

Troop 235 Leadership Training Guide

Icebreakers:

Moon Ball

This is a good game that develops coordination, fast reactions, and unselfconscious participation. There is no individual competition, but the group does compete to better its record.

Equipment:

1 well-inflated beach ball

How to play the game:

Spread your group around a basketball court or open field. Use a well-inflated beach ball. The objective is to hit the ball aloft as many times as possible before the ball strikes the ground. Set an objective before beginning the game to give the group something to shoot for. The only rule is that a player cannot hit the ball twice in succession.

Zulu Toss Game

Materials:

One tennis ball or other item (ball) per patrol member

Procedure:

Each patrol forms a circle. The patrol leader (Participant A) tosses (sends) one ball to Participant B, who receives it and then tosses (sends) it to Participant C, etc., until the ball has been touched once by every individual. The last to touch it sends it back to the patrol leader. Toss the ball around the circle several more times until everyone is accustomed to receiving from and sending to the same individuals every time. The patrol leader tosses the ball to Participant B again to start it on another trip around the circle. When that ball is midway through the participants, the troop guide hands the patrol leader a second ball, which he or she then tosses to Participant B, Participant B to Participant C, and so on. There are now two balls being sent and received around the circle. As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system. The troop guide gradually hands the patrol leader more balls. Timing their introduction into the circle to keep the balls moving, until all the balls are in play.

Topics:

Introduction to Vision

Tell the Scouts that vision is critical to success in any role or project. You must first know what success looks like before you can reach that success. In Scouting, a troop's vision is something developed and shared by all members. It identifies where the troop is going—what it wants to accomplish. As an individual, you probably have a number of visions, but you may not have articulated them. We will discuss vision more thoroughly in Module Three, but each Scout should be thinking about his own vision of success in his new position, as well as his vision for

the troop. Share the vision that the senior patrol leader and Scoutmaster created during their discussion. Along with the rest of the troop, create some goals to help the troop reach this vision of success. Ask each Scout to think about his vision and some likely goals as we continue, taking the time to record or discuss them during breaks.

Troop Organization

Note: Show the troop organization chart for your troop. (Adapt your chart to the organization of your troop; two models are provided for typical large and small troops.) Notice that across the organizational chart, Scout positions are associated with adult positions: The senior patrol leader works closely with the Scoutmaster; other troop leaders work closely with other adults. No position is completely independent. Cooperation and teamwork between adults and Scouts is essential. Also notice that Scouts with leadership positions have responsibilities to one another. The senior patrol leader manages other Scout leaders and is responsible for their performance. Elected Scout leaders can have appointed Scout leaders to manage, and be responsible for, as well. Your troop has a number of important Scout positions. The highest positions are elected and serve for a period of time in those positions (a “term of office”). A number of appointed leadership positions are available, with varying levels of skill and commitment required to fulfill. Hopefully, every troop member will be encouraged to accept some kind of leadership position every year in the troop.

It is about a choice to lead. It is about a choice to give rather than to receive.

What we need to build into the makeup of our Scout leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed. That is the true role of a leader—helping other members of the troop succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the troop and each member succeed. Servant leaders help the troop through day-to-day operations and through all the chores and tasks that must be accomplished. Duties are delegated and roles assigned. Troop leaders help manage this process. They focus on how to make every member successful in assigned tasks so that the troop will come together quickly as a team. Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

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

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

Some key teaching points:

- Servant leadership is about making the choice to lead, to give more than you receive, and to make a difference.

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

Introduction to the Tools of the Trade Session

Discussion: Introduce the three core topics in this module:

- **Communications**— The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- **Planning**— Proper planning makes the difference in almost all Scouting activities.
- **Teaching EDGE**—The Teaching EDGE method can be used any time a leader is helping others learn. People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help the Scouts as they perform their leadership roles and develop their own individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to each Scout’s ability to lead his fellow Scouts.

Communications

Discussion: The Greek philosopher Aristotle broke communications down into three parts:

A sender—A message—A receiver. This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

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

Planning

Discussion: Second only to communicating, good planning is an essential skill for every effective leader. As new Scout leaders, you will quickly notice that things you thought “just happened” in the troop are usually actually the result of someone—perhaps now you—planning ahead and preparing for it to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity. At its core, planning is really just thinking ahead—thinking ahead about what’s needed to get the outcome you want to have happen. In planning Scouting activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Planning is figuring out what it will take to make that come together smoothly. Ask

questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article or a policeman solving a case, walk through some basic who, what, when, where and how questions: What do we want to do? What is the desired outcome? Where is a suitable site? How will we get there? What will we do once we get there? What equipment do we need? Where do we get that equipment? Who is responsible for getting the equipment? Who is participating? When is the activity? Do we need permits or permission? What will we do if . . .? Etc. The questions vary considerably depending upon the activity, but the process is the same. The more questions you can think up ahead of time, and the more answers you develop, the smoother the activity will be. After you get through the basics in planning the activity, spend a good part of your time thinking through some “what do we do if ‘x’ happens?” kinds of questions. That will help you be prepared when things don’t go as originally planned. Also, focus on the “who”: “Who is responsible for making that part happen?” or “Who will bring that item?” Sometimes teams work out a good plan, but then the leader doesn’t assign specific owners to every needed task. Figuring out what’s needed is an important part of planning, but assigning someone to take care of it is essential. Be certain that someone is assigned to get every needed task done—don’t presume that “someone” will step up and take care of something.

Experience. Practice planning by having the Scouts plan as a group a sample troop service project using the scenario below. Explain the scenario to the Scouts, and then give them 10 to 15 minutes to plan in a group how they would approach the activity. After they have established their plan, let one or more of them summarize the high points for the group. Then transition into the reflection: As a team, discuss how the planning activity went.

Note: As the trainer, stay engaged with the learners as they are doing their planning together. If they are not clear about the types of questions they should be considering, or not effectively developing answers/solutions or assigning owners, gently coach or ask them leading questions to get them on track. Avoid the temptation to drive the activity, though. Conversely, if the group is doing well in their planning, gently raise the bar by asking a few deeper or “what if” questions.

