

## Schedule for Day Four (Thursday)

Time	Activity	Notes	Responsible	Location
6:30 A.M.	<i>Arise; breakfast and cleanup</i>		Duty roster	Patrol site
8:00 A.M.	<b>Troop assembly</b>		SPL and staff	Troop assembly area
8:45 A.M.	<b>The Teaching EDGE™</b>	Use GPS skills as examples	Troop guide	Patrol site
9:45 A.M.	<i>Patrol activity</i>	Ties to Teaching EDGE, team building, problem solving, etc.	Troop guide	Patrol site and/ or activity area
10:30 A.M.	<b>Resolving Conflict</b>		Troop guides	Patrol sites
11:30 A.M.	<b>Patrol leaders' council meeting</b>	Progress on Quest presentations; Outpost preparation/emergency response plan	Senior patrol leader	PLC site
12:00 P.M.	<i>Lunch and cleanup</i>		Duty roster	Patrol site
1:00 P.M.	<b>Troop meeting</b>		Staff	Troop site
2:30 P.M.	<b>Interpatrol activity Geocache Wide Game</b>	Reinforces main points of the NYLT course days One through Four	Patrol leaders	Selected area
4:00 P.M.	<i>Patrol meeting</i>	Preparing for Outpost Camp	Patrol leader	Patrol site
4:45 P.M.	<i>Meal preparation</i>		Patrol leader	Patrol site
6:00 P.M.	<i>Dinner and cleanup</i>	Clean patrol equipment for turn-in skills	Duty roster	Patrol site
7:15 P.M.	<i>Flag ceremony</i>		Program patrol	
7:30 P.M.	<b>Leading Yourself</b>		Assigned Staff	Troop site
8:30 P.M.	<b>Troop Campfire</b>	Staff only observes	ASP & Program Patrol	Campfire ring
10:00 P.M.	<i>Lights out</i>		Patrol leader	Patrol site

### Troop events and activities

*Patrol events and activities*

### **Content sessions and their connecting activities**



## Day Four: 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 a little 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 Four breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- What stage is your patrol in? How did you come to that conclusion?
- What is your patrol vision? What are your goals for reaching that vision?
- What is your biggest obstacle to reaching that vision?
- Why is leading yourself important?



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 are encouraged.

# Day Four: Troop Assembly

<b>Time Allowed</b>	45 minutes
<b>Responsible</b>	Senior patrol leader and staff
<b>Location</b>	Troop assembly area
<b>Learning Objectives</b>	<p>By the end of this session, participants will</p> <ul style="list-style-type: none"> <li>■ Gather for Day Four of the NYLT 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>■ View or participate in a flag ceremony presented by the program patrol.</li> <li>■ Participate or view 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>■ Be able to discuss key parts of a good troop assembly.</li> <li>■ Be able to 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>Opening</b></p> <p>Patrol leaders 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 and welcomes participants to Day Four of NYLT. Express your pleasure in having everyone there. Explain that Day Four symbolizes the third meeting of the month for a normal BSA troop. There will be a variety of presentations and activities during the day, and a troop meeting.</p>

### **Flag Ceremony**

The senior patrol leader asks the program patrol of the day 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 the program patrol to display the historic flag for the day and explain its significance.



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

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

Ask the troop members to make the 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/Assistant Patrol Leader Installation**

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



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



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

The senior patrol leader begins the installation. He 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 troop assembly and flag ceremony.
- Prepare the troop meeting area.
- Complete other duties as assigned at the patrol leaders' council meeting.

### **Service Patrol (sample assignments)**

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

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



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

### **STAFF SERVICE PATROL**

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

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

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



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

Using the Daily Campsite Inspection Checklist as 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 EDGE™ to help the patrol learn how to manage campsite cleanup in an efficient and orderly manner.

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

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

The Scoutmaster takes a moment to welcome participants and to encourage them to do their best through the exciting events of the coming day.

He reviews the heart of the NYLT *course*—*Be, Know, Do*:

"Last night during the Realistic First Aid exercise, everybody saw some pretty gruesome injuries. It was kind of fun, wasn't it? It was interesting to learn how to make realistic wounds and set up emergency scenarios.

"But what if those had been real injuries? What if you had been asked to use your first-aid skills to help somebody who really had been badly hurt?"

"This week we've talked a lot about the *Be, Know, Do* of NYLT and of Scouting. The first one—*BE*—is our values system. It's the Scout Oath and Law. It's our religious beliefs and our ethical core.

