants begin exploring their understanding of diversity and the role it has played in enriching their lives. Encourage them to take part in the discussion but don't put people on the spot in front of the group. Help them to work their way into the subject at their own pace.

Ask participants: The first night of NYLT, you all took part in the Getting to Know Me game. You probably came up with lots of ways that you are similar to others in your patrol, and some ways that you are unique. I'm sure you found lots of similarities with others in your patrol. What are some of those similarities?

(Invite answers and write them on a flip chart.)

The Getting to Know Me game probably brought out some differences that patrol members have, too. What are some of those differences? (Some differences may be simple—"We live in different towns." "I like to play soccer and everybody else is into football." Some may be more complicated—"My religious beliefs are different than the rest of the group." "I was born in a different nation than everybody else.")

There are lots of differences even in an NYLT Scout troop with members who have much in common. Those differences are the *diversity* we share.

Keep the discussion lively and moving along by asking participants to suggest kinds of diversity they witness in their schools, communities, and nation. Write down their answers on the flip chart.

Encourage participants to think about some of these areas of diversity and to give examples from their own experience of the differences:

- Gender
- Race
- Age
- Physical appearance
- Health
- Education
- Family structure
- Friendships
- Geographic location
- Occupation
- Language
- Heritage
- Belief systems
- Religion
- Traditions

Other questions that can help participants think about the nature of diversity:

- At some time, each of us has felt different from other people. What are some of your experiences of times when you realized you were different from other people?
- What were the consequences of being different? What were your feelings about it?

Shared values are the glue that holds a group together. For the Boy Scouts of America, those shared values are found in the Scout Oath and Law.

Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the teams to which we belong.

Throughout life, experiencing different cultures and ways of doing things helps us learn about the world around us. Often the more we explore differences, the more we discover we have in common with other people.

Ask participants:

- How can diversity strengthen a team? (Among the possible answers: "Each of us has traits that make us unique and each of us has knowledge that we can use to add to our experiences and the experiences of others.")
- Can diversity ever be a problem for a team? (Among the possible answers: "We can never agree on what we want to do." "Some of our guys have religious responsibilities on days we want to go camping." "We have a guy in our home troop with dietary restrictions, and that makes it hard for us to plan the menus the rest of us want.")

Diversity brings opportunities and challenges to a team. Differences can be good—bringing fresh ideas to a group, challenging everyone to find new solutions.

Groups work best when everyone in the group shares the same basic values. In Scouting those shared values are best expressed in the Scout Oath and the Scout Law. A big challenge for Scouts is knowing how to respond to people who do not share those same basic values.

### ***How Do We Respond to People Whose Values Are Not the Same as Ours?***

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group.

Everyone is different. All of us share some common values. However, there are many people who do not share all of our values.

There may be many things about each one of them that we can appreciate, value, and respect.

Ask participants: But how should we treat people who do not share all of our core values? What do the Scout Oath and Law tell us about how we should act toward other people? They remind us that we should respect each individual, for each one of us is a special person.

Each of us can enrich the life experience of ourselves and others by helping each other appreciate the fun times and get through the tough times.

The answer can be found in the Scout Law: *A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind.*

By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

You can also use the tools for making ethical decisions. At its heart, the way we respond to people whose values are not the same as ours is an ethical decision. You can use the Checklist for Ethical Decision Making.

Of all of the checks in the checklist, perhaps the clearest when deciding how to respond to others is the Golden Rule: Treat others as you would have them treat you.

### ***How Can You Use Diversity to Strengthen the Scouting Program?***

Point out the poster with the World Crest logo.

Tell participants: We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action.

A good place to practice these ideas is with our home Scout troops.

An effective approach to increasing the diversity of a team is *ROPE*:

- *Reach*
- *Organize*
- *Practice*
- *Experience*

#### **REACH**

Many people who aren't Scouts would like to join if someone would just tell them about all the great activities of a troop. You can be the ones to invite them to join.

Look to those who are not like you in terms of religion, race, ability, culture, and traditions. Keep asking. One by one, one member at a time, you can help build a stronger troop.

#### **ORGANIZE**

Once people have joined your troop, do all you can to help deliver the promise of the Scouting program. Help new members feel they are welcome and that they can make real contributions. There is strength in differences. Make diversity work for your patrol.

#### **PRACTICE**

Practice using the skills of NYLT to build on the diversity in your patrol and troop. A shared vision of what you want to achieve is a powerful way to bring people together. The Leading EDGE™ and the Teaching EDGE™ go a long way to helping everyone feel involved.

#### **EXPERIENCE**

Experience is a terrific teacher. The experiences you have as you include others in your troop can make your Scouting experience richer and can help you learn ways to invite even more people into the BSA.