Scenario

On a Saturday, six weeks from now, the troop will conduct a service project at a local city park. The project involves:

- Installing 50 feet of split-rail fence around a tree (to protect it)
- Removing old plants and undergrowth from a nearby area (approximately 500 square feet in area)
- Laying down weed block in the cleared area
- Spreading 6 cubic yards of mulch in the area just cleared and under the fenced-in tree
- Planting 15 to 20 small plants and shrubs in a small garden in a third area nearby

The three work areas are close enough to each other that they are within line of sight and earshot of each other. The city will provide the wood and hardware for the fencing, the plants for the garden, the weed block, the mulch, and several trash receptacles for the removed materials. The troop will bring 22 Scouts and six trained adult leaders. Four unregistered parents will also participate in the project work party. The troop participants must provide any equipment needed to do the work. Plan to start and finish the work on that one Saturday.

Task: Plan what equipment you need for the project and how you're going to get it. Plan how to use and manage your team on the day of the project. Some additional "what if" questions/tasks for teams that are doing well in the planning process:

- What if the park planner wants additional work done on the day of the project—can you cover more?
- What if they also asked that you install a drip irrigation system for the newly planted plants? What additional equipment would be needed? How many people would you assign to that task?
- What if one of the areas was NOT within sight and earshot of the other two projects? What considerations would be needed? How would you allocate your adults? What equipment would help you address that issue?

Reflection: Lead a discussion about planning this activity and planning activities in general. Use open-ended questions until the teaching points are all brought out. *Sample questions:*

About the planning session:

- Who led the planning discussion? Did that work?
- Did anyone take notes?
- What did the team focus on first? Was that an important thing to focus on?
- What happened during the team's planning process?
- Did you ask yourselves key questions? Did you develop any answers?
- Did you get through some necessary planning activities?
- What else still needs to be planned to make this project a success? Are there areas you didn't get to?
- Is 10 to 15 minutes enough time to plan a project of this size?

About the project:

- Who was assigned to lead the overall project and coordinate the work effort during the project?
- How did you divide up the troop to work the service project? Did you divide up by patrols, by skill level, by age, or by some other method?
- Who was in charge of each of the teams?
- How did you allocate the adult leaders to the teams? What about the parents?
- How much time did you estimate the project would take with this number of participants?
- What safety considerations did you plan for?
- What were your plans for food (snacks, drinks, lunch, etc.) during the project?
- How did you plan to communicate among the various teams?
- Were any special skills needed to do this project? Was there someone in the troop with these skills? If not, did you consider finding out how to do those skills before the day of the project?
- What were your considerations for poor weather? Was there anything in this project that couldn't be done in the rain?
- What equipment did you put on your equipment list? (If anything significant is missing from the list, coach the team about what else is needed.)
- Did you assign someone in the troop to bring every item on the list?
- Did you assign someone to check before the project that the Scouts are still planning to bring each needed piece of equipment?
- What equipment did you tell every person to bring?

Some key teaching points:

About the planning session:

- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan.
- Plan your planning—focus on important things early in the planning process.
- Plan your planning—identify the big areas that are going to need to be thought about and make sure you cover each one thoroughly.
- Think through some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners to each task.
- Assign due dates as appropriate.
- Assign someone to follow up and verify that needed things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not presume needed things will “just happen.”

About the project:

- Pick someone to lead the project, ideally the senior patrol leader.
- Assign age-appropriate tasks to each group.
- Have enough activity to keep everyone busy and engaged in the project. Ensure everyone is fully participating—and given an opportunity to participate.
- Divide up the adults. They should be coaching and mentoring the Scout leader of each team—not leading the team themselves.
- Place skilled adults with the teams needing greater skill (e.g., building the fence or properly planting the plants) to help the Scouts learn and be successful. If no one in the troop knows how to build the fence or plant the plants, make arrangements to learn these skills ahead of time—or ask someone to join you for the project who can teach the Scouts.
- Always consider safety factors when working on service projects or other Scouting activities. (Discuss specific considerations for this project with the team.)
- Every Scout should be instructed to bring his outdoor essentials whenever the troop is doing an activity of this nature. Personal safety gear, like work gloves or eye protection, should also be considered for service projects.
- All of this project can be done in the rain. No need to cancel the project for (reasonable) bad weather.
- A variety of equipment is needed for this project, but none of it is beyond what many families have for home use. Make a good list, then assign owners to either bring each item or to track down someone else who could bring it. Delegate. Use the troop leadership team—can the quartermaster or senior patrol leader drive this activity? Or perhaps the Scouts in charge of each team?

Leader Comments. When planning an activity, it helps if you don't presume—don't presume that something needed will be there or that it will just happen; don't presume that someone will take care of something because it seems obvious or because he usually does it. Include that responsibility in your plans and assign an owner. Check on it—then you'll know that it's taken care of. As you become more aware of the value of planning and how it can affect the success

of activities, you may also notice when others in your troop—either Scout leaders or adult leaders—have not put enough time or effort into planning the activity. Recommend the members of the troop find ways to provide constructive feedback to each other to ensure that those who don't properly plan are coached that it is not OK—everyone suffers when the person in charge of making something happen doesn't plan properly. You will also see who on the team is good at planning—get them into positions to coach and help others learn this important skill. As a senior patrol leader or other key member of the troop leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities—meeting, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Scouts—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts. Ask for feedback—what do others think? If you feel that you're doing all you can or that you are running out of ideas, ask for help. When you DO put in the proper planning time, the Scouts will see that you care enough about them to put your energy into planning the best possible experience for the troop—they will see you as a leader.

Teaching EDGE

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

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

1. **Explain**—The trainer explains how something is done.
2. **Demonstrate**—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.
3. **Guide**—The learner tries the skill while the trainer guides him through it. The trainer gives instant feedback as the learner practices the skill.
4. **Enable**—The learner works independently under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

Experience. (This is an ideal part of the training for an experienced, NYLT-trained Scout to conduct.) Briefly teach the Scouts a simple skill using all four steps of the EDGE method. Set a good example by distinctly using all four steps of the process so the Scouts can clearly differentiate.

Some possible sample skills to teach:

- How to build/fold a paper airplane
- How to properly fold the U.S. flag (refer to page 31, of the BSA publication *Your Flag*)
- How to tie a knot
- How to perform a basic first-aid activity
- How to toss a small object into a coffee can from a short distance
- How to properly lace up a hiking boot (or tie a shoe)

Some of these skills will need more or less equipment than others. Be sure there is enough equipment available for all of the learners to participate in the Guide and Enable steps simultaneously. The goal of this part of the training is to teach about teaching, not necessarily

to teach a new skill, so the subject being taught need not be an elaborate one—and need not be something the learners don't already know how to do.