"The last one—*DO*—is how we act based on our values and our knowledge.

"The one in the middle—*KNOW*—is the one we can really grow. The more we know, the better able we are to *DO* what needs to be done.

"Think about those first-aid emergencies we saw. Think about your own level of skill to treat those injuries. You can always learn more. You can always practice more. Take advantage of training and education in everything you can learn, and you will *KNOW* more.

"*Be, Know, Do*. The more you know, the better you can translate who you are into effective action."

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

## Day Four: The Teaching EDGE™



The session on the Teaching EDGE™ and the Geocache Wide Game later on Day Four can be conducted either with GPS receivers or with compasses.

The attraction of GPS receivers is that it is a new technology for many Scouts and thus the opportunity to learn and use a new set of skills.

The compass version is available at <http://www.JLTbsa.org>.

<b>Time Allowed</b>	60 minutes
<b>Format</b>	Patrol presentation
<b>Responsible</b>	Troop guide
<b>Location</b>	Patrol site or some other location where the session of one patrol will not interfere with the activities of other patrols. Each location should be suitable for locating waypoints with a global positioning system receiver.
<b>Learning Objectives</b>	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none"> <li>■ List and describe the four steps of the Teaching EDGE™</li> <li>■ Recognize the importance of using effective communication skills as tools for teaching.</li> <li>■ Discuss using different methods of teaching/leading depending on a team's stage of development.</li> <li>■ Use a GPS receiver to find a destination.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ GPS receivers (at least one per patrol)</li> <li>■ Written in easily visible format on individual sheets of paper, the latitude and longitude of four or five waypoint locations within a few minutes' walking distance of the patrol presentation area</li> <li>■ Printed Teaching EDGE™ slides from the National Youth Leadership Training DVD—one set for each patrol</li> <li>■ Communication Skills Checklist (appendix; Participant Notebooks)</li> </ul>
<b>Delivery Method</b>	<p>During the NYLT staff training that precedes an NYLT course, troop guides should become familiar with the GPS receivers they will be using during this session. All receivers are operated in basically the same way, but different models differ in the ways they are programmed for use. The instructional manual for each GPS model can be an invaluable aid in mastering—and then teaching—the use of that particular receiver.</p>

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



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

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



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

- The accuracy of a GPS receiver varies according to the number of satellites within its range. In general, a receiver can bring a user within a 50-foot radius of a waypoint.
- Deep valleys, ravines, and other confining terrain may block some satellite signals and make a GPS receiver less accurate than when it is in more open territory.

## Presentation Procedure

### Introduction



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

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

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

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

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



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

Presenters describe how a GPS receiver works.



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

### 1. Briefly discuss the concept of latitude and longitude.

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

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

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

32 degrees, 53.145 minutes North

96 degrees, 58.203 minutes West

### 2. Show the GPS receiver.

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

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

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

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

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

## ***Transition to the Teaching EDGE***

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



Show slide 4-3, The Teaching Edge™.

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

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

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

### **NYLT AND THE TEACHING EDGE™**

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

Let's take a closer look.

### ***Explore the Teaching EDGE™***

Emphasize this important point:

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

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

#### ■ ***Explaining is important because ...***

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

#### ■ ***Demonstrating is important because ...***

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

#### ■ ***Guiding is important because ...***

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

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

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

Talk briefly about the importance of repetition.

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

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

### **Communication Skills**

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

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

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

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



Show slide 4-4,  
Communication Skills.

### **Presenting the Stages of Skill Development**

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

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

- Forming
- Storming
- Norming
- Performing

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

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

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

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

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

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

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

Show the patrol this chart:

Stages of Skill Development	Best Teaching Approach
Forming	
Storming	
Norming	
Performing	

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

**Forming (low skill, high enthusiasm)**

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

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

**Storming (low skill, low enthusiasm)**

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

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

**Norming (increasing skill, growing enthusiasm)**

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

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

**Performing (high skill, high enthusiasm)**

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

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

The completed chart will look like this:

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



Show slide 4-5, Stages and Approaches.

Point out that when a person starts to learn a new skill or sets out toward a new goal, he will be back in the *Forming* stage. Sometimes people who have moved all the way to *Norming* or even *Performing* may run into roadblocks and have failures, slipping back to *Storming*. That's part of the process. With experience, they will be better able to flow back and forth from one stage to another. Their experience can help them move forward more quickly to more productive stages.