## **ROPE**

**R**each, **O**rganize, **P**ractice, **E**xperience . . . . The first letters spell the word ROPE. Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.

Break into patrols and brainstorm ideas for using these steps to build stronger, more interesting, and fun programs. After seven minutes, have each patrol share their results with the rest of the group.

## **GROUP ACTIVITY**

Ask NYLT participants to join with everyone in the troop and to tie their ropes together to form a troop wide circle.

Explain that there has been a lot of talk about vision this week. Baden-Powell, the founder of the Scouting movement, had a vision of a world brotherhood of Scouting. He believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.

Show the poster featuring the World Crest.

We can see lots of diversity within Scouting. In many nations, it is a coed program—both boys and girls sharing Scouting adventures. The age requirements differ from one nation to another, and so do uniforms, literature, and activities.

Scouting worldwide is for everyone. It has something to offer all people who join, regardless of the diversity they bring with them.

The power of Scouting's values and our willingness to build on the power of diversity helps make the Scouting movement a success. Our rope circle symbolizes that. It is a circle that expands worldwide to encompass all who build their lives on the foundation of the Scout Oath and law.

## **Summary**

The Scout Oath and Law define our common values.

People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.

Diversity is a strength for building a group, holding its interest, getting things done, and having fun and adventure.

Lastly, challenge each Scout to use the materials learned in this session to help build stronger troops and make Scouting available to more of the youth in their communities.



If questions about the policies of the Boy Scouts of America concerning atheism and homosexuality arise during this session, they should be addressed by the adult leader supporting this presentation.

The leader needs to be prepared to explain the following:

As an organization, we have decided that there are certain lifestyles and beliefs that are inconsistent with the values that form the basis of our movement. When people choose to follow those lifestyles or hold those beliefs, we do not feel that those people provide the example we wish to set for our members. Remember that the example we set as leaders is one of the most powerful leadership tools we have.

There are many life choices an individual can make. Many are compatible with our values. Others are not. People who do not share our values are not eligible to serve as leaders in our movement.

# Day Two: Patrol Leaders' Council Meeting

**Time Allowed** 45 minutes

**Responsible** Senior patrol leader

**Location** PLC site

**Learning Objectives**

By the end of this session, participants will

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

**Materials Needed**

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

**Delivery Method**

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

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

## Patrol Leaders' Council Meeting Agenda

### Day Three

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

### *Pre-Meeting Discussion*

The Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a PLC meeting. They go over the agenda and make sure everything is in order. The Scoutmaster confirms that the senior patrol leader understands the vision of what the meeting will accomplish and makes sure the SPL is ready to run the meeting.

Once the meeting begins, though, the senior patrol leader is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the senior patrol leader now and then, but in a boy-led troop, the youth staff of a troop are in charge.

At the end of the pre-meeting discussion, the senior patrol leader calls the patrol leaders' council to order and begins the PLC meeting.



The pre-meeting discussion between the Scoutmaster and senior patrol leader takes place within view and hearing of all the participants of the PLC meeting. The Scoutmaster should model good coaching and mentoring. Participants will see that the senior patrol leader gains a great deal from the Scoutmaster's involvement and is better prepared to lead the PLC meeting.

### *Welcome and Introductions*

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

### *Purpose of the Meeting*

Direct the attention of the PLC to the written agenda. Note that the purpose of this meeting will be to:

- Hear reports on the progress being made by each patrol.
- Make program patrol and service patrol assignments

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

### **Reports on the Progress of Each Patrol**

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

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

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

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

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

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



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

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

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

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

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

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

# Day Two: Patrol Lunch Planning Challenge

<b>Time Allowed</b>	1 hour, 15 minutes
<b>Format</b>	Troop meal preparation based on plans made during the session on Preparing Your Plans
<b>Responsible</b>	Patrol leader
<b>Location</b>	Patrol site
<b>Learning Objectives</b>	As a result of these activities, participants will be able to make plans and then use them to reach a goal.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ Each patrol will receive the menu items on the list they submitted to the NYLT quartermaster at the conclusion of the Preparing Your Plans session.</li> <li>■ Patrols will need exactly the utensils and other culinary gear they included in their plan. (These may be items they retrieve from their patrol campsite kitchens.)</li> </ul>
<b>Presentation Procedure</b>	<p><b><i>Conducting the Challenge</i></b></p> <p>During the Preparing Your Plans session, patrols were challenged to plan their lunches. They submitted their lists of ingredients to the NYLT quartermaster who, during the troop meeting after the session, assembled the ingredients requested by each patrol.</p> <p>The patrols can now pick up their ingredients and whatever else they requested, then prepare and enjoy lunch. If they have forgotten to plan any aspect of the lunch (a missing ingredient or utensil, etc.), they are to solve the problem as best they can using only the resources at hand.</p>



Members of the quartermaster staff play a key role in the success of the Lunch Planning Challenge. They should attend the Preparing Your Plans session on the morning of Day Two in order to fully understand the nature of the challenge and the importance it has for the participants in the course.