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

Sample questions:

- What happened during the Explain step? What happened during the Demonstrate step?
- What happened during the Guide step? What happened during the Enable step?
- Did parts of the training go too fast or too slow for you? What could the trainer do to address that?
- Did the learners ask questions? Did the trainer answer them?
- Did the trainer ask questions of the learners to ensure they were following?
- How did the trainer know the learners had learned the skill?
- What other skills could we teach using this method?
- How could you as a leader use the EDGE method with your troop or patrol?

Some key teaching points:

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

Leader Comments. So many Scouting skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your patrol or troop how to do something. With practice, this method will become easy to use and a natural skill for you to use in many situations. When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn? Other good questions to consider: Who is the audience? What do they already know about this subject? What are the critical things to be taught? What is the best order in which to present your major points? How will you present these various points? What teaching aids will you use? Etc.

Teams and Team Characteristics

Group Discussion: Lead the Scouts through a series of very brief discussions about teams. What do we mean by “team”? The word “team” applies to any group working together toward a common goal. A team can be a temporary group that meets once to solve a particular problem or it could be a permanent group. Name some permanent or temporary teams in the troop. In Scouting, the team could be the group going on a particular outing, the group planning an activity, the troop leadership team, or the entire troop. Just because we call something a “team” does not mean that the group functions effectively AS a team. What makes a “team” of people stronger/different than simply a “group” of people? A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member, too. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results. What are some characteristics of effective teams? (Try to draw out some of these answers from the Scouts, rather than listing

them all as a “lecture” from the trainer.) Consider writing some of the answers/ideas on the board.

- Common Purpose

- A team is a group of interdependent people who cooperate to achieve exceptional results. They have common purpose for which they are all accountable.

- The goal must be clear to all.

- Members feel a common purpose; their personal goals are linked to the team goals. It’s a win/win.

- Interdependence

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

- Appropriate Roles, Structure, and Process

- People know their roles and boundaries—and their value to the team.

- Decisions are agreed upon and supported.

- Feedback is timely and useful.

- Communications channels are open.

- Leadership and Competence

- Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.

- The team has the leadership and support it needs to be successful.

- Team Climate

- The team environment is open and collaborative.

- People show respect and trust for one another, and they value different opinions.

- There is a genuine interest in gaining agreement.

- Performance Standards

- The team sets high standards and monitors itself for continuous improvement.

- Team members critique their own performance and decisions against a high standard.

- Clarity and Understanding of Boundaries

- The team has a clear understanding of its task and the limits of scope for accomplishing the task.

- The vision for accomplishing the goals of the team and the methods to be used is understood by all.

Stages of Team Development and Styles of Leadership (Leading EDGE)

Stages of Team Development. Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as they take on new tasks or roles. To get a better sense for how this might work in a team, let’s first look at how it works in us as individuals.

Discussion. Lead the group through an interactive discussion of the stages of development as they apply to an individual. Use open-ended questions to draw the Scouts into the discussion and cover the teaching points. Let’s look at where each of you is as you begin to take on your new leadership role for the troop. Let’s focus on two important elements that change as we face a new task: skill level and enthusiasm.

Sample questions:

- You've each recently been selected to hold a leadership role in the troop this term. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? (Yes.) Does taking on the new position seem kind of exciting? (Yes.)
- But do you actually know how to handle the role yet? (Probably not.) You've seen others do it, but is your personal skill high or low right now? (Low.)
- Soon, if you haven't already, you'll each sit down with an adult leader or the Scout who had your position before and start learning the details. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the quartermaster, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the position? (It will likely go down. It may not seem like such a good idea to have been picked anymore.)
- Then what happens? You get more into the role, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it, and that you're able to be successful and help the troop. What's happening to your skills as you serve as quartermaster for a few outings and meetings? (They are improving.) What happens to your enthusiasm? (It goes up.)
- After a while, many of you will get quite good at your new role. You'll know what to do and how to do it—and you'll start thinking about ways to take it up a notch during your term. What will have happened to your skills? (They will be high.) What will happen to your enthusiasm? (It will be high.)

Some key teaching points:

- When starting out, enthusiasm tends to be high and skills tend to be low.
- Then, as a person learns more about the needed tasks and realizes that he doesn't necessarily have all the skills or resources (time, people, etc.) to handle the position easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.
- Once a person starts making progress and having some successes in the position, his skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops more skills, his enthusiasm will grow, too.

Leader Comments. This flow of enthusiasm and skills is quite typical—for people as they take on new roles and for teams as they come together as a team. Let's look at the same flow from a team perspective. Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that the stages are the same. The teams will go through the same stages as they come together as a team that each Scout will experience in his new position.

Inclusion

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

Leadership Ethics and Values

Group Discussion. Refer to the *Boy Scout Handbook* and review the Scout Oath and Scout Law and what they mean. Each phrase in the Scout Oath and word in the Scout Law is broken out and briefly discussed. The focus is on what Scouts are agreeing to as individuals when they say the Scout Oath or the Scout Law. In this section, lead a discussion with the Scouts about how they can and should view the concepts in the Scout Oath and Scout Law as Scout leaders. They have been selected to take on leadership roles in the troop. Ask them to consider how the elements of the Scout Oath and Scout Law apply to them now as leaders. The specifics of this section should be tailored to the leadership maturity of the troop. A high-performing troop can approach this section differently than a troop beset by behavior issues. Use this section to grow and focus the new Scout leadership team toward leading well and setting a good example for others. Break out each phrase of the Scout Oath individually and discuss it together briefly—with a focus on applying it as a leader in the troop. At the end of each phrase, add “as a leader” or “in my leadership position.”

Scout Oath

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

Some key reflection and teaching points:

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

. . . I will do my best . . . as a leader: As a Scout leader, do you cut corners and shirk responsibilities? Or do you stand up, do your best, and lead your team to do its best? Every time? Try hard to live up to the words of the Scout Oath. Measure your achievements against your own high standards and don’t be influenced by peer pressure or what other people do.

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

. . . to God and my country . . . as a leader: Are you serving as best as you can? Are you setting the example for your team? Are you encouraging others to serve well, too? Your family and religious leaders teach you about God and the ways you can serve. You do your duty to God by following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs. Help keep the United States a strong and fair nation. When you work to improve your community and your home, you are serving your country. Natural resources are another important part of America’s heritage worthy of your efforts to understand, protect, and use wisely.