An instructor will want to adjust his approach to match the current skill development stage for the people he is teaching.

**Summary**



Show slide 4-6, Summary.

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

You *Explained* what you were teaching.

You *Demonstrated* it.

You *Guided* others in doing it.

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

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

use of the Teaching EDGE™

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

### ***Looking Ahead***

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

# Day Four: Patrol Activity

**Time Allowed** 45 minutes

**Responsible** Troop guide

**Location** Patrol site and/or activity area

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

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

**Materials Needed**

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

**Presentation Procedure**

***Preparation***

**FOR GPS RECEIVER PRACTICE**

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

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

**FOR MEASURING BY PACING**

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

***Procedure***

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

Patrol Event

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

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

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

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

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

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

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

50 steps = 2 feet per step

40 steps = 2.5 feet per step

33 steps = 3 feet per step

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

**Demonstrate** the skill you want participants to learn.

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

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

**Guide** others in doing the skill themselves.

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

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

**Enable** others to use the skill.

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

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

### **Using the Teaching EDGE™**

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

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

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

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

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

### **Reverse the Roles**

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



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

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

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

***Repetition***

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

***Summary***

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

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

# Day Four: Resolving Conflict

**Time Allowed** 60 minutes

**Format** Troop presentation with patrol activity breakouts

**Responsible** Troop guides

**Location** Patrol sites

**Learning Objectives**

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

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

**Materials Needed**

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

**Presentation Procedure**

***Preparation***

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

***Opening Discussion***

**WHAT IS CONFLICT?**

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

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

Ask the group to share a couple of conflict situations they've seen arise in their patrols and troops.



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



Show slide 4-8,  
What Is Conflict.

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

### **Resolving Conflict**

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

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

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

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

### **BE AWARE OF YOURSELF**

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

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

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

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

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



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



Show slide 4-10,  
Be Aware of Yourself.





Show slide 4-11,  
Be Aware of Others.

## BE AWARE OF OTHERS

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

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

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



Show slide 4-12,  
Listen.

## LISTEN

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

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

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

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

## GROUP EXERCISE

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

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

Possible strategies:

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

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

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

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



Show slide 4-13,  
EAR.

### **Use Your Ear—Express, Address, Resolve**

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

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

EAR represents three steps in resolving conflict:

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



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

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

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

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



Show slide 4-14,  
Communication Skills.

### **Communication Skills and Conflict Resolution**

#### **USING YOUR OWN EARS**

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

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



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

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

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

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

### **Conflict Resolution Role-Play**

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

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

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

Encourage the Scouts to keep talking, but offer no judgment or feedback.

It is very likely that the Scouts will focus on the negative, complaining about what they don't like. That's fine. It is often the way people who are upset express themselves.

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

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

**Address.** Why is that working or not working?

**Resolve.** What ways are there to solve the problem?

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

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

### **DEBRIEF THE ROLE-PLAY**

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

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

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

### **Look Out for the Little Guys**



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

A healthy Scout troop will have youth members of a variety of ages—from 11 to 17. The youngest members are essential to bringing new energy into the troop. Older Scouts have experience and skills they can share with younger members, and they can serve in roles of increasing leadership.

Age differences sometimes can be a source of conflict.

As patrol leaders and senior patrol leaders, NYLT participants need to be aware of the experience of younger Scouts. Encourage them to do their best. Make it your business to help them get the most out of Scouting.

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

### **Patrol Exercise in Resolving Conflict**



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

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

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

### **Present Conflict Resolution Role-Plays**

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

### **SCENARIO 1**

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

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

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

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

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

## SCENARIO 2

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

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

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

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

### ***Bringing Others Into Conflict Resolution***

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

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



Show slide 4-17,  
Bringing Others In.

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



Show slide 4-18,  
Summary.

