

# TROOP 22

## SPRING JUNIOR LEADER ORIENTATION WORKSHOP

### "Focus on Patrol Leadership"

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## INTRODUCTION

Recognizing the importance of the group in society, Scouts are organized into groups - Patrols. Each Patrol select its own leader - the Patrol leader, who appoints his Assistant Patrol Leader and divides the remaining responsibilities of leadership by appointing Patrol warrant officers (Quartermaster, Scribe, Historian, Campfire Leader, etc.).

Scouts who are leaders are sometimes called "junior leaders."

Adult leaders in Scouting are designated as "Scouters." A Scouter has been compared to the coach of a youth athletic team. This analogy is accurate only so long as it is a team where the "coach" does not determine the game plan or call the plays.

Scouts holding positions such as Quartermaster, Scribe, Historian are referred to generically as "warrant officers."

## WHY TRAIN JUNIOR LEADERS?

**It is as simple as this: trained leaders function more successfully. Given that** leadership of Scout activities by Scouts, rather than Scouters, is the key to success of a Troop and its Patrols, training of junior leaders to plan, conduct, and evaluate Scout activities is the most important responsibility of the Scoutmaster. In this responsibility, the Scoutmaster is supported by the other Troop Scouters and, hopefully, by District and Counsel-level training.

Individual Training. Given the centrality of Scout leadership of Scouts, each Scout new to leadership in the Troop should receive, as soon as possible, the "Introduction to Leadership" orientation session with the Scoutmaster and appropriate Scout leader(s). For example, orientation of a new Patrol Leader should be accomplished by the Scoutmaster and Senior Patrol Leader.

Units of individual training, particularized to various Scout leadership positions in the Troop, are available: Scoutmaster's Junior Leader Training Kit, Publication 34306, pp. 11-14 and 19-86. (A unit of training for each new Troop member is available to help the new Scout understand how the "game" of Scouting is played in your Troop: Scoutmaster's Junior Leader Training Kit, Publication 34306, pp. 15-17.)

Opportunistic Training. Additional leadership training, in the form of direction, coaching, counseling and support, is given by the Scoutmaster, other Scouters, and other Scout leaders (especially more experienced Scout leaders) as opportunities arise in the course of Troop and Patrol activities.

Group Training. Formalized leadership training of groups of Scouts regarding leadership supports individual training and can:

1. Give the Scout better resources to succeed in his leadership role.
2. Give significance to the job of being a leader.
3. Build morale and confidence.
4. Constitute a form of recognition.

5. Allow sharing of ideas with other leaders.
6. Expose Scout leaders to ideas of experienced Scouts and Scouters.
7. Form the Troop Scout leaders into a team.
8. Build a foundation for continuous training process inside and outside the Troop.

Upon completion of Group "Junior Leader Training," a trainee is entitled to wear the Trained Leader insignia on his uniform. Other forms of recognition may given as the Troop elects.

## **FUNDAMENTALS OF A SUCCESSFUL TROOP JUNIOR LEADER ORIENTATION WORKSHOP FOCUSING ON PATROL LEADERSHIP**

1. First and last - MAKE IT FUN !!! Effective teaching takes place in a positive atmosphere. No put downs. No harassment.
2. It is important for all junior leaders to understand the job functions of the Patrol leader since the Patrol method is the basis of Scouting.
3. Maximize Scout participation in the J.L.O.W.
4. Respect the religious obligations of Scouts and Scouters.
5. Utilize the resources presented by Scouts and Scouters and encourage participation of Scouters with their junior leaders.
6. Activities should utilize skills within the reach of the trainees.
7. Select a convenient location with adequate facilities (space; noise toleration; equipment) for planned activities.
8. Keep expenses to a minimum.
9. Stress proper uniform for ALL participants - both trainees and staff.
10. Promote attendance in J.L.O.W. by direct contact.

### **ABOVE ALL - BE PREPARED!**

**Note: Time is limited. Discussion leaders must be familiar with the written program resources in advance. Avoid getting into brain storming or loose discussions. Focus on the task at hand. Use your resources, written and human. When out of time for one section of the session, move to the next. Training Troop Scoutmaster and SPL should circulate to be sure the groups keep moving.**

# TROOP J.L.O.W. STAFF JOB DESCRIPTIONS

All Staff -- Promote Troop, Patrol & Scout Spirit by enthusiasm and example.

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## Course Director

- < Recruit and train adult and junior staff
- < Assign staff positions
- < Coordinate planning and preparations
- < Assist other staff members as needed
- < Act as a trainer as needed
- < Insure that "Methods of Scouting" are followed in all training activities

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## Scoutmaster

- < If not also the Course Director, assist the Course Director in planning and staff development
- < Work with SPL to insure detailed planning to carry out the Workshop agenda
- < Oversee and direct, primarily through SPL, the execution of the Workshop agenda
- < Models proper relationship of Scouters to Scout leaders

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## Assistant SM (One or two)

- < Assist the Course Director in planning and executing the Workshop or a designated part of the Workshop.
- < Prepare and carry out designated training activities.
- < Models role of assistant leader - the leader's "sidekick (See pp. 13 and 28 of JLHB)

### Typical ASM Areas of Responsibility:

- a. ASM, Equipment/Materials - coordinate the gathering of all equipment and materials needed by the staff to conduct the Workshop; work with Quartermaster to distribute equipment and materials as needed.
- b. ASM, Training - coordinate and assist the junior staff in preparing to carry out training, including necessary rehearsals; insure use of proper training methods.

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## Senior Patrol Leader

- < Reports to: Scoutmaster
- < Supervise set-up and clean-up of training facility
- < Implement agenda
- < Models proper role of SPL in the Troop and proper relationship to Scouters.

### Typical Areas of SPL Program Responsibility:

- a. Plan & implement opening ceremony & campfire;
- b. Coach Patrol Leaders on organization and conduct of Patrol meetings;
- c. Lead songs, games, cheers and other activities to build Patrol spirit at designated times;
- d. Keep the program on schedule

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**Assistant Senior Patrol Leader**

- < Reports to: Senior Patrol Leader
- < Assist SPL in exercising his duties (above) or serve in SPL's absence as Acting SPL
- < Assist QM as needed in distribution of program materials
- < Models role of all assistant leaders - the leader's "sidekick (See pp. 13 and 28 of JLHB)

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**Quartermaster**

- < Reports to: Asst. Scoutmaster, Equipment/Property
- < Assist in acquisition of materials needed for Workshop
- < Efficiently distribute program materials
- < Assure return of program materials after program
- < Models role of warrant officer in Troop (The "friendly Quartermaster").

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**Scribe**

- < Reports to: Asst. Scoutmaster, Equipment/Property
- < Register trainees
- < Communicate assignments of trainees to Patrols
- < Assist in preparation and awards of recognition
- < Assist the Quartermaster in distribution of program materials as needed
- < Models role of warrant officer in Troop (The "conscientious Scribe").

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**KEEP IT SIMPLE - MAKE IT FUN !**



< The steps of planning

< Available planning resources

**12:00 Lunch**

Quartermaster

**1:00 Session 6 - Application of Planning - Patrol Meetings**

< Importance of regular Patrol meetings

< Managing time

< Elements of a Model Patrol Meeting

< "Coaching" in Patrol Meetings

**1:30 Session 7 - Application of Planning - A Patrol Campout**

< Key elements of camping plan

< Rules for a safe campout

< Hiking as a program element

**2:05 Session 8 - Troop & Patrol Games**

< The importance of games and contests as a program element

< How about something new?

**2:40            Session 9 - Advancement in the Patrol**

< The Patrol Leader's Responsibility

< Priorities to Achieve Advancement

< Teaching/Checking

< Role of Scoutmaster's Conference and Board of Review

**3:10            Five Minute Break**

**3:15            Session 10 - Application of Planning - Campfires**

< The How and why of campfires

< Demonstration campfire and awards

**4:15            Five Minute Break**

**4:20            Session 11 - Closing Period**

< Comments by Course Director and Staff

Course Director

< Closing Flag ceremony

SPL

**4:30            Brief Staff Meeting and Cleanup**

Course Director

## REGISTRATION & PRE-OPENING

8:30 - 9:30 A.M.