. . . and to obey the Scout Law . . . as a leader: The 12 points of the Scout Law are guidelines that will help you do the right thing—throughout your life, and right now while you’re a Scout leader. The Scouts you are leading will watch whether you are living and acting according to the Scout Law—and whether you are leading your fellow Scouts to do the same. When you obey the Scout Law, other people will respect you for the way you live, and you will respect yourself.

. . . to help other people at all times . . . as a leader: There are many people who need you. Are you helping others—on your team and in the other patrols? Are you helping the leaders above you? Below you? Are you helping the Scoutmaster and senior patrol leader run the troop—or are you being less than helpful? Is your patrol helping the senior patrol leader, assistant senior patrol leader, quartermaster, or adult leaders when there are things that need to get done for the troop? By helping out whenever possible, you are doing your part to improve your troop and your community.

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

. . . mentally awake . . . as a leader: Are you developing your mind and body? Be curious about everything around you, and work hard to make the most of your abilities. Are you learning about your Scout leadership position? Is there more you can learn? Is there more you can try to do in your leadership role? Are you encouraging your team to grow and develop?

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

The Scout Law. As in the *Boy Scout Handbook*, break out each word of the Scout Law individually and discuss it together briefly—with a focus on applying it as a leader in the troop. Remember, the Scout Law is for everyone. Before each point of the Scout Law, insert “A Scout leader is.”

For example:

- A Scout leader is trustworthy . . .
- A Scout leader is loyal . . .

Continue to work through each word of the Scout Law as you did the Scout Oath, encouraging the Scouts to emphasize positive leader traits and to make good choices.

The Servant Leader. What is the relationship between a leader and the team? Many people’s first reaction is to state that the team “works” for the leader, performing tasks for one person. When this happens, the leader isn’t simply a leader, but more like a “boss” or an “owner.” Many people don’t want to be part of a team that works this way, and they’ll only join them for

the sake of external rewards, like a salary. In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means serving the team. When a leader recognizes that he is responsible to the team (and not the other way around) and acts accordingly, he becomes a "servant leader." Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives. A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader's ability, and create an environment for the team to succeed. Many of the leadership examples you've seen in your lives aren't servant leaders, they're "bosses" and "commanders." These kinds of leaders are rarely chosen by a team's own membership to lead them but are imposed from outside. The modern workforce is making this kind of leadership less valuable. As people become more skilled and capable, they expect more respect for their actions and capabilities, more input into decisions, and more interactions with their leaders. They need more service. In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you'll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed. To be a servant leader to a high-performing team, you'll need to listen carefully: Be attuned to the people around you, and empathically understand what they're thinking. The servant leader knows his team's capabilities and desires. At the same time, servant leadership is more than just a consensual approach. Leaders need to lead— to set direction and lead team members in that direction. Sometimes they need to hold team members to account, to make tough decisions that some won't always like, and to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too "cozy"; they may lose their edge and start to fail their customers—the real reason teams exist.

From a point/counterpoint perspective, servant leaders:

- **Need to listen** and know when the time for discussion is over.
- **Achieve consensus** and know when to preserve things that are good without foundering in a constant storm of question and reinvention.
- **Set/maintain standards** and know when to reject what does not maintain those standards or the team vision.
- **Serve their customers** and know how to make a difference with the team. Please think about how you can be a servant leader in your current role in the troop.

Vision

Take this time to discuss the troop's vision of success. Ask: How will we use our leadership skills to help reach this success? Offer to help any new Scout leader with suitable goals to achieve success in his new role.

Delegation

Right Stuff to right people

One of the most important things to learn when delegating is identifying the right tasks for the appropriate individuals. Before you delegate any tasks, you must assess your team members,

determine what they are willing to do, given their available time and schedule, and what they will be able to successfully achieve, given their background and experience. Then, based on the nature and necessary levels of competence and commitment required to successfully execute any given task/assignment, try and match the task to the appropriate individual, based on the scouts skill set, experience, background, available time and commitment. By performing this assessment and identifying the right people for the right tasks, you will be setting your team up for success.

Also, it's important not to just delegate the junk. Delegate the projects that the scout can do better than you and projects that will help develop the individual's leadership skills. Another important key to delegating is effectively explaining the task, assignment or project your team member is about to undertake. This process will vary for each individual. For example, when you're working with an experienced scout or adult, you may simply need to point them in the right direction and say "go." However, when you are working with a newer scout or with an individual who hasn't had much experience with the task at hand, you will need to layout the process step-by-step.

Explain

Another important tip in providing an effective explanation often involves more than just explaining the "what" (the overall project's projected outcome) and the "how" (the pathway to achieving that outcome). Certain tasks might be a small piece of a much larger overall project and it's important to also explain how that project fits into the troops' overall mission and goals. By explaining how even the smallest tasks fit into bigger picture, this helps highlight the importance of each assignment and illustrates how the scout is key in achieving the overall mission or goals of the troop.

It is also important to outline the expectations, not only for the project, but many other items as well. By setting and outlining expectations, you are ensuring that you and the rest of your team are on the same page and hopefully reducing the number of surprises that might pop up down the road. Sit down with your team, establish project goals, timelines, expected communication (i.e. how often you will need to touch base with your team), necessary level of support, required resources, etc.

Goal Setting

This process should involve outlining your expectations for your team members and each project they are helping out with, to ensure your and the troops goals are met. But it is also just as important to hear the expectations of your team members as well. By listening to the expectations of your team members, you will know how much communication, support, and other resources they might need in order to be successful in completing their task.

As part of this process, ensure you are delegating “S.M.A.R.T.” tasks. Ensure each assignment is:

- Specific,
- Measureable,
- Achievable,
- Realistic and
- Time bound.

By following the “SMART” model, you can help secure the success of your team members by ensuring they are helping with specific and achievable tasks that are realistic and under a measurable timeline.

Once you’ve identified the right person for the right task, explained the necessary steps for success, outlined the expectations of each other, one of the final steps is assessing the appropriate level of support and communication for each individual. Similar to above, the level of support and communication will vary for each scout, based on their level of experience and commitment.

As you can imagine, newer and less experienced scouts might be eager to get involved and thus commitment is not a factor, but their lack of experience might require additional support from you. This type of scout might not need reminders throughout their assignment, but might need some help and guidance in completing their tasks. On the other hand, more experienced scout might not need as much guidance, but might require additional communication or reminders along the path. While other scouts might be committed and experienced and might only need a quick “check-in” every few weeks.