A goal of this challenge is to help patrols learn the importance of thorough planning. Another goal is for them to have a successful lunch experience as an outgrowth of their planning.

Using the Teaching EDGE™ (Explain, Demonstrate, Guide, Enable), presenters of the Preparing Your Plans session will have explained methods Scouts can use to develop plans. They also will have demonstrated how planning can be accomplished.

The quartermaster staff can greatly help in guiding patrols as they practice the planning process on their own. When patrols present their requests, provide only those items the patrols request. Where necessary, make substitutions in the spirit of the original request (for example, if a patrol asks for a lunch meat not in the commissary, the quartermaster staff can provide the lunch meat that is on hand).

Some patrols are likely to discover that their plans are incomplete and they have forgotten to ask for certain items. If they come back and request other items, the quartermaster staff should provide the items they need.

Throughout the Lunch Planning Challenge, keep in mind the larger goal of using the Teaching EDGE' to improve each Scout's ability to plan, and the event is sure to be a success.

# Day Two: Model Troop Meeting

**Time Allowed** 90 minutes

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

**Responsible** Senior patrol leader, Scoutmaster, and other assigned staff

**Location** Troop site

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

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

**Materials Needed**

- *Troop Program Features, Volumes I, II, and III*
- Photographs of possible pioneering projects (one set for each patrol)
- Three spars and ropes for lashing
- Figure-of-eight lashing instructions (appendix and NYLT Participant Notebooks)

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



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

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

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

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



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

### ***Session Introduction***

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

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

This first meeting is a model troop meeting. NYLT participants will take part in troop activities but also will be an audience watching how a good troop meeting is put together and conducted.

There are seven steps to a good troop meeting.

### **Seven-Step Troop Meeting Plan**

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

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

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

Show participants a copy of *Troop Program Features*. Let them know where the copy will be kept during the NYLT course, and invite them to take a closer look at it in their free time.

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

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

## Day Two

### TROOP MEETING PLAN

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
<b>Preopening</b>		Patrol leaders	20 min.	20 min.
<b>Opening ceremony</b>	Scout Oath and Law	Program patrol	5 min.	25 min.
<b>Skills instruction</b>	Lashings	Troop guides	25 min.	50 min.
<b>Patrol meetings</b>	Planning the pioneering project	Troop guides	25 min.	75 min.
<b>Interpatrol activity</b>	Lashing challenge	Troop guides	25 min.	100 min.
<b>Closing</b>	Scoutmaster's Minute	Scoutmaster	5 min.	105 min.
<b>After the meeting</b>	Debrief, plan ahead	PLC and Scoutmaster		

## Preopening

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

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



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

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

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

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

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

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



The narrator explains that in a regular troop meeting, this discussion among the troop's youth leaders would take place while the rest of the troop members are involved in the preopening activity. The activity can be selected from *Troop Program Features*, like the activity we are using today.

During preparations for the NYLT course, staff should select a preopening activity from *Troop Program Features*. Showing participants the exact source of the activity can encourage them to use *Troop Program Features* with their home troops.

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

### Opening Ceremony

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

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

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

### Skills Instruction

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

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

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



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

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



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

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



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

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

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

Demonstrate the steps for making the lashing:

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

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

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

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

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

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

**Step 7**—Finish the lashing with a clove hitch.

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



Troop guides should emphasize the following points:

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

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

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

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

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

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

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

**Patrol Meetings**

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

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

The senior patrol leader asks the patrol leaders to take charge of their patrols. Much of the afternoon will be devoted to patrol pioneering projects. NYLT participants can devote the current patrol meeting to planning. Each patrol will have the opportunity to plan and build one of a number of possible pioneering projects—a tower, monkey bridge, etc.

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



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

Each patrol is required to write out their plan using the What, How, When, Who Planning Tool.

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



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

### ***Interpatrol Activity***

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

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

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

### **LASHING CHALLENGE**

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

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

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

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

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

### ***Closing — Scoutmaster's Minute***

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

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

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

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

The Scoutmaster demonstrates a Scoutmaster's Minute. He withdraws a compass from his pocket and says:

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

(The Scoutmaster puts the compass in his pocket.)

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

(Brings the compass back out of his pocket.)

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

### ***After the Meeting***

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

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

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

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

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

Close the standup meeting with words of praise and positive reinforcement. Thank the group for a job well done. Adjourn.

The narrator reminds participants that:

- A good troop meeting follows the seven-step troop meeting plan.
- The BSA publications Troop Program Features, Volumes I, II, and III, are full of great ideas to bring troop meetings to life.