### MATERIALS:

- \_\_\_ lined pad & pens
- \_\_\_ marking pens for name tags
- \_\_\_ name tags color coded for Patrols
- \_\_\_ exhibits & displays
- \_\_\_ literature for display
- \_\_\_ snacks (optional)
- \_\_\_ telephone number for pizza parlor

### PREPARATION:

< **Staff must arrive sufficiently early to prepare the registration area, assembly area and instruction areas.**

- < Distribute course materials & double check supplies.
- < Check audio-visual equipment, if any. (Have a spare bulb for projector.)
- < Check lighting, temperature, ventilation and rest room facilities. OK? NOT OK?
- < Can everyone see & hear speakers? YES? NO?

### POSSIBLE EXHIBITS:

- |                            |                              |
|----------------------------|------------------------------|
| Patrol projects & displays | Pictures of Scout activities |
| Patrol flags               | Knot boards                  |
| Scout equipment            | Scout posters                |
| Scout literature           |                              |

### REGISTRATION:

- < Under direction of **Registrar or Scribe**, trainees (& any guests) sign in on lined pad.
- < Use color-coded name tags to divide trainees into Patrols.

### GATHERING TIME ACTIVITIES:

- < Have a couple of "greeters" who are outgoing. They should make trainees and adult leaders feel welcome and direct them to exhibits and displays of literature.

### SNACKS(OPTIONAL):

- Light refreshments will be well received. Keep them simple: cocoa, punch, cookies, etc.



## SESSION 2 - "THE PATROL & THE TROOP"

9:40 - 10:15 A.M.

### LEARNING

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Explain the organization of the Troop and understand the duties of each Troop job.
2. Explain the basic organization of a Patrol
3. Understand the role of the Patrol in the Troop.
4. Explain the functions of the Patrol Leaders' Council.
5. Understand that the Patrol Leader is part of the Troop leadership team.
6. Discuss a junior leader's relationship to his Scoutmaster and other Scouters.
7. Appreciate the value of available written and human resources.

### MATERIALS:

\_\_\_ large chart as shown on p. 21 of the Junior Leader Handbook ("JLHB")(Publication No. 33500)

\_\_\_ badges of office for each position on above chart

\_\_\_ Handout describing duties of positions    \_\_\_ Discussion Guide for this session of J.L.O.W.

\_\_\_ Poster, "A Boy does not join a troop . . ."    \_\_\_ Poster, "The Patrol is the primary way . . ."

### REFERENCES:

- \* Junior Leader Handbook ("JLHB")(Publication No. 33500), Chapters 1-3 and 5-6
- \* Patrol Leader Handbook (Publication 6512), pp. 21, 36-42
- \* Scoutmaster's Junior Leader Training Kit (Publication 34306), pp. 17-47 and 61-88.

### PREPARATION:

- < Review references and Discussion Guide for this session.
- < On a large piece of paper, draw the chart shown on p. 21 of the JLHB, filling in the names of the positions in faint yellow toner.
- < Prepare the badges of office with two-sided tape so they can be placed on the chart.
- < Presenter of organization chart must be familiar with positions on chart and their duties so information can be supplies with only a few glances at brief notes. (This is deadly if read verbatim.)
- < Presenter of discussion must be familiar with materials from JLHB noted as reference.
- < Stress that most Troop warrant officer functions have counterparts in the Patrol

### PRESENTATION:

- < Briefly review the duties of each Troop position as the respective badge of office is placed on the chart by your assistant.
- < Lead a discussion on the basic organization of a Patrol (details to follow in Session 3); the role of Patrol in the Troop; the functions of the Patrol Leaders' Council; the Patrol Leader as part of the Troop leadership team; a junior leader's relationship to his Scoutmaster and other Scouters; and available written and human resources.

## **SESSION 3 - PATROL LEADER - JOB DESCRIPTION** 10:15 - 10:45 A.M.

### **LEARNING**

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Recall some, and basically explain all, of elements of a Patrol Leader's job description
2. Appreciate the responsibility of being a Patrol Leader
3. Have some understanding of the requirements for a National Honor Patrol Award

### **MATERIALS:**

\_\_\_ JLHB (Publication No. 33500), pp. 143-144.

\_\_\_ Handout: BP Patrol requirements (JLHB p. 41)

\_\_\_ Discussion Guide for this session of J.L.O.W.

\_\_\_ Poster: "Keep the group together; get the job done."

### **REFERENCES:**

- \* JLHB, Chapter 3, and pp. 143-144.
- \* Patrol Leader Handbook (Publication 6512), Chapters 1 - 3
- \* Scoutmaster's Junior Leader Training Kit (Publication 34306), pp. 31-36.

### **PREPARATION:**

- < Review reference materials and Discussion Guide for this session.
- < Prepare chart of key responsibilities of a Patrol Leader
- < Prepare chart of requirements for National Honor Patrol Award
- < Be prepared to answer questions about warrant positions. (Jobs may be divided and combined in any number of ways. The goal is sharing responsibility, not strict adherence to some model.)

### **PRESENTATION:**

- < Discussion on elements of Patrol Leader's job description and requirements for National Honor Patrol Awards
- < Discuss resources available to assist leaders in performing their jobs

## **5 MINUTE BREAK**

10:45-10:50 A.M.

## SESSION 4 - PATROL FORMING

10:50 - 11:30 A.M.

### LEARNING

**OBJECTIVES:** By the end of this session, each trainee should be able to organize a number of boys into a Patrol.

### MATERIALS:

\_\_\_ examples of great Patrol flags                      \_\_\_ Discussion Guide for this session of J.L.O.W.

\_\_\_ examples of Patrol totems

\_\_\_ Poster: "Keep the group together; get the job done."

### REFERENCES:

- \* JLHB (Publication No. 33500), pp. 17-20.
- \* Patrol Leader Handbook (Publication 6512), pp. 10-14
- \* Scoutmaster's Junior Leader Training Kit, pp. 89-118.
- \* Boy Scout Handbook, p. 22
- \* Junior Leader Training Conference Staff Guide (Pub. No. 34533A), p. 104, 302-313.

### PREPARATION:

- < Review references and Discussion Guide for this session.
- < Prepare chart showing large circle for illustration of theme of "together."

### ACTIVITY/PRESENTATION:

- < Discussion leader defines "group-forming."
- < Discussion leader solicits information from trainees about how they were formed into a group - a Patrol - when they joined a Patrol.
- < Present examples of additional group-forming activities.

**LEARNING**

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Explain the importance of planning.
2. Explain the steps in planning.
3. Explain the need to communicate the plan.
4. Explain the difference between long-range and shorter-range planning and why each is important.
5. Describe some available planning aids.

**MATERIALS:**

- \_\_\_ Camp Plan form
- \_\_\_ Patrol Meeting Plan form
- \_\_\_ Duty Roster
- \_\_\_ Troop Meeting Plan form
- \_\_\_ equipment checklists
- \_\_\_ Examples of reference materials
- \_\_\_ Discussion Guide for this session of J.L.O.W.

**REFERENCES:**

- \* Appendix G to J.L.O.W. - "Planning"
- \* JLHB, Chapter 10
- \* Woods Wisdom (Publication No. 7262B)
- \* Patrol Leader Handbook (Publication No. 6512), Chapters 4, 5 and 6, & pp. 178-186.
- \* Boys Life
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Patrol and Troop Activities (Publication No. 6543)
- \* Scout Ceremonies (Publication No. 6542)
- \* Troop Activities (Publication No. 3501)
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Boy Scout Songbook (Publication No. 3224)

**PREPARATION:**

- < Review and become familiar with Appendix G, the cited pages from the JLHB, at least some of the other reference materials, and the Discussion Guide for this session.
- < Write on the board of pad: "Planning is a tool, skill or process used to reach objectives."
- < Write on another sheet of the pad, "Proper Planning Prevents Poor Performance"

**PRESENTATION ON PLANNING PROCESS:**

- < Discussion leader makes an initial presentation defining planning.
- < Discussion leader solicits personal experiences from trainees about the consequences of failure to carry out some aspect of planning process. (Assistant boards comments.)
- < Discussion leader brings out the elements of the planning process.
- < Discussion leader distributes copies of Appendix G - "Planning" and planning forms.

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**LUNCH** (pizza supplied by Troop)

12:00 - 1:00 P.M.