While you are outlining the expectations of the team, it is important to assess and outline the appropriate level of support and communication that is required for each individual. No matter what the outcome, always keep an open line of communication between yourself and your team, to ensure you are available whenever support, help or guidance is needed.

Follow through throughout the process and make sure the goal is being attained.

Running an Effective Meeting

Agendas

As troop leadership, you will be responsible for creating the agenda for the chapter meetings. This may seem like a giant task, but it really is not. To make it easier on yourself make sure that you have good lines of communication with your other officers; they may have things that they need to discuss and put onto the agenda.

Remember that your agenda should be well put together, but also be flexible in case something comes up that you did not know about while you were planning it.

Activities

The hard part about meetings is finding the balance between business and having fun. This balance can make or break your meetings. One of the harder aspects in running activities is making sure they are fun and appropriate. Now when someone thinks activities they automatically think games, but that doesn't have to be the case. Activities can be games but if you think outside the box you can come up with a lot of new ideas that will bring more people to your meetings.

The possibilities for making your meetings more enjoyable are limitless. You should try and ensure that whatever you choose to do it does not get out of hand. An example of games getting out of hand can be playing a game of dodge ball or tag. Although both of the games are fun, I think we have all seen how those games can escalate and get out of hand very quickly. When that happens, it is not fun for anyone involved.

Another way that you can decide upon activities is by looking at what your troop is doing at that point in the year. You can use the activities portion of your meetings to help grow your troop program.

Conclusion

This is for everyone to respond to the meeting and be able to ask questions and recap the meeting.

Speaking and Listening

There is an old parable that states that one is born with two ears and one mouth as a reminder to listen twice as much as one speaks.

A very wise woman explained that when in a conversation with a group of four or more people, one should be considerate of the Conversation Pie.

For example if there are six people at a dinner party and dessert is about to be served, it would be appropriate that each person would receive the same size slice of pie. If one person were to take a much larger piece of the pie, it would be considered to be a breach of etiquette or at the least, it would be considered rude. Therefore, when speaking, be considerate of the conversation pie.

Members of Congress are granted specific amounts of time to speak and they have to ask for more time if they wish to exceed that time in the form of parliamentary procedure. This

process provides the best opportunity all who wish to speak are given an opportunity, If time is perceived to a limited quantity, then one's conversation must be well planned to be effective. First, we should seek to understand and then seek to be understood.

The key components of listening effectively understand the process of listening and identifying

Types of listening

- There are several fallacies about the topic of listening:
- Listening and Hearing are the same thing
- Smarter People are Good listeners
- Listening improves with age
- Listening Skills are difficult to learn
- Let's take a look at the first one "Listening and Hearing are the same thing" - Ask any married man the following question
- Has your wife ever asked you take the garbage out when you are in the middle of watching a sporting event? I am confident that the person receiving the information "heard" what was said, even if they did not do what was asked. The follow up question from the wife may be, "Were you listening to me?"
- Hearing is about the perception of sound; Listening is about the perception of meaning.
- Process of Listening
- The components of listening include Receiving, Attending, Understanding, Responding and Remembering.

Receiving

- One must first hear the message in order to listening. Hearing is simply the reception of sound and it is a prerequisite for listening.

Attending

There are three parts of Attention or the amount of focus given to a specific message. Selectivity of attention determines how we select what is the important component to listen, strength of attention possesses energy. It requires effort and desire. One must decide which message requires the most focus and that will determine which message will receive the most strength of attention, like trying to read a book while watching a program on television. Finally, attending has a component of sustainment. How long will one focus their selectivity and strength of attention on a specific message?

Understanding

- Someone said Communications begins with understanding. How does one understand a message?
- Verbal symbols or non-verbal symbols
- Barriers to understanding include:
- Misinterpretation of an action such as eye contact or facial expressions as they may not be perceived as universal in meaning.
- Misinterpretation of non-action symbols such as inanimate objects such as clothing, objects in one's office.
- Misinterpretation of voice - The quality of voice may intended different meaning too to inflection, tone or volume.

Responding

- There are a variety of methods in responding to one's communication
- Direct verbal response that are spoken or written - I am in agreement with your prior statement.
- Response that seeks clarification - "By that do you mean....?"
- Response that paraphrase the communication in order to achieve understanding. Example "By your recent statement, I understand you will be home shortly and we will travel to the hockey game together"
- Non-verbal response such as a nod of the head or thumbs up symbol.

Remembering

- The final step is designed to capture the message for the future

There are five types of listening:

- Informative - Primary concern is to gather information and understanding the message
- Relationship - this is designed to improve the relationship between the people who are communicating. Example therapeutic listening is a type of relationship listening
- Appreciative is based on presentation, perception and previous experience. It includes listening to music for enjoyment.
- Critical Listening can be determined by the credibility of the speaker, the logic of the speaker's presentation and psychological or emotional element of communication Ethos, logos, and pathos in the terms of Aristotle.
- Discriminative listening is basic to the other four styles of listening It is based on hearing ability, awareness of sound structure and the integration of non-verbal cues.
- Effective listening requires skill and the ability to use all five types of listening.
- One must focus on what you think about listening, what you feel about listening and what you do about listening.

To improve your listening ability, one must:

- Want to listen
- Delay judgement
- Admit your biases
- Don't tune out dry subjects
- Accept responsibility for understanding

The components of Effective Speaking include Preparing , Organizing, Supporting, Beginning and Ending and Presenting the Talk

There a variety of types of speaking styles. They include Briefing, Lecture or Speech.

When developing a plan to prepare for a speaking presentation, one needs to determine the correction style based on the audience, the subject matter, the specific objectives of the presentation and how to gather the necessary material.

Organizing the Talk

- One needs to determine the time or length of the presentation.

- Where will the presentation occur? In what space? Indoors Outdoors? Any physical limitations?
- Structure - Will it be based on Cause and Effect? Problem and Solution, Pro vs. Con
- Is the topic topical and current?
- Can you combine some patterns to make the presentation more appealing?

Supporting

- Factors to consider include:
- Which style works best for this presentation- Briefing (factual detail orientation) Lecture, speech
- Logical Thinking approach
- Verbal Support with definitions, examples, comparisons, testimony, statistics and humor.