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

# Day Two: Building Pioneering Projects

<b>Time Allowed</b>	120 minutes
<b>Format</b>	Patrols use the plans they developed during the troop meeting to build pioneering projects.
<b>Location</b>	Large outdoor site
<b>Learning Objectives</b>	<p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none"> <li>■ Practice using planning skills as a patrol.</li> <li>■ Develop teamwork skills.</li> <li>■ Have a great time.</li> </ul>
<b>Materials Needed</b>	<p><b>Note:</b> The pioneering project should be selected during staff training, with enough sturdy wooden poles of various sizes gathered to allow each patrol to construct a full-sized pioneering project.</p> <ul style="list-style-type: none"> <li>■ Various lengths of rope</li> </ul>



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

## Presentation Procedure

### ***Conducting the Challenge***

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

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



Patrols will find plenty of challenge in the pioneering project activity, and problems for them to confront are almost certain to arise naturally.

Staff should not impose additional difficulties to the challenge, but rather should provide patrols with all the materials they need, offer encouragement and coaching when it is appropriate, and enable patrols to succeed by using their own skill and initiative.

# Day Two: Patrol Meeting

<b>Time Allowed</b>	30 minutes
<b>Responsible</b>	Patrol leader
<b>Location</b>	Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols.
<b>Learning Objectives</b>	<p>By th end of this session, participants will be able to</p> <ul style="list-style-type: none"> <li>■ Describe the purpose of the patrol meeting.</li> <li>■ Describe how a patrol meeting should be run.</li> <li>■ Know the patrol leader's responsibilities and the patrol members' responsibilities.</li> <li>■ Use the Start, Stop, Continue tool to evaluate patrol performance.</li> </ul>

**Materials Needed**

- Patrol meeting agenda for each participant (appendix)

**Recommended Facility Layout**

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



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

**Delivery Method**

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



## Patrol Meeting Agenda

### Day One

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

Patrol Event



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

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

# Day Two: Scouts' Worship Service Instruction

<b>Format</b>	50 minutes
	The Scouts' worship service has two parts: <ul style="list-style-type: none"> <li>■ <b>Explain—The instructional portion.</b> A discussion of issues surrounding religious observances in Scout settings and guidelines for developing meaningful worship services.</li> </ul>
<b>Responsible</b>	Staff
<b>Location</b>	Chapel
<b>Learning Objectives</b>	By the end of this session, participants will <ul style="list-style-type: none"> <li>■ Have experienced an appropriate Scouts' worship service.</li> <li>■ Be able to plan a Scouts' worship service.</li> <li>■ Be able to discuss the importance of religious services for a troop or patrol.</li> </ul>
<b>Materials Needed</b>	Photocopies of selected hymns, responsive readings, unison prayers, etc. (These can be placed in the NYLT Participant Notebooks ahead of time.)
<b>Recommended Facility Layout</b>	A quiet setting where all participants can be comfortably seated as they take part in the proceedings.
<b>Presentation Procedure</b>	<p><b><i>Instructional Presentation</i></b></p> <p>The session facilitator can lead a discussion of key issues surrounding religious observance in Scouting. The nature of the discussion will vary with different courses depending on the backgrounds and information needs of the participants. Among the issues that may be covered are these:</p> <p><b>WHY INCLUDE RELIGIOUS SERVICES IN SCOUTING?</b></p> <p>The BSA's Charter and Bylaws recognize the religious element in the training of its members, but it is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home and the religious institution.</p>

From the BSA's Charter and Bylaws:

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

From the *Boy Scout Handbook*, 11th edition:

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

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

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

### WHAT IS A SCOUTS' WORSHIP SERVICE?

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

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

—Baden-Powell  
Printed in *The Scouter*  
November 1928

### BASIC CONCEPTS FOR PLANNING A SCOUTS' WORSHIP SERVICE

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

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

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

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



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

## RECOGNIZING DIVERSITY IN A SCOUTS' WORSHIP SERVICE

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

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

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

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

### **Summary**

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

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

# Day Two: Movie Night

<b>Time Allowed</b>	120 minutes
<b>Format</b>	A relaxed setting for watching and then discussing a movie
<b>Responsible</b>	Staff
<b>Leaders</b>	Senior patrol leader, patrol leaders
<b>Learning Objectives</b>	<p>By the end of this session, participants will</p> <ul style="list-style-type: none"> <li>■ Expand their views on the concepts of Finding Your Vision, Setting Your Goals, and Preparing Your Plans.</li> <li>■ Develop fellowship among NYLT participants.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ The movie "Apollo 13" or "October Sky", a VCR/DVD player, and a TV/projector screen</li> <li>■ Cracker barrel refreshments</li> </ul>

## ***Conducting Movie Night***

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

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

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

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

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

Questions that might open up further discussion include:

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