**MATERIALS:**

\_\_\_paper plates

\_\_\_paper towels or paper napkins

\_\_\_cups

\_\_\_trash bag

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**SESSION 6 - APPLICATION OF PLANNING**

1:00 - 1:30

**LEARNING**

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Explain the importance of regular Patrol meetings.
2. Explain the need to plan Patrol meetings.
3. Describe an "ideal" Patrol meeting.
4. List & explain some good Patrol meeting games & projects.
5. Explain teaching (also known as "coaching") as an element of a Patrol meeting.

**MATERIALS:**

\_\_\_large posterboard "Meeting Clock"

\_\_\_paper or meeting plan forms

\_\_\_copies of Discussion Guide for this session

\_\_\_chalk or erasable board

\_\_\_chalk or black dry erasable pens

**REFERENCES:**

- \* JLHB, pp. 26, 119-133
- \* Patrol Leader Handbook, Chap. 4 (esp. pp. 62-83) and pp. 148-169
- \* Woods Wisdom (Entire meetings are set out in Woods Wisdom.)
- \* Appendix H - Games and Contests
- \* Patrol and Troop Activities (Publication No. 6543), pp. 5-104
- \* Troop Activities (Publication No. 3501), pp. 1-90.

**PREPARATION:**

< Review and become familiar with the reference materials and Discussion Guide for this session and for Session 5 - "Introduction to Planning"

< Be familiar with some games and contests and some projects that could be suitable for patrol meetings.

**PRESENTATION:**

< Guided discussion.

< Trainees each plan a Patrol meeting.

< Training Troop then reassembles to discuss their ideas for a Patrol meeting. Facilitator uses chalk or other erasable board to put together an model Patrol meeting using trainees' consensus.

## SESSION 7 - APPLICATION OF PLANNING

1:30 - 2:05 A.M.

### LEARNING

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Give the important topics for camping planning.
2. Explain the rules for a safe camp.
3. Understand why hiking is an important Scouting activity.

### MATERIALS:

\_\_\_ copies of Discussion Guide for this session      \_\_\_ posters promoting camping and hiking  
\_\_\_ various planning forms (camp plan; duty rosters, program, etc.)

### REFERENCES:

- \* JLHB, pp. 121-125
- \* Patrol Leader Handbook, Chaps. 5 (hiking) & 6 (camping)
- \* Boy Scout Handbook, pp. 38-41, 66-76, 86, 114-121, 196-283.
- \* Patrol and Troop Activities (Publication No. 6543), pp. 105-124 and 148.
- \* Troop Activities (Publication No. 3501), pp. 91-160.
- \* Woods Wisdom, Outdoor Program and Program Specialties.

### PREPARATION:

< Review and become familiar with the reference materials and Discussion Guide for this session and for Session 5 - "Introduction to Planning"

### PRESENTATION:

- < Discussion of concepts for camping planning using overhead projections of forms or flip charts.
- < Discussion leader dismisses Patrols to designated meeting areas where they plan a campout as one might do so at a Patrol meeting, focusing on the essential topics of a good camp plan (program (including advancement, contests and campfire), site, transportation, gear, menu, duties, etc.) and who has individual responsibility for preparation.
- < Troop reassembles to present and plans.

## **SESSION 8 - TROOP & PATROL GAMES & CONTESTS**

2:05 - 2:40 P.M.

### **LEARNING**

**OBJECTIVES:** By the end of this sessions, each trainee should be able to:

1. Explain some reasons for including games and contests in a Troop or Patrol program besides fun.
  2. Use games and contests for fun.
  3. Use games and contests to develop skills.
  4. Use games and contests to strengthen the Troop or Patrol program.
  5. Put into practice one game or contest that he has never seen before.

### **MATERIALS:**

\_\_\_supplies for games selected for demonstrations

\_\_\_handouts on games and contests                    \_\_\_modest prize for game winners

\_\_\_Discussion Guide for this session of J.L.O.W.

### **REFERENCES:**

- \* Patrol Leader Handbook pp. 148-169
- \* Woods Wisdom (Publication No. 7262B), Program Specialties
- \* Boys Life
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Patrol and Troop Activities (Publication No. 6543), pp. 5-45, 131, 142,
- \* Troop and Patrol Stunts (Publication No. 3250)
- \* Troop Activities (Publication No. 3501)
- \* Douglas E. Bowen, Creative Campfires, Thorne Printing, 1984
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Scout Games (Derlita Reporter), Book 1 and Book 2
- \* Junior Leader Training Conference Staff Guide, pp. 302-313.

### **PREPARATION:**

< Review and become familiar with the reference materials and Discussion Guide for this session.

### **PRESENTATION:**

< Discussion leader asks trainees why games and contests are a good thing to include in a Troop or Patrol program.

- plain fun
- exercise ("blow off steam")
- learn a skill for contest
- develop teamwork
- develop leadership (Watch to see who leads in games. Why does he lead?)

POSSIBLE DEMONSTRATION GAMES: "Jump the Shot"; Blindfold obstacle course; "Pass Ten"; Knot Relay; Frisbee "golf";  
(cont'd on next page)

< Discussion leader leads demonstration games as time and available site permits in order to familiarize trainees with new possibilities.

< Present simple prizes to game "winners." Winning Patrols give call or cheer.

## **SESSION 9 - ADVANCEMENT IN THE PATROL**

2:40 - 3:10 P.M.

### **LEARNING**

**OBJECTIVES:** By the end of this session, each trainee should be able to:

1. Explain the Patrol Leader's responsibility to members of his Patrol in regard to advancement.
2. Understand some methods by which skills can be learned within the Patrol and how skills are tested and "checked off."
3. Use the tools provided in Scouting to teach skills.
4. Explain the purpose of the Scoutmaster's Conference and the Board of Review.

### **MATERIALS:**

\_\_\_ Patrol Advancement Chart

\_\_\_ Discussion Guide for this session of J.L.O.W.

\_\_\_ Scout insignia display

\_\_\_ Boy Scout Handbook

\_\_\_ Troop 22 Advancement Card

\_\_\_ Appendix 12 - "Teaching"

\_\_\_ Poster, "The two conditions of teaching . . ."

### **REFERENCES:**

\* JLHB, p. 26, p. 41, 140-142

\* Patrol Leader Handbook (Publication No. 6512), pp. 126-127, 142-143

\* Boy Scout Handbook, pp. 14, 31-165, and 175.

\* Troop 22 Advancement Card

\* Wood Wisdom, Program Features.

### **PREPARATION:**

< Review and become familiar with the reference materials and Discussion Guide for this session

### **PRESENTATION:**

< Guided discussion

## **5 MINUTE BREAK**

2:35-2:40 A.M.

## SESSION 10 - APPLICATION OF PLANNING

3:15 - 4:15 P.M.

### LEARNING

**OBJECTIVES:** By the end of this sessions, each trainee should be able to:

1. Explain some reasons for including campfires and songs in a Troop or Patrol program besides fun.
2. Use campfires and songs for fun.
3. Use campfires for recognition.
4. Use songs to "set the mood" and end the day.
5. Put into practice one element for a campfire that he has never seen before.

### MATERIALS:

\_\_\_handouts on campfires and songs      \_\_\_Discussion Guide for this session of J.L.O.W.

\_\_\_selection of props for skits in handouts

### REFERENCES:

- \* Douglas E. Bowen, Creative Campfires, Thorne Printing, 1984
- \* Patrol Leader Handbook (Publication No. 6512),pp. 116-118
- \* Troop and Patrol Stunts (Publication No. 3250)
- \* Skits N' Stuff (Derlita Reporter 1985)
- \* Boys Life
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Patrol and Troop Activities (Publication No. 6543), pp. 129-142
- \* Scout Ceremonies (Publication No. 6542), pp. 19-25 and 56-59.
- \* Troop Activities (Publication No. 3501), pp. 161-214
- \* Group Meeting Sparklers (Publication No. 3122)
- \* Boy Scout Songbook (Publication No. 3224)

### PREPARATION:

< Review and become familiar with the reference materials and Discussion Guide for this session and for Session 5 - "Introduction to Planning"

### PRESENTATION:

< Discussion leader asks trainees why campfires and songs are a good thing to include in a Troop or Patrol program.