### Summary

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

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

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



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

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



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

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

# Day Four: Patrol Leaders' Council Meeting

<b>Time Allowed</b>	30 minutes
<b>Responsible</b>	Senior patrol leader
<b>Location</b>	PLC site
<b>Learning Objectives</b>	<p>By the end of this session, participants will</p> <ul style="list-style-type: none"> <li>■ Be able to discuss how to run an efficient, well-planned meeting.</li> <li>■ Be empowered with the resources and guidance to help them lead their patrols.</li> <li>■ Report on patrol progress on their presentation for the Quest for the Meaning of Leadership.</li> <li>■ Experience representational leadership as leaders representing their patrols.</li> <li>■ Know what patrols are responsible for upcoming troop assignments.</li> <li>■ Use <i>Start, Stop, Continue</i> to evaluate patrol performance.</li> <li>■ Practice good communication skills.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ NYLT Participant Notebooks.</li> <li>■ Preopening activity guidelines for the program patrol. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the preopening activity. If materials are needed, the quartermaster should make those available.)</li> </ul>
<b>Delivery Method</b>	<ul style="list-style-type: none"> <li>■ The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.</li> <li>■ As with the Day Three PLC meeting, the PLC meeting on Day Four is attended by the senior patrol leader, assistant senior patrol leader, the patrol leaders of the day, and the Scoutmaster.</li> </ul>

## Patrol Leaders' Council Meeting Agenda

### Day Four

1. Welcome and introductions
2. Purpose of the meeting—what we need to accomplish
3. Reports on the progress being made by each patrol
4. Assignments for the upcoming troop meeting (continuing patrol planning for the Outpost Camp)
5. Finalize the program for the troop campfire.
6. Announcements
7. Program patrol and service patrol assignments
8. Closing
9. Scoutmaster's observations

### Presentation Procedure

#### ***Pre-Meeting Discussion***

The Scoutmaster and senior patrol leader often visit for a few minutes before the beginning of a 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 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

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

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

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

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

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

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

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

Encourage each patrol leader to use 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 continuing to work on the presentation throughout the course.

### ***Assignments for the Upcoming Troop Meeting***

The patrol meetings that take place during the Day Four troop meeting will focus on planning for the Outpost Camp. The senior patrol leader will give each patrol leader a checklist of things to be done before the patrols set out for the Outpost Camp.



The checklist will vary, depending on the nature of the Outpost *Camp*. (On Day Four, patrols will plan the group and personal gear for the Outpost Camp. Patrols should have planned the menus on Day Three.)

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

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

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

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



Patrol leaders will receive information about the planning of personal and group equipment during the Day Four PLC meeting and then will lead their patrols in using the checklists to complete the planning during the troop meeting.

### ***Announcements***

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

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

Inform patrol leaders that there will be evening patrol campfires with follow-up discussions on Making Ethical Decisions.

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

### ***Program Patrol and Service Patrol Assignments***

The senior patrol leader asks the assistant senior patrol leader to take the floor.

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

#### **Program Patrol (sample assignments)**

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

**Service Patrol (sample assignments)**

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

**STAFF SERVICE PATROL**

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

***Closing***

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

***Scoutmaster's Observations***

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

The senior patrol leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debriefing with the Scoutmaster.

***After the Meeting***

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

# Day Four: 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 troop would schedule over a time period of three weeks. The final week of a troop's month correlates to the big event that participants embark upon during the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

**Responsible** Staff

**Location** Troop site

- Learning Objectives**
- By the end of this session, participants will
- Be able to conduct a well-prepared troop meeting built on the seven-step troop meeting plan.
  - Build and/or practice skills needed for the upcoming Outpost Camp.
  - Continue preparations, as a patrol, for the Outpost Camp.
  - Practice good communication skills.
  - Practice SSC as part of the seven-step troop meeting plan (PLC only).
  - Have fun.

**Presentation Procedure**

***Preopening***

The senior patrol leader reminds troop members that 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 the patrol leaders, troop guides, Scoutmaster, and assistant senior patrol leader to join you for the preopening.

## Day Four TROOP MEETING PLAN

Troop Event

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
<b>Preopening</b>		Patrol leaders' council	5 min.	5 min.
<b>Opening ceremony</b>	Boy Scout Oath and Law	Program patrol	5 min.	10 min.
<b>Skills instruction</b>	Leave No Trace and gear packing	Troop guides	25 min.	35 min.
<b>Patrol meetings</b>	Equipment planning for Outpost Camp	Patrol leaders	20 min.	55 min.
<b>Interpatrol activity</b>	Backpack loading challenge	Troop guides	25 min.	80 min.
<b>Closing</b>	Scoutmaster's Minute	Scoutmaster	5 min.	85 min.
<b>After the meeting</b>	Debrief; planning ahead	PLC and Scoutmaster		

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

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

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

### **Opening**

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

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

### **Skills Instruction**

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

Skills instruction for the Day Four troop meeting will involve preparing and packing personal and group gear for the Outpost Camp. This is also an opportunity for troop guides to model the Teaching EDGE™