Beginning and Ending the Talk

- Practice the presentation and each of its elements for clarity and understanding.
- How does one gain attention?
- Here are some examples:
- Asking a question
- Start with a Quotation
- Start with an appropriate joke
- Use a gimmick
- Start from common ground or understanding
- Use a startling statement
- Presenting the Talk
- Determine your presentation style
- Memorization
 - o Reading from Notes
 - o Impromptu
 - o Extemporaneous
 - o Keyword outline
- Make eye contact, use appropriate body gestures and move from behind a podium
- Use of voice
- Warm up your voice for the key vocal quality
- Be Sincere

Conclusion:

- Go over the learning objectives of the session
- Ask if they have any questions and thank them for their participation.

Here are some helpful quotations that are relevant to the session

“Make sure you have finished speaking before your audience has finished listening.”

-Dorothy Sarnoff

“Everyone gets butterflies in their stomach you just need to get them in formation.”

-Dale Carnegie

Wrap Up the Introduction to Leadership Skills for Troops Course

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

Games:

Role Balancing—Balloon Toss

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

Ask the leader (preferably the senior patrol leader) to step forward. Ask the leader to name a responsibility needed to run the troop's program, and write that on a balloon. Hand that balloon to the leader with instructions to keep that balloon in the air and avoid having it fall to the floor. After a moment, repeat the question and response, write it on the balloon, and add this to the task of keeping the balloons in the air. Repeat until the leader has too many balloons in the air and is struggling with the "roles."

Explain: "As the leader, you are responsible for keeping all these balloons, representing all your roles, in the air and getting them accomplished. Would you like some help? (Response: "Yes.")

Ask someone to handle one of your roles—and give him that balloon." Repeat the giving of new roles and passing those roles (balloons) to others until everyone in the troop has a balloon and a responsibility. If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) is removed from the game, just as a Scout leader might need to take a break from a specific role because of illness or another emergency.

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

Game: Helium Stick—experience working together and cooperating as a group.

Have the Scouts stand in two lines facing each other an arm's length away and hold out their two index fingers in front of them at chest height. Place a light, rigid stick (e.g., a bamboo stick) horizontally between them so the stick is resting on each Scout's two index fingers. The stick should be resting equally on the Scouts' fingers. No one may grasp the stick or curl his fingertips around it. Ask the Scouts to lower the stick to the ground as a group with no fingers losing contact with the stick. Every Scout's fingers must remain in contact with the stick while it is lowered. If someone's finger comes off the stick, restart the group at the starting position and try again.

Note: The tendency is for the stick to rise because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason, use a stick for the exercise that is light enough for this effect to occur, given the number of people in the group. There are many ways of improvising the needed stick—any rigid, lightweight stick or tube will do. The more Scouts involved, the heavier the stick can be, but it's important the stick is not too heavy to outweigh the lift tendency. You can use other materials than sticks—a hula hoop will also work if you can get all the Scouts around it. Other ideas for

sticks include interconnecting tent poles, taped-together houseplant sticks or kite struts, straightened-out wire coat hangers, wooden dowel rods, bamboo poles, and fishing rods.

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

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

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

Sample questions:

- Why did the stick rise when we wanted it to go down?
- Did you anticipate the problem? How did you fix it?
- How did you deal with people's fingers losing contact?
- During the game, who led the group? Did someone step in as the leader, or did the group cooperate as equals?
- Have the patrol leaders' council meetings been running as effectively as they could?
- Do Scouts in leadership positions usually come to the patrol leaders' council meetings well prepared?
- What would the group like to do differently or improve during this leadership term?
- What guidance and coaching do you want to share with the newest members of the leadership team?

Some key teaching points:

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

Leader Comments: Just as adult leaders must step back and enable Scout leaders to lead the troop, senior Scout leaders must work with, train, and encourage less-senior Scout leaders in the troop to fulfill their roles and practice their own leadership skills.

Discuss Leadership: Ask the Scouts to define leadership. Introduce the troop position description cards. Give each Scout the card for his role.

Topics to emphasize during this discussion include:

- Teamwork
- Using each other's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping each other informed

- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public, criticizing in private
- Leading yourself

Group Discussion: Review some tips for being a good leader in the troop. Rather than reading this list to the group, ask leading questions to get the Scouts to develop most of these tips and ideas themselves. Consider having the scribe, historian, or another Scout write the tips on a whiteboard, chalkboard, or easel pad as the Scouts come up with their ideas.

- **Keep your word.** Don't make promises you can't keep.
- **Be fair to all.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your troop or patrol.
- **Be a good communicator.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- **Be flexible.** Not everything goes as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work. Think about "Plan C."
- **Be organized.** The time you spend planning will be repaid many times over.
- **Delegate.** Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your team members to do things they have never tried.
- **Set an example.** The most important thing you can do is lead by example. Whatever you do, your troop members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- **Be consistent.** Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your troop knows what to expect from you, they will more likely respond positively to your leadership.
- **Give praise.** The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the troop.
- **Ask for help.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

"My Friend the Potato"

Equipment

1 baking potato per person

How to play

Distribute one baking potato to each participant. Do this very solemnly to make it more of a gag. Give the boys a minute to get to know their potato. Next, ask each Scout to introduce their potato to the group, pointing out its unique size, shape, and other characteristics. Once all the potatoes have been introduced, put them all in a bag and mix them up. Return a potato to each person, and then have everyone try to find their own potato.

Reflection

The purpose of this activity was to show that everyone is unique and that a good leader knows and appreciates the special qualities and abilities of all members of the group.

Some suggested questions follow:

1. What do you think this activity was all about? (What happened?)
2. Every potato was alike in some ways. In what ways are we like each other? (Generalize.)
3. How do these similarities help us to get things done? How could they get in the way? (Generalize.)
4. What about differences? How are we different from one another? How do differences strengthen the group as a whole? (Generalize.)
5. When do differences prevent a group from reaching its goal? (Make a judgment.)
6. How could we find out about the special qualities and abilities of each member of our troop? Are these talents differences? (Set goals.)

Stranded

Equipment:

A copy of the problem below for each Scout, pencils.