- plain fun
- chance to "blow off steam"
- learn a skill
- develop teamwork
- recognition
- "set the mood"
- develop leadership (Watch to see who leads. Why does he lead?)

< Discussion leader distributes handouts of campfires and songs and asks trainees Patrols to each select one skit or song to perform

(cont'd on next page)

- < Trainees perform skits
- < Positive evaluation of skits. What can we apply from "Planning" to how skits went?
- < Demonstration campfire by Staff, including songs, skits and recognition.

## **5 MINUTE BREAK**

4:15 - 4:20 P.M.

## **SESSION 11 - CLOSING PERIOD**

4:20 - 4:30 P.M.

### **LEARNING**

**OBJECTIVE:** By the end of this session, each trainee should be able to properly conduct a ceremony retiring the colors.

### **MATERIALS:**

\_\_\_ U.S. and Troop flags

\_\_\_ **proper** flag stands

### **REFERENCES:**

- \* Junior Leader Training Conference Staff Guide (Pub. No. 34533A), p. 293
- \* Boy Scout Handbook (11th Ed.), pp. 42-44
- \* J.L.O.W. Appendix E - "Flag Ceremonies"

### **PREPARATION:**

< Color Guard (four members) and SPL **must** be prepared to properly perform flag ceremony. Practice is indicated. Note that complete uniforms are required.

### **PRESENTATION:**

< **Course Director:** 1) comments (favorably, one hopes) on Course; 2) thanks trainees for attending; 3) thanks Staff for their efforts; 4) asks trainees to use what they have learned and to use what they have learned as a basis to learn more about leadership.

< **SPL** calls on Troop to assemble.

< **SPL** calls Training Troop to attention.

< On **SPL's** command, Model Color Guard comes to attention.

< On **SPL's** command, Model Color Guard retrieves the colors

< On **SPL's** command, Color Guard retires the colors.

< **SPL** dismisses trainees

## **BRIEF STAFF MEETING & CLEANUP**

4:15 - 5:00 P.M.

# **APPENDIX A - Training Site Description**

1. General assembly area large enough to seat entire group
  - a. lighting sufficient to allow trainees to see pad/chalk board
  - b. lines of sight sufficient to allow trainees to see pad/chalk board
  - c. tolerance of necessary noise
  - d. tolerable temperature
  - e. no interfering noise or activity
  
2. Break-out areas -->same requirements as general assembly area + conveniently close to general assembly area
  
3. Game/contest area
  - a. sufficient space to safely conduct games and contests
  - b. surface allows safe conduct of games and contests
  - c. tolerance of necessary noise
  - d. tolerable temperature
  - e. no interfering noise or activity
  - F. conveniently close to general assembly area

# APPENDIX B - Equipment and Materials List

1. handouts for trainees
  - a. campfires and songs
  - b. Patrol meeting planning form
  - c. Patrol campout planning form
  - d. duty roster
  - e. Troop meeting planning form
  - f. equipment checklists
  - g. description of duties of positions
  - h. games and contests
  - i. JLHB (Publication No. 33500), pp. 143-144.
  - j. National Honor Patrol Award (BP Patrol) requirements (JLHB p. 41)
  - k. Why Wear a Uniform?
  - l. Appendix D - Leadership Skills
  - m. Appendix E - Flag Ceremonies
  - n. Appendix F - Teaching
  - o. Appendix G - Planning
  - p. J.L.O.W. Agenda
  - q. Patrol Report
  - r. Uses of Scout Stave
  - s. Plan for Activity form
2. Discussion Guides for each session
3. Patrol Advancement Chart
4. Troop 22 Advancement Card
5. large chart as shown on p. 21 of the Junior Leader Handbook ("JLHB")(Publication No. 33500)
6. badges of office for each position on above chart
7. examples of written resources:
  - a. Boy Scout Handbook
  - b. Junior leader Handbook
  - c. Patrol leader Handbook
  - d. Scoutmaster Handbook
  - e. Woods Wisdom
  - f. Junior Leader Training Conference Staff Guide (Pub. No. 34533A)
  - g. Scout Ceremonies (Publication No. 6542)
  - h. Troop Activities (Publication No. 3501)
  - i. Patrol and Troop Activities (Publication No. 6543)
  - j. Scoutmaster's Junior Leader Training Kit (Publication 34306)
  - k. Group Meeting Sparklers (Publication No. 3122)
  - l. Boy Scout Songbook (Publication No. 3224)
  - m. Douglas E. Bowen, Creative Campfires, Thorne Printing, 1984
  - n. Scout Games (Derlita Reporter), Book 1 and Book 2
  - o. Skits N' Stuff (Derlita Reporter 1985)
8. large posterboard "Meeting Clock"
9. Scout insignia and patch displays
10. chalk or erasable board

11. selection of props for skits in handouts
12. posters
  - a. "The two conditions of teaching . . ."
  - b. posters promoting camping and hiking
  - c. "A Boy does not join a troop . . ."
  - d. "The Patrol is the primary way . . ."
  - e. "Keep the group together; get the job done."
  - f. "Leadership is getting people to do something because they want to."
  - g. "If it's not happening in the Patrol, it's not happening."
13. U.S. flag
14. Troop flag
15. **proper** flag stands for flags
16. examples of great Patrol flags
17. supplies for games selected for demonstrations
18. modest prize for game winners, best skit, etc.
19. easel and paper pads (2)
20. black or dark blue felt pens - 6
21. yellow toners - 2
22. certificates for those completing the course (Presented in ceremony before Troop)
23. distinctive insignia or neckerchief for Staff
24. gang hole punch - 2
25. clothes line and pins
26. trash bags

## **APPENDIX C - Discussion Guides**

### GENERAL COMMENTS:

**1. Discussion Guides are just that - guides. It is up to the staff member to develop a presentation that brings out the contents of the training syllabus and the reference materials to which it refers.**  
However, please see that the "IMPORTANT POINTS" are covered.

### **2. Don't play the "perfect answer game."**

The objective of asking questions or asking comments from the group is to draw out the substance that one is attempting to teach.

Do not expect a "perfect" answer from trainees or refuse to accept an answer that is not "perfect."

If the answer misses part of the point you are trying to make, follow up with additional questions or comments to try to draw out the rest.

### **3. Board group responses.**

If the wording of an answer or other response from trainees cannot be written on list on chalk board or pad ("boarded") as given, ask permission to reword it before boarding ("Can we call that 'Failure to follow-up?'").

### **3. Use concrete examples of a given situation.**

It is often helpful to use concrete examples of a given situation.

### **4. Encourage trainees to take notes**

## **DISCUSSION GUIDE - SESSION 2 - "THE PATROL AND THE TROOP"**

"we are going to discuss how a Troop is organized and run and how the Patrol fits into the structure and activities of the Troop."

### **1. Troop Table of Organization presentation**

In the course of filling in the table of organization chart, ask the Trainees for two or three duties of each position.

This is not a test. If they have no ideas for some of the positions, you supply the information.

If they have "incorrect" ideas, don't be critical, simply say something like, "That is not typically done by the \_\_\_\_\_. Usually the \_\_\_\_\_ carries out that work/responsibility/duty."

Be sure that, between your comments and theirs, they have an idea of the duties of each warrant officer in the Troop and how they could be a resource for the Patrol-level leadership.

### **2. Patrol organization**

"We could make a similar, smaller chart for a Patrol." <SHOW>

"It has a Patrol Leader and an Assistant Patrol Leader"

Suggest that each Patrol could also have warrant positions. (The issue of delegation will be more fully explored in Session 3 - "Patrol Leader - Job Description.")

### **3. Role of a Patrol**

Show chart: "A Boy does not join a Troop . . ."

Show chart: "The Patrol is the primary way that a boy experiences Scouting."

"What happens if a Patrol is not going well?"

"What happens if Scouts are unhappy in a Patrol?"

**IMPORTANT POINT:** Scouts in an unhappy Patrol will drop out regardless of what is happening in other Patrols.

### **4. The Patrol Leaders' Council**

"As a Patrol Leader, you are also a Troop leader."

"What is the Patrol Leaders' Council?"

"What does the Patrol Leaders' Council do?"

"What is the role of a Patrol Leader in the Patrol Leader's Council?"

"Who explains the decisions of the PLC to the Patrol?"

"What happens if the PL puts down the decisions of the PLC?"