### **Notes on Skills Instruction**

1. These skills will be used during the interpatrol activity of this troop meeting. They also will be needed during the hike to the Outpost Camp on Day Five.
2. The instructors for this portion of the troop meeting can be the troop guides assigned to each patrol or can be other youth staff fully versed in the principles of Leave No Trace and able to teach others how to use them.
3. As they prepare to teach this skills session, instructors can refer to the *Boy Scout Handbook*, *Fieldbook*, and Leave No Trace literature.
4. Instructors should also review the NYLT presentation on the Teaching EDGE™ and use the methods described in that session as their approach to troop meeting skills instruction. At the conclusion of this troop meeting, all NYLT participants will take part in the Teaching EDGE™ presentation. Instructors of that session will refer to the teaching that occurred during the troop meeting as a model of a way that the Teaching EDGE™ can be used.
5. If instructors discover that some of the NYLT participants are well-informed about the skills being taught, those Scouts can be encouraged to help less-knowledgeable patrol members to master the skills. In most cases, though, instructors will probably find that everyone can benefit from a well-presented review of the skills.

## PREPARATIONS

Each troop guide will need the following:

- A backpack of the sort to be used on the Outpost Camp
- Personal and group equipment to be carried by one person on the Outpost Camp
- A nylon sack or other container stuffed to represent one person's share of patrol provisions for the Outpost Camp



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

- They can neatly organize everything and correctly load a backpack.
- They can use the Teaching EDGE™ to share with others the skill of packing a backpack.
- They understand and can explain the role that choosing gear and food plays in a Leave No Trace camping trip.

## Leave No Trace Outdoor Ethics

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

## PROCEDURE

Using the Teaching EDGE™, the troop guide *Explains* how to organize, repackage, and pack one patrol member's personal gear, group equipment, and provisions for a campout, then *Demonstrates* those skills. Next, he *Guides* patrol members in preparing and packing the gear and provisions themselves. The goal is that each person will be *Enabled* to pack his own backpack correctly for the Outpost Camp.

Areas instructors can cover include:

- Adjusting shoulder straps and hip straps
- Lining the sleeping bag stuff sack with a plastic trash bag to protect the sleeping bag from rain
- Stowing clothing in a stuff sack or plastic trash bag
- Placing water bottles and fuel bottles in outside pockets of the pack to make them accessible and keep them away from foodstuffs
- If items are tied onto the outside of the bag, making them secure so they won't swing about or fall off while you are hiking

- Carrying a large cook pot by slipping it over the end of a sleeping bag before lashing the bag to the pack
- Striving toward the goal of having a neatly loaded backpack and nothing in your hands

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

### **Patrol Meetings**

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

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

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



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

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

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

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



The troop guide stays on the sidelines of the patrol meeting. He is ready to support the patrol leader and coach him if he needs it, but otherwise is not involved in the meeting.

**Interpatrol Activity****MATERIALS NEEDED**

For each patrol:

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



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

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

The senior patrol leader explains and conducts the interpatrol activity. The challenge for each patrol is to correctly pack a backpack.

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

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



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

**Closing—Scoutmaster's Minute**

The Scoutmaster offers a Scoutmaster's Minute.

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

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

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

"Well,' said the boy, 'I'm making a difference for those few, aren't I?'

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

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

**After the Meeting**

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

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

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

Go over any assignments for the next day's troop meeting. Thank the group for a job well-done, and adjourn.

# Day Four: Geocache Wide Game

<b>Time Allowed</b>	90 minutes
<b>Responsible</b>	Patrol leaders
<b>Location</b>	Selected area
<b>Learning Objectives</b>	<p>By playing this combination scavenger hunt, orienteering course, and wide game with their patrols, participants will</p> <ul style="list-style-type: none"> <li>■ Apply many of the skills learned during the NYLT program.</li> <li>■ Practice finding their way with GPS receivers.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>■ GPS receivers for each patrol</li> </ul>

**Presentation Procedure** *Geocaching* is an activity finding great popularity among Scouts and the general public. It combines the delight of orienteering with puzzle solving and outdoor explorations.