The situation:

On vacation in July, you and your family have been traveling through the wilderness of western Maine in a pickup camper. In a blinding rainstorm, you made a wrong turn onto an unmarked lumber road. You have wandered more than 150 miles over a maze of truck routes into the wilderness. The camper has run out of gas and now you, your parents, a 10-year-old sister, a 6-year-old brother, and the family cat are lost. After a family conference, you decide it is not wise to split up. You are going to try to walk back together. You are pretty sure that if you pace yourselves, you can cover about 15 miles a day. Because of a fuel shortage, there are no helicopters or jeeps patrolling the area, and you have seen no other cars or houses. The family is dressed in lightweight summer clothing, and everyone is wearing sneakers. Temperatures at night dip into the low 40s. It is also bug season. As you look around, you find the following items in the camper, some of which might be useful.

- _____ Fishing gear
- _____ \$500 in traveler's checks
- _____ .44 Magnum handgun and ammunition
- _____ Four Dacron-filled sleeping bags
- _____ 5-gallon jug of water
- _____ Instant breakfast (three boxes)
- _____ House and RV keys
- _____ Cigarettes
- _____ Coleman camp stove (two-burner)
- _____ Family tent (10 lbs.) Snakebite kit Alarm clock
- _____ Five cans of kidney-liver cat food
- _____ 5-lb. tub of peanut butter
- _____ Bathing suits
- _____ 10-lb. cheese wheel
- _____ Transistor radio
- _____ 6-foot tent pole

- _____ Sheath knife
- _____ Wool sweaters for everyone
- _____ Raft paddles
- _____ Inflatable rubber raft (two pieces, total of 20 lbs.)
- _____ Paperback books
- _____ First-aid kit
- _____ Matches
- _____ Steak (3 lbs.)
- _____ Marshmallows (four bags)
- _____ Bug repellent
- _____ Walkie-talkie radio
- _____ Road map of Maine

The task.

1. Individually, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.
2. As a patrol, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.
3. As a troop, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.

The Experts' Rankings

Outdoor experts have rated the items and listed them in order of usefulness for survival in the Maine wilderness. Their rankings are:

1. Bug repellent: In early summer, the bugs in Maine are so fierce as to drive people mad or bite them so badly that their eyes become swollen shut.
2. Four sleeping bags: Full rest and warmth are essential to survival. This is listed before food because humans can live 30 days on stored fat.
3. Tub of peanut butter: Each tablespoon of peanut butter contains 100 calories and is high in protein.
4. 10-lb. cheddar wheel: Cheese provides calcium, fat, and is an easily digestible source of protein.
5. Steak: This is a good morale booster, semi-perishable, and should be eaten promptly as it is mostly protein.
6. Transistor radio: Tune in for radio programs about a search for them or weather forecasts. This is a good morale booster.
7. Kidney-liver cat food: This is a valuable, if somewhat unappetizing, source of protein and fat. Protein lasts longer than any other nutrient in providing energy.
8. Matches: Fire might be necessary to dry wet gear, boost morale, make a signal fire, and prevent hypothermia. It could also be used to keep animals away.
9. 10-lb. tent: This can be rigged as a place to keep warm and dry or to keep out bugs and to carry equipment in.
10. Sheath knife: This could be useful for preparing any captured animals, such as frogs, or cutting string, cheese, a pole, etc.
11. Hook and line: This could be used to provide a supplementary source of food. Or the line could be used for tying up supplies, etc.

12. Wool sweaters: This could provide lightweight warmth, wet or dry.
13. First-aid kit: Adhesive bandages, aspirin, and petroleum jelly would be useful for minor injuries.
14. Instant breakfast: This is a lightweight source of vitamins and protein.
15. map: An auto map could be useful for sighting major land- marks like lakes, rivers, etc.

The following items would not be necessary:

- Marshmallows. Not necessary, but a possible morale booster.
- House key. It's lightweight, but not useful for survival.
- Traveler's checks. These won't be necessary for getting out of the woods.
- Clock. For survival, it is not necessary to know the time.
- Walkie-talkie. This will not work any useful distance.
- Snakebite kit. There are no poisonous snakes in Maine.
- Paperback books. These weigh too much to be useful.
- Bathing suits. Not necessary.
- Rubber raft. Too heavy; also not likely to be useful.
- Paddles. These are of no use without a raft.
- Coleman camp stove. Too heavy; wood fires can be used.
- Pole. The knife can be used to cut a pole.
- .44 Magnum gun. Inaccurate for hunting; caliber too large for small game.
- 5-gallon water jug. The water in the Maine wilderness is potable.
- Cigarettes. These are bad for your health. It's a convenient time to quit.

Reflection

The purpose of this activity was to show that by cooperating with each other, we could accomplish the goal. Try these questions to stimulate discussion.

1. When you first were presented with the problem, what did you think? Why? (What happened?)
2. How did the group work together to solve the problem? (What happened?)
3. Were all ideas given fair consideration? How did you feel if your idea was rejected? (Make a judgment.)
4. How difficult was it to reach a decision all could agree on? (Make a judgment.)

Leader Comment

Our success as leaders will be determined by how well we are able to take the unique talents of each member of our group and mold them into a team committed to accomplishing a common goal.

The Telephone Game.

Break the group into two teams. Ideally, there are six to 10 Scouts in each team. If it is a larger session, use three teams. Have the Scouts in each team line up so they can whisper to their immediate neighbors but not hear any players farther away or any players on the other team. The trainer whispers a message to the Scout at the beginning of the line. Use the same message for each team. The Scout then whispers the message as quietly as possible to his neighbor. Each Scout can say the message only once—no repeating is allowed. (If needed, a variation of the game is to allow each listener one chance to ask the sender to repeat the message.) The neighbor then passes on the message to the next Scout. The passing continues in this fashion

until it reaches the Scout at the end of the line, who then whispers the message he received to the trainer. Once both teams have completed passing their message, the last Scout in each line says the message he received out loud. If the game has been “successful,” the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line.

Some possible sample messages:

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

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

Sample questions:

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

Some key teaching points:

- Listening is different than hearing—it involves actually receiving the message being sent.
- Focus on the person who is speaking and on what is being said. Stay engaged.
- Engage your brain when someone else is talking or communicating.
- Being a good listener is a very important part of being a good leader; you need to understand what people are trying to say to you.
- Using active listening skills will help you as a leader.
- Pass the word—to your people or to the leadership team. Don’t break the communications chain.

Other discussion:

- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you’ve heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.

Some listening tips:

- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.

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

Sending a Message. Conduct a communications game. Experience the value of sending a clear and effective message.

The Potato Game—valuing the characteristics and abilities of each individual. (a second version)

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

Reflection.