**IMPORTANT POINT:** Patrol Leaders are part of a Troop leadership team.

## 5. Patrol Leaders and Scouters

"We could not have much of a program without adult help."

### a. Adults as resources

"If you have a problem or a question as a leader, would you feel free to discuss it with a Scouter?"

If not, "Why not?"

If yes, "Why?"

**IMPORTANT POINT:** Adults are your best resource and want to help. Adult leaders in our Troop have a lot of experience. Ari has been Scoutmaster for over thirteen years. All of our adults, collectively, have over 110 years of Scouting experience. They also have a lot of skills and information and know where to get more. They are an excellent resource for you as a leader.

### b. The problems of adults filling leadership gaps

"Now let's look at another aspect of having adults around."

"What is liable to happen if a Scouter is present and your Patrol gets rowdy?"

"Is it good for Scouters to regularly control Patrol behavior?"

"How does this impact your leadership?"

"How do we avoid having Scouters regularly control Patrol behavior?"

**IMPORTANT POINT:** Adults would rather have the Scout leaders do the leading but may get impatient if the Patrol Leader does not lead. Someone will always lead, even if it's not the person who is supposed to lead. The solution is for the Patrol leadership to lead.

### c. The responsibility of Scouters

"That does not mean that the adults do not have responsibility to see that things run correctly."

"If a Scout gets hurt on a campout, do you suppose that the parents of the injured Scout might feel the Scoutmaster and other adults messed up?"

"If the headquarters of the Boy Scout found out that Scouts in a Patrol drinking alcohol on a campout, do you suppose that they might feel the Scoutmaster and other adults were not doing their job?"

**IMPORTANT POINT:** The Scoutmaster and other Scouters are responsible to your parents for your safety, are responsible to Saint Paul's for proper use of the building, and are responsible to the Boy Scouts of America to see that the Troop and its Patrols comply with the rules of Scouting.

## 6. Written resources

Distribute handout describing duties of warrant positions

Refer trainees to exhibit of written resources.

Repeat point that adults should be used as a resource.

## **DISCUSSION GUIDE - SESSION 3 - "THE PATROL LEADER - JOB DESCRIPTION"**

"We are going to talk about the Patrol Leader's job in the Patrol and Troop."

### **1. It's a big job.**

"In Session 2, you heard that the Patrol is where real Scouting happens. Most of you or all of you will be leaders in Patrols. That means you will have important jobs in Scouting."

### **2. Compiling a list of the elements of Patrol Leader's job**

**IMPORTANT POINT:** The job of any leaders can be summarized as follows: "Keep the group together; get the job done."

"What does that mean?"

*In answering this question about "Keep the group together . . .," the trainees will have reached some of the elements of the PL job. By questions and suggestions, we want to bring out both the obvious elements of the job and the aspects that are often overlooked. The elements are listed in the resources. Here are some ideas:*

"Let's say you are a Patrol Leader. What do you suppose are the [other] things that a Patrol Leader needs to get done?"

Issue: delegation

"What happens if the PL tries to do everything to get his Patrol ready for activities?"

"How does a Scout feel if most members of his Patrol have a job and he doesn't?"

"Who trains the Assistant Patrol Leader to lead? [the PL has primary responsibility]"

"Who leads the Patrol if the PL is absent?"

Issue: Setting the Example

"Who sets the example in the Patrol?"

What is likely to be the reaction of the Patrol if the PL does not wear the uniform to meetings/does not advance/does not show respect to the SPL?

Issue: Advancement

"Is there anything you can do if members of your Patrol are not advancing?" (example; checking; teaching; calling in other resource persons)

Issue: Patrol activities

"Would it help Patrol togetherness if it held its own, separate activities?"

Issue: Representing the Patrol at PLC

"Is there a problem if the Patrol Leader ignores what his Patrol wants in voting at the Patrol Leaders' Council?"

### **3. National Honor Patrol Award (formerly "Baden Powell Patrol Award")**

**4. Resources to help you do your job (written; people)**

## **DISCUSSION GUIDE - SESSION 4 - "PATROL FORMING"**

"In this session, we are going to discuss what makes a Patrol a team."

### **1. Introduction - "together"**

"You have heard that the job of any leader can be basically defines as: "Keep the group together; get the job done."

"That means 'together' is a pretty important idea in a Patrol."

"Have you ever been part of a team that was not together?"

"How did things go?"

"Does a group of strangers function better as a team than a group of friends?"

**2. Define "group-forming":** "One way to help a group be together is by conducting 'group-forming' activities. A 'group-forming' activity is an activity deliberately designed for the purpose of getting the members of a group to feel together by discovering things about themselves."

### **3. Experiences in "group-forming"**

"Think about when you joined a Patrol in this Troop. Think about any other group or team you ever joined."

"Can you think of anything that was done that was a 'group-forming' activity?"

"How can a Patrol flag be used to promote togetherness in the Patrol?"

"Can you think of things that destroy togetherness in a Patrol?"

Example: leaving the slow behind on a hike as a group-destroying activity.

### **4. Examples of "group-forming" activities**

Divide the trainees into patrol-sized groups.

Select at least two activities from the resources (Scoutmaster's Junior Leader Training Kit, pp. 89-118 and run those activities.

## DISCUSSION GUIDE - SESSION 5 - "PLANNING"

"The topic of this session is planning."

### 1. Why Plan? <BOARD ANSWERS>

a. **Explain** that "Planning is a tool, skill or process used to reach objectives."

b. **Ask**, "Have any of you experienced situations where planning was not as complete as it should have been?"

c. **Ask**, "What happens if you don't plan and leave everything to the last minute?"

Possible consequences of failure to plan:

< Activities don't run well - essential resources (things; knowledge) missing.

< Can only do things requiring no preparation, no special materials and no special site requirements. In other words, the program stays very basic (simple-minded)

< Little variety since leaders fall back on what has been done before (**Ask**, "Why is that undesirable?")

< Attendance suffers since: 1) low quality program; and 2) possible participants didn't keep date & time open.

### 2. How to plan? (DRAW Planning Circle as described in Appendix G - "Planning")

**Ask**, what are the steps in planning? What are the things you need to do if you're going to plan an activity?

Elements to bring out:

< GOAL SETTING: What do we want to accomplish? (What do you want to get out of an activity? Advancement? Klondike preparation? Fun + ??)

< RESOURCES NEEDED: What resources are needed? (stuff; site; time; people; training)

< RESOURCES AVAILABLE: What resources are available?

< ALTERNATIVES: Are there alternatives to reach objectives? (We could join with another Patrol to carry out this training.)

< EVALUATION: Evaluation by the planner(s) goes on constantly. ("Does this make sense so far? What can go wrong?" "IS there a better way?")

< FORMALIZE: At some point, you have to decide. When you do, write it down! - including assigning responsibility. WHO? WHAT? WHERE? WHEN?)

< SHARE THE PLAN: Is it a good idea to make sure everyone involved sees the formal plan? (why?)

- < CHECKING UP What should happen between formalizing the plan and the date of the activity? Check up ("Joe, how is it going on getting the wood together for the tower?")  
What if you don't check up?
- < EXECUTION Do it!
- < FORMAL EVALUATION Formal evaluation with participation of entire group - How did we do? How to do better? KEEP IT POSITIVE!!!
- < REVISE AS NEEDED What happens if we don't revise plans based on results? (Repeat problems. Don't improve/learn from experience.)

### 3. Distinguish long term vs. short term planning <AS TIME ALLOWS>

"Are there differences between plans for an activity coming up soon and plans activities months away?"

Long term plan covers gives more time and gives more time to prepare (Example: annual Troop Operations Workshop)

- < major or feature or special activities
- < why plan such things further in advance?
- < assign responsibility

Shorter view in more detail - Patrol Leaders' Council/Patrol Plans

- < plan the elements of each meeting and campout
- < assign responsibility

### 4. Inform the trainees as to planning aids available - see References and materials. Don't forget people!

### 5. Distribute copies of Appendix G - "Planning" and planning forms.

## **DISCUSSION GUIDE - SESSION 6 - "APPLICATION OF PLANNING - PATROL MEETING"**

Now that you have had a session on the basics of planning, let's discuss how that applies to Patrol meetings."

### 1. Why Meet

"Have any of you ever been on an organized baseball or football team?"