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

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

**On My Honor**

**N 32° 53.113,W 096° 58.280**

*Find the bronze fellow who can show you the way.*

*The date at his feet*

*Will help you complete*

*Your Good Turn quest for today.*

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

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

The final waypoint of a geocache challenge will often have a plastic container hidden nearby. Inside the container will be a notebook where the players can write down their names and the hour and date they found the cache. There might also be a number of trinkets—cheap toys, key chains, small plastic fig-urines. The players

take one of them and can leave a trinket of their own so that the number of trinkets in the jar remains the same. (Some trinkets are known as "geotravelers"—items that geocachers move from one geocache to the next.)

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



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

### ***NYLT and Geocaching***

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



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

### **PREPARATIONS**

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

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



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

2. Write down the coordinates for each waypoint on a sheet of paper. Include close-in clues patrols will need to find each cache.
3. Prepare each cache. (Information on what to include in each cache can be found later in this session description.)
4. Youth staff should rehearse their roles for the Geocache Wide Game before the NYLT course begins. That will permit them to operate the game smoothly and will allow them to double-check coordinates, waypoints, and cache contents.

## PLAYING THE GEOCACHE WIDE GAME

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

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

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

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

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



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

- Shield
- Scout emblem outline
- *BE* bar
- *KNOW* bar
- *DO* bar
- NYLT compass

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

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



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

### ***The Cache Challenges***

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

#### **VISION—GOALS—PLANNING: CREATING A POSITIVE FUTURE**

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

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

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

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

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

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

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

#### **ASSESSMENT TOOL: SSC —START, STOP, CONTINUE**

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

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

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

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

### **TEACHING EDGE™ —EXPLAIN, DEMONSTRATE, GUIDE, ENABLE**

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

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

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

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

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

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

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

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

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

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

**STAGES OF TEAM DEVELOPMENT AND THE LEADING EDGE™**

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

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

<b>Forming</b>	<b>Storming</b>	<b>Norming</b>	<b>Performing</b>
Low skill	Low skill	Rising skill	High skill
High enthusiasm	Low enthusiasm	Growing enthusiasm	High enthusiasm
Explaining	Demonstrating	Guiding	Enabling

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

**CONFLICT RESOLUTION TOOL: EAR—EXPRESS, ADDRESS, RESOLVE**

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

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

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

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

# Day Four: Patrol Meeting

**Time Allowed** 45 minutes

**Format** Patrol presentation

**Responsible** Patrol leaders

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

**Learning Objectives**

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

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



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

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

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

**Presentation  
Procedure**

## Model Patrol Meeting Agenda

### Day Four

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

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

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

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

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

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

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



# Day Four: Leading Yourself

**Time Allowed** 60 minutes

**Format** Troop presentation

**Responsible** Assigned Staff

**Location** Troop Site

**Learning Objectives**

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

- Discuss the importance of having a personal vision.
- Recognize at least one new way of thinking about himself.
- Describe the phases a person experiences while moving toward a goal or learning a new skill.
- Recognize the phases he is in as he progresses through learning/ achieving experiences.
- Have fun.

**Materials Needed**

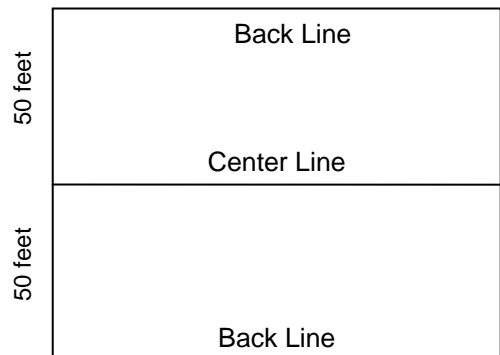
- National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
- National Youth Leadership Training Leadership Compass poster (in full view at the front of the meeting area)

**Presentation Procedure**

***Opening Activity***

**THE IDENTITY GAME—HAWK, SNAKE, COYOTE**

Play the Identity Game in an open area, perhaps the troop assembly area. Prepare the area by stretching a rope on the ground to separate the area into two equal parts. Mark the back boundaries of the two parts about 50 feet behind, and parallel to, the center rope.





Limit the time for this game to eight minutes. To make the game go faster, it can be played by individual patrols rather than the entire troop, or by one patrol starting against another.

Divide the troop into two teams (perhaps Red, Blue, and Green patrols as a team, Yellow, Orange, and Maroon patrols as the other team). Each team huddles, and members decide whether they will all be hawks, snakes, or coyotes.