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

Sample questions:

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

Some key teaching points:

- As people, we have many similarities. These similarities can help us get many things done in the troop.

- Like potatoes, each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience to fully contribute.
- Leaders should think about the value of each person on the team. Find out how to best employ them for the good of the team and the good of the individual.
- Leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow, and contribute.
- Everyone has strengths of some sort—leaders seek out ways to find them.

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

Blindfold Walk

Equipment

Pieces of furniture arranged in a maze-like obstacle course; cloth for making blindfolds.

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

Explain: "Your team's objective is to get all members through the maze of obstacles in the shortest amount of time. Your team leader has a specific map that must be followed and he will be giving you directions and instructions. Please put on your blindfolds and listen carefully to your team leader." Give the team leader the map, and allow the leader to organize the team to accomplish the task—e.g., have team members go as individuals through the maze, or have them line up with a hand on the shoulder in front of them doing each "hazard" as a group.

Reflection

How well did your leader guide you through the maze with only verbal instructions? Can you suggest a more efficient (or timelier) way to complete the course? How do you feel about completing the obstacle course?

Pirates and Cannibals

Equipment

Three chairs to denote seating in a boat; descriptive element to denote two shorelines.

Identify two opposite shorelines—about 5 feet apart. Place the chairs in the center to denote the boat that goes back and forth between the opposite shores. Create two groups of equal

count (leader can play to make count even)—one group of “pirates” and the other group of “cannibals.”

Explain: “Pirates, your objective is to take your captive cannibals safely across this body of water (pointing) to your home island (pointing to other side). Your mode of transportation is this boat (pointing to chairs), which accommodates only three people at a time. You’ll get in and out of the boat to identify who’s on board either going or coming from your home island. “Your booty—the cannibals—are very dangerous. If you are alone with one, the cannibal will eat you. If you are outnumbered by the cannibals, they will eat you. The boat may be manned by one person, but don’t let a cannibal be left alone anywhere as he will escape . . . and maybe take the boat! Given the rising tide, you need to get everyone to the safety of your home island in the next 10 minutes. Any questions? Begin.”

Monitor to make sure cannibals do not outnumber pirates on either shore or in the boat, and that cannibals are not left alone. After 10 minutes, end the activity.

Reflection

Did the cannibals eat all the pirates? If so, why? What did you do (or not do) to get everyone across? What would you do next time?

Topics and information compiled from various training guides from across the scouting world. Troop Leadership Information, Intro to Leadership Skills, Patrol Method Training, The Keys to Delegation, Icebreakers, and Running an Effective Meeting.

Past Training Schedules:

Troop Leadership Training – March 20, 2014

Part 1

- A. Introduction to Vision (2 min) – Mr. Alesse
 - a. Troops own Vision
- B. Position Organization (5-10 min)
 - a. Adults and Youth
 - b. Questions on duties
 - c. Balloon Toss – Role Balancing (p18)
 - i. Write responsibilities on balloons give to associated leaders
 - 1. Small groups/patrols?
- C. PLC in the Troop – group discussion (pg 20, 15-20 min)
 - a. Group discussion
 - b. Helium Stick game (pg 20)
 - i. Reflection (pg 21)
 - c. Discuss Leadership (pg 21)
 - i. Group Discussion – Leadership Tips (pg 22) – Mr. Westlake

Part 2

- A. Communication (pg24, 5-10 min)
 - a. 3 parts
 - b. Telephone Game – passing a message
 - i. Reflection
- B. Planning (pg 30-33, 15-20 min)
 - a. Group Project – Scenario: Adopt-a-Highway
 - i. What makes it fun?
 - 1. Grossest, most weight, most volume, oddest/funniest
 - b. What makes an effective meeting?

Part 3

- A. Teams and Team Characteristics (pg 36-37, 15 min)
- B. Inclusion (pg 39-40)
 - a. Potato Game

Part 4

- A. Conclusion (5 min)
 - a. Scout Oath as a leader (pg 41-42) – Mr. Alesse
 - b. Final Comments – go back to vision

Materials Needed:

- Potatoes
- Staves
- 2 dozen balloons
- Permanent Markers
- Dry Erase Markers
- Camera

Troop leadership training 2015

- 1) Troop
 - A) Troop's own vision -Mr. Alesse
 - B) Key adults for info
 - -New scouts - Mr. Cromer & Mr. Hogan
 - -Advancement - Mr. Alesse & Mr. Westlake
 - C) Balloon toss game -Mr. Alesse & SPL
 - -stress the reason for delegation and multiple positions in the troop youth and adults alike
- 2) Troop operations
 - A) communication
 - - Telephone game
 - - Voicing concerns
 - - Problems to the leaders
 - -What we are here for
 - B) planning
 - -topic???
 - -pirates and cannibals game
 - -takes planning
- 3) Expectations
 - 1) Inclusion (Potato game)
 - 2) Bullying
 - -boundaries and limits
 - -troop ethics and rules
- 4) Being a leader
 - 1) Scout oath as a leader -Mr. Westlake
- 5) Comments
 - 1) from leaders

- 2) from scouts
- End with blindfold walk

Troop Leadership University 3/2016

- A. Intro to Vision (Mr. Alesse)
 - a. Troop Vision
- B. Position Organization
 - a. Duties
 - b. Balloon Toss – Role Balancing
 - i. Responsibility on balloons, Patrick D.
- C. Leadership Discussion
 - a. Leadership Tips (Mr. Alesse/Mr. Westlake)
- D. Time Management
 - a. Dry Erase Calendar (Nick and Pat)
 - b. 3 Month Scheduling (write out own, scouts, school, extra curriculars)
- E. Inclusion (Mr. Alesse)
 - a. Potato game (including adults)
- F. Conclusion
 - a. Scout Oath as a leader
 - b. Final Comments
 - i. Back to vision

Materials Needed:

- Red potatoes - Pat
- 20 balloons - Pat
- Dry erase calendar - Nick
- Permanent markers - Pat
- Pens - Pat
- Agenda – Pat

Troop Leadership University 9/2016

- A. Scouting Around the World
- B. Intro to Vision

- a. Troop Vision
- C. Position Organization
 - a. Duties
 - b. Balloon Toss – Role Balancing
 - i. Responsibility on balloons, Alex
- D. Leadership Discussion
 - a. Leadership Tips
- E. Running an Effective Meeting
- F. Weather Nowcasting