"How many times a week did you meet during the season?"

"Do you think a Patrol will feel more like a team if they meet more than once a week for ninety (90) minutes?"

**IMPORTANT POINT:** All other factors being equal, Patrols work well as team in direct proportion to the time they spend together. Patrols should meet regularly.

### 2. Need to Apply Planning

"What happens if you have a Patrol meeting without planning what is to happen?"

"What happens if the leader waits until the last minute to plan a Patrol meeting?"

**IMPORTANT POINT:** A Patrol meeting is like any other activity. Lack of planning leads to wasted time and poor results. All of the elements of planning discussed in Session 5 apply to a Patrol meeting.

### 3. Elements

"What kind of things should go on at a Patrol meeting?"

"Should a Patrol meeting be all study?"

"Should a Patrol meeting be all games?"

**IMPORTANT POINT:** a variety of activities keeps Patrol members interested. Break up learning and planning activities with games and contests.

**IMPORTANT POINT:** An "ideal" Patrol meeting should usually include: 1) an opening; 2) checking on advancement, uniforming and progress on working plans; 3) teaching/learning; 4) planning; 5) game or contest; and 6) closing.

### 4. Teaching/Learning

"How can Scouts in a Patrol learn skills they need for advancement and to carry out planned activities?"

"What would cause Scouts to want to learn skills?"

**IMPORTANT POINT:** The Patrol Leader is a manager of learning in the Patrol. But learning takes place best in an atmosphere of fun.

### 5. Games and projects

"Can games and contests help in learning skills?"

"What is your favorite game or contest that could be suitable for a Patrol meeting?"

### 6. Plan a meeting and group selection of "ideal" meeting.

The important activity is the individual planning. When group reforms, ask for suggestions on opening; teaching/learning; games or contest; closing. Encourage positive discussion of merits of suggestions. You write in "checking" and "planning."

## DISCUSSION GUIDE - SESSION 7 - "APPLICATION OF PLANNING - PATROL CAMPOUT"

"Just as planning applies to Patrol meetings, it applies to campouts. A Patrol campout is a chance to be off on your own and run a program that you have selected - that you have planned. It can be a highlight activity."

### 1. Important considerations in planning a campout

"What are the important things to consider in planning a campout?" [objectives; site; adults to attend; transportation; follow-up.]

### 2. Camp Safety

"Remember, the parents expect Patrol leadership to bring all the Scouts back in one piece."

"What should be the rules for a safe campout?"

**IMPORTANT POINTS:** 1) no bare feet; 2) extreme stove and lantern safety [adults must supervise fueling and lighting; 3) no flames in tents; 4) extreme knife and axe safety; 5) climbing only with adult supervision; 6) buddy system when leaving campsite and tell PL or APL where you are going; 7) clean hands when handling food; 8) proper refrigeration of perishable food; 9) dishes washed clean; 10) fires watched until dead out!! 11) swimming or boating only with Safe Swim Plan and adult supervision; 12) bed check after "lights out."

### 3. Hiking as an element of camp program

"Why is a good idea to hike as part of a campout program?"

### 4. Plan a Patrol campout by "patrols"

5 minutes is maximum available for the "patrols" to plan. When group reassembles, solicit suggestions. Discuss merits of suggestions in positive way. If they miss, board teaching/learning; checking; ceremonies; campfire.

## **DISCUSSION GUIDE - SESSION 8 - "TROOP AND PATROL GAMES AND CONTESTS"**

### 1. The values of games and contests as part of a Patrol's program

"A well-planned and conducted game or contest can be fun."

"What else can your Patrol get out of a game or contest?"

- group-forming
- develop skills
- test skills
- leadership development
- exercise

### 2. Something New

Remember, the objective here is to give new ideas. The Troop has been stuck on a small number of games and contests when hundreds are available.

**IMPORTANT IDEA:** A GAME LEADER MUST: 1) KNOW HOW THE GAME IS PLAYED; 2) BE ABLE TO CLEARLY COMMUNICATE HOW THE GAME IS PLAYED.

### 3. Encourage trainees to suggest new games to Troop leadership

## DISCUSSION GUIDE - SESSION 9 - "ADVANCEMENT IN THE PATROL"

### 1. It's part of the job

"You should have heard by now that part of the job of a leader in a Patrol is encouraging and advancement and helping Scouts advance."

"That is one of the most important responsibilities of the Patrol Leader."

"Can the Patrol Leader delegate part of that job?" [yes. For example, Scribe can keep advancement records and competent members can coach on skills.]

### 2. How to encourage advancement

"How long should it take for a Scout to reach First Class?" [No "correct" answer.]

"Why don't Scouts advance faster in Troop 22?"

"Do Scouts advance faster in some Patrols?"

"Would you agree that you can't force a Scout to advance?"

"You cannot make a Scout advance, but how can a Patrol Leader encourage the Scouts in his Patrol to advance?"

[< Set the example; < provide opportunities to learn in activities; < plan learning activities; < prompt opportunities to be checked; < recognize advancement]

### 3. How do Scouts learn skills?

Ask trainees, "How do you learn a skill?"

"If you are trying to teach someone something, does it help if he wants to learn?"

"Why"

"Does it help if its fun to learn something?"

"Does it help if opportunities to learn are built into Patrol and Troop activities?"

"If we agree that Scouts learn better if its fun and if learning is built into the program, what should you do as a Patrol Leader and a leader in the Troop?" [< Plan activities to provide for learning and contests to apply learning.]

**IMPORTANT POINT:** The sequence of teaching/learning is recognition of need to learn; teaching; application (practice); checking (testing). We are often weak on the application step.

"Who is the best person to teach a skill?" [He who knows it best and who can communicate it best].

"Where can you find information on how to teach skills and on games and contests applying skills?" [adult leaders; older Scouts; Boys Life]

### 4. Scoutmaster's Conference and Board of Review (Boy Scout Handbook, pp. 60-61 and p. 175).

"What is the purpose f a Scoutmaster's Conference?"

"What is the purpose of a Board of Review?"

## **DISCUSSION GUIDE - SESSION 10 - "APPLICATION OF PLANNING - CAMPFIRES AND SONGS"**

"This is another opportunity to apply planning."

1. **Why do it?** - 5 mins max.

"Why have campfires?"

"Why have songs?"

2. Select a skit or song - 5 mins.

"Here are handouts with skits and songs. Select a skit or song you have never seen performed before. You will perform it in five minutes.

3. Skits and/or Songs

4. Evaluation

"Apply what you know about planning to the skits/songs you just saw. What did you see from a planning standpoint?"

5. Staff Campfire

1 skit

1 song (snappy and fun)

recognition (best spirit; trainees in 100% uniform; recognize staff)

closing: "On My Honor"

## **APPENDIX D - Leadership Skills - "Keep the group together; get the job done."**

Having a chest full of tools does not make you an accomplished carpenter, but it's hard to be a good carpenter without the tools. Almost anyone can improve his performance as a leader with a better understanding of the basic skills (tools) of leadership C what they are and how to use them.

### A. The First Four - can not do without

#### 1. Communication

Verbal

Non-verbal

#### 2. Knowing the needs and characteristics of the group

How do you motivate this person to want to do it?

#### 3. Knowing the resources of the group

Strengths, weaknesses, skills

#### 4. Setting the example (Yes, it's a very powerful type of non-verbal communication.)

### B. The Second Four - beyond the present/improving performance

#### 5. Planning

#### 6. Teaching

#### 7. Controlling the group

e.g., keeping the group on task

#### 8. Evaluating

### C. The Last three - fine-tuning

#### 9. Counseling

#### 10. Leadership style

Varies according to the situation.

Typically, some level of participation from the group is best.

(Democracy is fine, but its not a leadership style. Further, nature abhors a vacuum. Someone(s) will lead. In fact, that is the only generally valid answer to the question, "Who is the leader"? ANS: "Whoever is leading." Titles without leadership lead to "fragging.")

#### 11. Representing the group

Up and down the chain of command.