The teams face each other across the center line. At the game leader's signal, members of each team assume the sign of the animal decided upon by their team:

- **Hawks**—Arms outstretched as wings
- **Coyotes**—Hands cupped against the head as ears
- **Snakes**—Palms held together and the hands making a slithering motion

The key to the game is this:

- *Hawks get snakes.*
- *Snakes get coyotes.*
- *Coyotes get hawks.*

Thus, if team A has chosen to be hawks and team B shows the sign for snakes, the snakes must run to the safety of their back line before being tagged by the hawks. Likewise, if team A shows the sign for coyotes and team B shows the sign for snakes, the coyotes must run for safety or be tagged by the snakes.

Each person who is tagged becomes a member of the other team for the next round of the game. The game continues for eight to 10 rounds. The numbers on each team will ebb and flow as participants are tagged and change sides. At the end of the game, participants rejoin their patrols and make themselves comfortable in the troop presentation area.



Show slide 5-1,  
Leading Yourself.

### **Introduction**

Ask participants what they liked about the game. (It was fun, active, different...)

Ask what they learned about playing the game successfully. Bring out this idea: You've got to know whether you're a hawk, a snake, or a coyote. Once you know that, then you can use what you know about yourself to decide what you're going to do—whether you're going to run for safety or try to tag the other team.

Apply that idea to leading yourself: Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourselves. We all have our own sets of strengths and ways of doing things. We each have experiences that helped make us be who we are today and are influenced by our parents, teachers, religious leaders, friends, and neighbors. We also have the freedom to choose much of who we will be, what guidelines we choose to follow. For example, everyone here pledges himself to follow the Scout Oath and Law.

Understanding as much as we can about who we are is a basic part of leadership.



Show slide 5-2,  
Be, Know, Do.

Who we are is the **BE** of *Be, Know, Do*.

Understanding something about ourselves is the **KNOW** of *Be, Know, Do*.

Using our personal strengths to improve our abilities to lead is the **DO** of *Be, Know, Do*.

### What does it mean to lead yourself?



Show slide 5-3,  
Leading Yourself.

We often think of a leader as the person out front—the senior patrol leader; the guide, the crew chief showing people the way.

In leading others, we have a greater responsibility than just to ourselves. But before we can lead others well, we need to be able to lead ourselves. For now, let's boil down leading ourselves to answering three questions:

1. Where am I now?
2. Where do I want to be?
3. How do I close the gap between where I am now and where I want to be?

Give a simple example:



Show slide 5-4,  
Leading Yourself. I'm at  
the base of the mountain.

1. I'm a person at the base of a mountain. (*Where I am now*)
2. I want to be a person standing at the top of the mountain. (*Where I want to be*)
3. In order to close that gap between the trailhead and the top of the peak, what do I need to do? (*How do I close the gap?*) Well, I need to organize my group, plan an itinerary, get the food ready, and load my pack....

Ask participants for a few more examples. Encourage them to think about situations in school, in sports, or in Scouting where they figure out where they are now, where they want to go, and at least a general idea of how to close the gap between the two.

**Transition to Vision:** Where I am now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far?

Vision. That's what future success looks like. That's where we want to go.

On videos during this course, we've seen some examples of personal vision. Can you tell me what Lance Armstrong's vision was? Stephen Fossett's?



Show slide 5-5,  
Vision—Goals—Planning

- *Vision* is what success looks like. Vision is the elephant.
- *Goals* are the steps to fulfilling that vision. Goals are the bites of the elephant.
- *Planning* is the way to figure out how to reach your goals. Planning is figuring out where you'll get the fork, the cook pot, and the elephant recipe book.

### **The Vision Challenge**



Show slide 5-6,  
The Vision Challenge.

Later in this NYLT course, we'll guide each of you through the process of developing a personal vision. For now, start thinking about where you are and where you want to be.

Think big. Where do you want to be in 10 years? In 25 years? Dream a little. What profession most appeals to you? What kind of adult life? Think about that for the next couple of days, and then we'll start figuring out how you can close the gap between where you are now and where you want to be.

### **Summarize This Section**



Show slide 5-7,  
Leading Yourself: You are ...

When it comes to leadership, the person you lead the most and the person over whom you can have the greatest influence is yourself.

To lead ourselves, we need to figure out where we are, where we want to be, and how to close the gap in between. That means having a vision, setting goals to fulfill that vision, and then planning ways to reach those goals.



Show slide 5-8,  
Leading Yourself:  
To lead yourself ...