<ATTACH COPY OF PP. 243-250 of Junior Leader Training Conference Staff Guide (Pub. No. 34533A)>

## **APPENDIX E - Flag Ceremonies** - "Anything Worth doing is worth doing well."

### **FLAG CEREMONIES, PRESENTATION OF NATIONAL AND OTHER COLORS ON FLAG STAFFS - AN EXERCISE IN PLANNING**

#### **STEP 1: GATHER MINIMUM INFORMATION REQUIRED TO FORMULATE PLAN**

< How many members will be required for the color guard? In addition to person giving commands the color guard ("Commander"), three persons are required for the national colors alone. One stands/marches to each side of the bearer. One additional member is required for each additional flag to be presented.

< What room is available for the movements of the color guard?

< If more than one flag is to be presented, (Troop; church; state), will the respective color guards approach the front of the space side-by-side, in single file, or by separate routes?

< What height flag pole will the space allow? (10 ft ceilings prohibit use of 10 ft. flag poles.)

< Who supplies the flag(s)?

< Are there stable flag stands to hold the flags? (It's really bad when they fall over!)

< Where should the colors be posted? (See "Flag Courtesy" below [Reference: pp. 42-44 of Boy Scout Handbook, 11th Ed.])

< If a bugle call is to accompany the presentation of the colors:

- Are the acoustics acceptable?

- Where will the bugler stand?

- Can the bugler sound the call properly or will he just make noise?

#### **STEP 2: FORMULATE PLAN**

< See "Flag Courtesy" below.

< Identify members of color guard and alternates. Members of color guard are in complete uniform, including trousers (or shorts if all members of the color guard are wearing shorts). "Uniform" means uniform = the same.

< Locate and have available the necessary flags, stands, and other materials.

#### **STEP 3: COMMUNICATE PLAN**

< Be sure the participants know what they will be doing and where and when they will be doing it. (Call to remind team - including reminder to wear complete uniform of the day.)

< Confirm your activity with organization for which you will be presenting colors (Troop; church; etc.)("I want to confirm that Troop 22/Eagle Patrol of Troop 22 will be presenting the colors at the meeting on March 13, 2002.")

## **STEP 4: PRACTICE**

< Give commands and have color guard execute those commands.

< Bugler can practice with and without other members of team.

## **STEP 5: EXECUTE PLAN**

## **STEP 6: EVALUATE PERFORMANCE**

< What went well? How could performance be improved?

## **FLAG COURTESY**

For a complete presentation, see pp. 42-44 of Boy Scout handbook. REMEMBER:

1. National colors are always to the right and higher than any other flag being presented. So, if color guard is presenting two or more flags, national colors are on the right and other flags are angled so their tops are lower than the top of the national colors.

2. If presenting colors single file, national colors go first and are higher than any other flag being presented.

3. The national colors are to be held vertically, not on an angle, except when necessary to go under some obstruction. (Here is where planning and practice avoid problems. Can you start on the "right" side or "inside" of the obstruction?)

4. If the colors are to be posted (placed in a flag holder) on a stage or to the side of a speaker in an auditorium, or place of worship, national colors are posted to the right of the stage or speaker (left of the audience). This means that if the flags must move up the sides of the space (rather than up a central aisle), the respective color guards must cross at the front of the space so the national colors can move from the right of the space to their posting position to the right of the stage or speaker. (Practice!!)

5. If the colors are to be posted on the floor of the room and there is no speaker (example: pot luck dinner), national colors are posted to the right of front of room as viewed by audience.

## **Script for Standard Presentation of the Colors on Flag Staffs**

All commands by Commander of Color Guard

1) Initial command: "Color Guard, attention" (loud enough for all of Color Guard to hear).

2) If civilians present: "Will the audience please rise for the presentation of the colors (and the Pledge of Allegiance)[?]."

**AND**

If Troop present: "Troop Attention."

**OR**

If other Scouts and/or Scouters from several units are present: "Scouts, attention."

3) If other Scouts present: "Scout Salute." (NOTE: Members of the Color Guard do NOT salute)

at any time. Their role is to carry and guard the colors. Commander does salute.)

4) "Color Guard, present the colors." (Color Guard marches forward to position near the flag stand(s) where they can turn to post the colors when that command is given. Reaching that position, they stop, turn, face the audience, and stand at attention.)(Review point 4 of "Flag Courtesy" above.)

5) If bugler to sound call: "Bugler, sound off."

6) Only if Pledge of Allegiance to be given: After color guard reaches the vicinity of the flag stands, turns to face the Troop or audience, and stands at attention, command is given: "The pledge of Allegiance." [brief pause] "I pledge allegiance to the flag . . . etc." (Others will join in.)

7) "Color Guard, post colors." (Color bearers only place colors in flags stands, step back, then align with other members of color guard facing the audience. Without practice, this looks like a mob of cattle milling around.)

8) If other Scouts present: "Two." (Salute has been held by Scouts and Scouters present and Commander - since command "Scout Salute." Color Guard does not salute.)

< If civilians present: "Please be seated"

9) "Color Guard, retire." (Color guard walks in orderly fashion to rear of space or to other finishing location as per plan and practice.)

### **Script for Standard Retiring of the Colors on Flag Staffs**

1) (Color Guard takes position quietly near posted flags and stands at attention.)  
Initial command: "Color Guard, attention."

2) < If civilians present: "Will the audience please rise for the retiring of the colors."

**AND**

< If Troop present: "Troop Attention."

**OR**

< If other Scouts and/or Scouters from several units are present: "Scouts, attention."

3) "Color Guard, retrieve the colors." (Color bearers remove colors from stands and align, at attention, with other members of color guard facing the audience or Troop. Again, practice is required to allow this movement to look planned, as opposed to sloppy.)

4) When color guard has secured the colors and is aligned and still,

< If other Scouts are present: "Scout Salute." (NOTE: Members of the Color Guard do NOT salute at any time. Their role is to carry and guard the colors. Commander salutes.)

5) "Color Guard, retire the colors." (The color guard starts to move to the rear of the space, keeping national colors to the right and higher than other flags, and keeping their alignment. Again, this takes practice to look good. Review point 4 of "Flag Courtesy" above.)

6) If bugler to sound call: "Bugler, sound off."

7) When colors have reached the rear of the space, and if other Scouts are giving Scout Salute: "Two." (Salute has been held by Scouts and Scouters present - OTHER THAN COLOR GUARD - since command "Scout Salute.")

8) If civilians present: "Please be seated" or other suitable comment such as, "Thank you for attending this Court of Honor" (Comments may be given by SPL or Scoutmaster).

## PLANNING NOTES

## **APPENDIX F - Teaching** - "First be a teacher."

Based on the model of teaching Scout skills.

### **PLANNING TO TEACH**

To teach effectively you need to apply the leadership skill of Planning:

#### 1. What is/are the objective(s)?

< Be realistic. If you have fifteen minutes, you probably can't teach ten knots to a group of eight Scouts if they start out from zero knowledge.

< Be concrete. If you are teaching the square knot, the objective would be: **AT THE END OF THIS SESSION, EVERYONE CAN TIE THE SQUARE KNOT.** Learning objectives when teaching Scout skills should clearly state what the members of the group will be able to do as a result of the session.

#### 2. What resources do you need to reach that objective?

< It's hard to teach knots that you are not very sure of.

< It's hard to teach lashings if the learners don't already know certain knots.

< It's hard to teach knots without enough rope.

< It's harder to teach lashings on a smooth floor or star identification on a cloudy night.

< Be sure you have enough time.

- What do you do if you decide you don't have enough time?

- Revise objectives or get more time

- By the way, what are you doing when you test your plan this way?

- Evaluating

#### < VISUAL AIDS

< There is just no doubt that visual aids help get your message across better than just words.

< What do the members of the group need to see? To teach how to whip a rope, it's easier to see rope being whipped around a large piece of wood than to see twine being whipped around a rope.

#### 3. What is the level of knowledge of the group?

< You want the presentation to be appropriate to the level of knowledge of the group.

< If they know zero on the topic, you may need more time to teach a given skill.

- Again, when you ask this kind of question, you are evaluating.

< If they already know, there is no need to show or discuss. You can spend all the time on practice or a contest.

< If one or two already know, they can help you teach

4. Do you need helpers? Is this a skill best taught one-on-one or in smaller groups?

5. Prepare written outline

6. If the teaching involves a team, assign responsibility. For example, if someone else is bringing materials, that responsibility must be clear.

Then follow-up with the other team members to be sure they don't forget to do their part.

### **EXECUTION = TEACHING**

Now its time to do it. Here are some ideas on effective execution of teaching:

Idea 1. The "Discovery experience"

People learn better if they see some reason to learn.

The best way to convince someone that there is a reason to learn is if they form that thought. This is called a "discovery experience."

A "discovery experience" is any situation where these three things happen. Again we are using Scout skills as our example:

1. A Scout realizes he does not know the skill.

2. The Scout sees that he needs to know the skill in order to be successful in what he wants to do.

3. The Scout decides he wants to learn the skill.

FOR EXAMPLE:

a. With no explanation, you tell the group that today they are to learn particular lashings.

DISCOVERY EXPERIENCE EXAMPLE:

a. You tell the group that there is a lashing race at the Klondike.

b. You have the group try to execute the lashing, and they find out they can't do it or do it badly.

c. You ask them if they want to do well at the Klondike.

d. At this point, the group should want to devote effort to learning the knots and lashings required for the contest.

NOTE: A "discovery experience" may be totally spontaneous. Be alert to any situation where the group realizes a need to learn a skill. Follow up ASAP with teaching of that skill.

#### Idea 2. "Teaching-learning"

a. Subtract what the group knows from what is required to meet the objective and work on what remains.

b. Break the skill down into simple steps. Small "bites" make success more likely, and success keeps energy high.

c. To the extent possible, have the group learn by doing.

d. Urge the Scouts to go slow. Accuracy is more important than speed in the learning stage.

e. A Scout is Kind. Remember that point of the Scout Law when teaching. Sarcasm is a real turn-off. Point out mistakes tactfully. When you teach, you are part of that group.

f. Remember that the Scouts will learn at different rates. The fast learners can coach the slower ones IF the fast learners remember "A Scout is Kind."

g. Recognition. Acknowledge effort and results.

#### Idea 3. Quick Application

a. Whether you can have the group learn by doing or not, you should follow the learning experience with a PLANNED application of the Scout skill.

b. The application works best immediately after the learning experience.

c. Application often leads to new discovery experiences: they thought they knew but didn't know.

d. A game or contest is an excellent way to supply application BUT the game or contest should be PLANNED.

e. Recognition. Acknowledge effort and results.

#### Idea 4. Time Balance

Learning by doing and application should be allocated more time than discussion or demonstration.

Idea 5. Urge the group to practice the skill.

### **EVALUATION**

You have been evaluation all along, but when the teaching session is over, you should sit down and jot down some thoughts on how the session went and how it could be improved.

Did learning take place? How well? What did you see? What do the learners say?  
Input from learners can be a "discovery experience" for you.

If another leader observed the session, ask him what he saw.

## **RECYCLE**

If learning did not take place and if the learning objective still seems desirable, teach it again.

Your approach may change.

You use different or additional human and physical resources.

The skill may need to be broken down into smaller pieces.

## APPENDIX G - Planning - "Proper Planning Prevents Poor Performance."

### Planning is a tool, skill or process used to reach objectives.

The "Planning Circle" - A graphic depiction of this outline would be a circle - circle ABC. A, B and C are three points spaced equally around circle ABC. "Objectives" is in the center of circle ABC, and a larger circle, D (Evaluate), surrounds circle ABC.

#### A. MAKE A PLAN

1. What is/are the objective(s)? There are usually more than one objective, and they may be interrelated or achieved simultaneously.

- a. Learning a skill
- b. Application of a skill
- c. Fun
- d. Group forming
- e. Service to Others
- f. Fund-raising
- g. ?

2. Decide how you might achieve objective(s)(Examples: go on a ten mile hike; gather food for the Food Bank).

3. Resources needed to accomplish No. 2.

##### a. **Human resources needed**

1) Staff

- a) skills
- b) characteristics
- c) needs
- d) number needed
- e) training needed

2) Participants

- a) skills
- b) characteristics
- c) needs
- d) number needed
- e) training needed

##### b. **Physical resources needed**

1) Site a) size

- b) characteristics
- c) permission/permits required

2) Equipment/materials

3) Weather

##### c. **Time needed**

4. Formalize the plan (Write it down.)

5. Assign clear responsibility for executing the various parts of the plan.

## **B. COMMUNICATE THE PLAN**

1. Tell the staff/participants about the plan (possibly by a written outline)

a. Long-term notice (annual program)

1) What

2) When

b. Intermediate term notice (30-60 days)

1) What

2) When

3) Where

4) Why

a) unusual equipment

b) details regarding needed training

c. Short-term notice (1-2 weeks for participants)

1) Repeat What, When, Where and Why

2) Detailed equipment list

2. Obtain "buy-in" from staff/participants

3. "Follow-up" with key players C staff and participants. **Are the staff and participants fully prepared?**  
(Often overlooked)

## **C. EXECUTE THE PLAN**

It is a mistake to regard execution as an event. It is itself a process that should begin immediately after the plan is formalized. He who waits until the "last minute" to get ready usually waits until after the "last minute" and is **NOT** as ready as he could and should be (but you knew that).

## **D. EVALUATE**

Evaluation and revision can take place at any time. A plan is a tool, not an object of religious adoration. In a non-threatening and positive atmosphere, attempt to determine:

1. What progress has been made/is being made towards achieving the objectives (can include progress towards preparation)?

2. Has progress been made towards other objectives not identified in the plan?

3. Will you have/did you have adequate human, physical and time resources?

4. What can we do to improve the plan and its execution?

5. What changes in/departures from the plan took place after the plan was initially formalized?

Recognition. Acknowledge effort and results.

Make a record. (Are you serious about evaluation if no one is taking notes?)

## **APPENDIX H - Games and Contests**

## Staffing

Course Scoutmaster		Ari Klein
Course Director		Tom Linton
Course SPL		Mark Rodney
Course Quartermaster	Neal Schaner	
Session 1	Opening	Mark Rodney/Don Nash
Session 2	Patrol & Troop	Mark Rodney
Session 3	PL Job	Owen Schaner
Session 4	Patrol Forming	Paul Urminski
Session 5	Planning	Tom Linton
Session 6	Patrol Meeting	Dan Kalinchuck
Session 7	Patrol Campout	Matt Austin
Session 8	Games/Contests	Aric Kalinchuck
Session 9	Advancement	Rich Hoban
Session 10	Campfire	Alex Barnes
Session 11	Closing	Mark Rodney/Don Nash

## Trainee Handout Checklist

- \_\_\_ a. campfires and songs
- \_\_\_ b. Patrol Meeting Plan form
- \_\_\_ c. Patrol campout planning form
- \_\_\_ d. duty roster
- \_\_\_ e. Troop meeting planning form
- \_\_\_ f. equipment checklists
- \_\_\_ g. description of duties of positions
- \_\_\_ h. JLHB (Publication No. 33500), pp. 143-144.
- \_\_\_ i. National Honor Patrol Award (BP Patrol) requirements (JLHB p. 41)
- \_\_\_ j. games and contests
- \_\_\_ k. Appendix D - Leadership Skills
- \_\_\_ l. Appendix E - Flag Ceremonies
- \_\_\_ m. Appendix F - Teaching
- \_\_\_ n. Appendix G - Planning
- \_\_\_ o. J.L.O.W. Agenda
- \_\_\_ p. Patrol Report
- \_\_\_ q. Uses of Scout Stave
- \_\_\_ r. Plan for Activity form
- \_\_\_ s. Why Wear a Uniform

**Scoutmaster**

**Assistant  
Scoutmaster**

**Assistant  
Scoutmaster**

**Assistant  
Scoutmaster**

**Assistant  
Scoutmaster**

**Assistant  
Scoutmaster**

**Junior Asst.  
Scoutmaster**

**Senior Patrol  
Leader**

**Assistant Sr.  
Patrol Leader**

**Den Chief**

**Scribe**

**Quartermaster**

**Assistant  
Quartermaster**

**Instructor**

**Historian**

**Chaplain's Aid**

**Librarian**

**Patrol Leader**

**Patrol Leader**

**Patrol Leader**

**Assistant  
Patrol Leader**

**Assistant  
Patrol Leader**

**Assistant  
Patrol Leader**

**Patrol Scribe**

**Patrol Scribe**

**Patrol Scribe**

**Patrol  
Quartermaster**

**Patrol  
Quartermaster**

# Patrol Quartermaster