Each of us also needs to be responsible for himself—doing what we need to do to close the gap between where we are and where we want to be.



Show slide 5-9,  
Leading Yourself:  
You need to be ....

There are lots of people to whom we can turn for support and whom we can draw upon for help.

### **Knowing Yourself**

#### **THE CROSSED-ARMS EXERCISE**

Have everyone cross their arms, then re-cross them the opposite way. Discuss comfort level with difference and the fact that there is no right way. For some people, right over left feels more natural, for others it's left over right.

Ask all right-handed participants to raise their hands, then ask a show of hands of those who are left-handed.

Ask a show of hands of people with blue eyes, then of those whose eyes are brown.

Some traits (like which way we feel better crossing our arms) may have no clear explanation, but they are still part of who we are.



Show slide 5-10,  
Knowing Yourself.

Emphasize the fact that *to lead yourself well, you need to know as much about yourself as you can*. Who you are is not just whether you are a coyote, a hawk, or a snake. Who you are is not just how tall you are or the color of your eyes or what kind of music you like, but also how you make decisions when you are with other people and how you make decisions when you are alone.

## The Self-Leadership Compass



Show slide 5-11,  
The Self-Leadership  
Compass

- Forming
- Storming
- Norming
- Performing

While we are all unique in many ways, something most of us have in common is the path we take as we are moving toward a goal or learning a new skill. They happen to be the same stages that teams experience as they are working toward a goal or learning new skills:

Whenever we begin to learn a new skill or begin making our way toward a new goal, we have lots of enthusiasm but we probably also have lots to learn before we can get very far. When we begin any new skill or goal, we will always be back at *Forming*.

The same is true when using a real compass. If you want to head out in a new direction, you need to point your direction-of-travel arrow toward your destination and begin working your way through the phases again.

## Self-Leadership Measurement Activity

Encourage Scouts to use their NYLT compasses to chart their individual progress as they learn new skills and work toward personal goals during the NYLT course. This is a private activity for each of them. Every Scout can consider his level of skill and level of enthusiasm and motivation. By understanding their stages of development, they can move ahead more effectively.



Show video clip 5-12, Leading Yourself (Part One), which begins with "Whether you have a strong personal vision or one that involves others...." Add these thoughts to the video presentation:

- To move toward more advanced stages of self-leadership, it's important to reevaluate your goals. Are they getting you closer to realizing your vision of success?
- You can recast your goals. You can refine them to make them more powerful.
- You can also seek the help of others. Find people who can help you set your goals, teach you skills, and evaluate your performance.



Continue through the interactive scenarios at slide 5-13, Leading Yourself, and video clip 5-14, Leading Yourself (Part Two), to the *Be, Know, Do* summary.



Show slide 5-15,  
Summary.

### Summary

The foundation of leadership is *Be, Know, Do*:

- The **BE** of leadership—Who you are and how you use your strengths
- The **KNOW** of leadership-The skills of teaching and helping others achieve their goals
- The **DO** of leadership-Tools for communicating, solving problems, and resolving conflict

We each have responsibility for figuring out where we are, where we want to be, and how to close the gap in between—in other words, to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals.

Knowing about ourselves will help us understand why we are where we are now, where we want to be, and how to close the gap between our present situation and what success looks like.



Show slide 5-16,  
Summary: The stages ...

Understanding the stages we go through as we learn a new skill or work toward a goal can help us better understand the process and get through difficult times more efficiently.

# Day Four: Troop Campfire

<b>Time Allowed</b>	60 minutes
<b>Responsible</b>	Assistant Senior Patrol Lead and Program Patrol
<b>Location</b>	Campfire Ring
<b>Learning Objectives</b>	<p>This session will</p> <ul style="list-style-type: none"><li>■ Provide an opportunity for each patrol to present appropriate material at a campfire program</li><li>■ Demonstrate the program patrol working with troop and assistant senior patrol leader to organize and present the campfire program.</li></ul>
<b>Materials Needed</b>	Completed campfire program planner.
<b>Presentation Procedure</b>	<p>The assistant senior patrol leader works with the program patrol who in turn works with each patrol to present a troop campfire program. The theme for the campfire should be determined in the patrol leaders' council. The NYLT staff (through the senior patrol leader) may present suggestions for the campfire theme. The campfire program should be presented by the participants and not by the staff. The only exception is the scoutmaster who should offer his services to present a Scoutmaster's Minute at the conclusion of the campfire program.</p>